



*Richard W. Riley College of Education,
Sport, and Human Sciences*

Faculty Manual

Last Revised August 2024

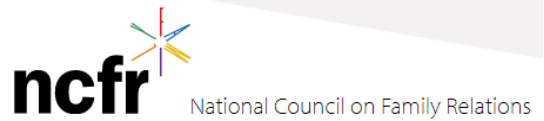


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Mission, Vision, and Values

Approved by the Richard W. Riley College of Education, Sport, and Human Sciences Faculty on April 23, 2024

Mission Statement

We are a student-focused, collaborative community fostering a capacity for innovation, inclusion, investment, and intention. We facilitate exploration, discovery, and professional readiness through academic and clinical experiences within community partnerships. Through the contributions of our diverse students, staff, and faculty, we uphold our rich legacy of positively influencing the world.

Vision Statement

We prepare graduates to become innovative, intentional, and inclusive leaders who invest in their communities.

Values

Through a culture of **innovation**, we foster creative exploration.

Through purposeful **inclusion**, we cultivate collaborative and open communities.

Through strategic **investment**, we encourage adaptability and facilitate engagement.

Through focused **intention**, we promote positive change.

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Organizational Structure

The College of Education, Sport, and Human Sciences (CESHS) organization chart is located in the [About the College](#) section of the CESHS website.

Departments

Counseling, Leadership, and Educational Studies

The [Counseling, Leadership, and Educational Studies](#) department prepares candidates to meet the needs of 21st-century learners, families, and clients through degree programs offered at the undergraduate and graduate levels in both teacher education and non-licensure degree programs.

The Counseling, Leadership and Educational Studies department offers Bachelor of Science degrees in [Middle Level Education](#) and [Special Education](#). At the graduate level, the department offers Master of Education (M.Ed.) degree programs for [Counseling & Development](#), [Educational Leadership](#), and [Special Education Intervention](#). The department also offers an Educator Specialist (Ed.S) degree in [Educational Leadership](#).

Curriculum and Pedagogy

The mission of the [Curriculum and Pedagogy](#) department is to prepare teacher candidates through discipline-specific content and extensive clinical experiences with innovative pedagogies. Our programs produce caring educators who positively impact students, families, and communities.

The Curriculum and Pedagogy department prepares teachers through programs for initial licensure and advanced study. The department offers Bachelor of Science degrees in [Early Childhood Education](#), [Elementary Education](#), and [Human Development and Family Studies](#). The department also houses the Master of Education degree in [Learning Design and Technology](#). The courses in literacy are offered to pre-service and in-service teachers. Finally, coursework in gifted education and project-based learning are housed in the department.

Education Core

The [Education Core](#) is an academic department that serves all initial educator preparation programs by providing foundational experiences that prepare future teachers for the diverse and inclusive environments in which they will work. Course content and clinical rotations are intentionally integrated at multiple points in the program to support candidate understanding, application, and generalization of Education Core concepts and ideas.

The Education Core department is responsible for common education coursework for initial preparation programs across the University. The department houses all options of the [Master of Arts in Teaching](#) degree ([Accelerated Pathway](#)), the [Bachelor of Science in Educational Studies](#), a Master of Arts in Educational Studies (coming soon), and the minor in Educational Studies.

Physical Education, Sport, and Human Performance

The [Physical Education, Sport and Human Performance](#) department is dedicated to preparing leaders in athletic training, exercise science, physical education teacher education, sport management, and athletic administration at both the undergraduate and graduate levels. The department meets this mission by preparing professionals who are dedicated to the improvement of health and wellness in the community, state, and nation, as well as the development of sport professionals prepared to meet the demands of the 21st century. All graduates are devoted to excellence in learning, leadership, stewardship and collaboration.

The Physical Education, Sport, and Human Performance department is housed in the Lois Rhame West Center. The department offers Bachelor of Science degrees in [Athletic Training](#) (no longer admitting students at the undergraduate level), [Exercise Science](#) (with a concentration available in Athletic Training), and [Sport Management](#). Master of Science (M.S.) degrees are offered in [Sport and Fitness Administration](#) and [Athletic Training](#). Minors include Coaching, Health, and Outdoor Leadership.

In addition, the department houses a basic instruction program and a number of service courses such as First Aid/CPR and health and physical education methods for the various initial teacher preparation programs. The basic instruction courses meet the physical activity requirement in the general education program required of all undergraduate students. These courses involve a range of offerings such as Scuba Diving, Lifeguard Training, Aerobic Walking, Weight Training, Hiking, Backpacking and Rafting, or Aerobic Dancing. 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.

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Centers

Instructional Technology Center

The mission of the [Instructional Technology Center](#) (ITC) is to provide a positive environment that encourages innovation and hands-on experiences using current state-of-the-art technology through comprehensive training and support. The ITC staff are role models who inspire and guide students, staff, and faculty to become inquisitive, open-minded learners capable of solving problems, communicating, and presenting research in creative ways.

The ITC serves students, faculty, and staff, as well as PK-12 educators from surrounding school districts and the Professional Development Schools. The ITC is located in 307 Withers and has a staff that includes a full-time director, full-time director of audio-visual services, graduate student workers, and several undergraduate student workers or work-study students.

In a technology-rich, learner-centered classroom, the teacher serves as a facilitator of instruction, mentor, and coach. The ITC will help cultivate a supportive and collaborative environment for integrating technology as a meaningful and effective part of the educational process by encouraging the modeling of technology integration in a variety of educational and professional settings.

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 ongoing professional learning with the University-School Partnership.

The Partnership Advisory Council, with representation from the College, other colleges on campus, and PK-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.

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's Rex Institute for Educational Renewal and Partnerships. The Office coordinates teacher education internships and other field and clinical experiences for undergraduate and 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 (WFIR). Personnel in the Office of Field and Clinical Experiences include the Director, the Field Placement Coordinator, and a Department Admin that is shared with the Rex Institute.

Winthrop School-University Partnership Network

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.

Macfeat Early Childhood Laboratory School

The [Macfeat Early Childhood Laboratory School](#) has two primary missions. The school promotes holistic development of children through a student-centered environment that stresses growth intellectually, physically, socially, and emotionally. The school serves Winthrop University and the community as a research and training center, helping tomorrow's educators and other professionals successfully meet the challenges of an increasingly diverse student population.

The Macfeat Early Childhood Laboratory School, founded in 1892, is operated by the Richard W. Riley College of Education, Sport, and Human Sciences 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 uses the National Association for the Education of Young Children (NAEYC) standards as a framework to guide our curriculum and program. The school maintains an A+ rating from [ABC Quality Rating System](#), demonstrating that our program goes above and beyond to provide an environment where children thrive. Macfeat is also licensed by the [South Carolina Department of Social Services](#) (DSS). Staffed by professional educators, graduate and undergraduate students, and numerous volunteers, Macfeat serves as an education site for prospective teachers and other professionals that work with young children. The 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 three lead teachers, a Director and Executive Director, Department Admin, After School Care Coordinator, five graduate assistants, and trained undergraduate workers and is located in the Withers building.

Outdoor Education Center

The mission of Winthrop Headquarters for Outdoor Adventure (WHOA) is to promote the health and wellness of the campus community and to encourage a respect for and appreciation of natural environments by providing the students, faculty and staff of Winthrop University with opportunities, resources, and instruction necessary to engage the outdoors in a meaningful and responsible manner.

The Winthrop University [Outdoor Education Center](#) (OEC) has been developing teams and groups since 1982 and has served more than 40,000 people. Considered by many professionals to be a teaching tool ahead of its time, the OEC offers specialized group learning experiences in an effective non-traditional setting. Teamwork is essential! By sharing in a new and meaningful experience, participants will learn more about themselves, each other, and their group as a whole.

Each workshop is individually planned around the needs and goals of the team or group. In designing all sessions, careful attention is paid to specific group needs so groups will be given the opportunity to be challenged and reach their goals. Sessions are classified as being either half-day (2-4 hours), full-day (4-8 hours), or multi-day.

The OEC experience is one of learning and fun! Your team will be presented with challenges that will require communication, trust, teamwork, and commitment to group goals. It's more than a group outing — it's an opportunity for self and group discovery.

Student Academic Services

[Student Academic Services](#) (SAS) primarily serves undergraduate and M.A.T. students enrolled in majors and minors within the College. In addition to these primary stakeholders, the office supports faculty advisors in the College and completers of all educator preparation programs in

obtaining certification. The SAS staff is focused on providing assistance and helpful resources in the areas of advising, student success, recruitment, retention, certification, admission to the Teacher Education Program, and college-specific scholarships. Personnel in SAS include the Director, Professional Advisor, Department Admin, and various student workers. Their mission aligns with the College's vision of *preparing graduates to become innovative, intentional, and inclusive leaders who invest in their communities*, and our work is guided by the Winthrop University values of *leadership, service, community, and excellence*.

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Partnerships

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 Early Learning Partnership of York County

The [Early Learning Partnership of York County](#) (ELP) was established in 1998 as a United Way initiative called Success by 6 and gained its own nonprofit status in 2005. ELP works to ensure that young children in York County are ready to learn in school and in life. By mobilizing people, leveraging resources, and empowering social, emotional, and early literacy programs, ELP is preparing children, birth to age five, for school success.

ELP has a staff of one Executive Director and one Program Coordinator who are housed in the College. The ELP staff is supported by a Board of Directors with approximately 20 members which represent the geographic areas of all four school districts in York County.

Olde English Consortium

The Olde English Consortium (OEC) is a partnership organization bringing together professionals from local PK-12 school districts, Winthrop University educators, and regional higher education institutions.

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Special Programs

Call Me MISTER

The purpose of the [Call Me MISTER](#) (Mentors Instructing Students Towards Effective Role Models) program at Winthrop University is to assist with the recruitment, training, and certification of diverse males who are planning to teach in South Carolina's public schools. The program seeks to help build a more diverse group of educators by providing academic, social, and financial support to under-represented individuals interested in the field of education. The mission of the Call Me MISTER National Initiative is to increase the pool of available teachers from a broader, more diverse background particularly among the State's lowest performing elementary and middle schools. Student participants are largely selected from among under-served, socio-economically disadvantaged and educationally at-risk communities.

Floyd College Readiness Program

The [Dalton and Linda Floyd College Readiness Program](#) is a community/school engagement initiative that provides college students an opportunity to serve as role models and guides to high school students as they aspire to and prepare for post-secondary education.

Two particular aims of the program are (1) to provide opportunities for college students to build leadership and mentoring skills and (2) to provide opportunities for high school students who may assume that post-secondary education is not possible for them or who may be considered at-risk in the high school to college transition.

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, and the Winthrop University Teaching Fellows Program was established in 2002. Teaching Fellows participate in advanced enrichment programs in Teaching Fellows Institutions, professional development opportunities during summer months, get involved with communities and businesses throughout the state, and receive up to \$6000 in yearly scholarships for four years while they complete a degree leading to teacher certification.

WinthropLIFE

[WinthropLIFE](#) (Learning is for Everyone) offers post-secondary education opportunities for students with intellectual disabilities. The program creates customized schedules for each student using a person-centered planning approach. The schedules include traditional courses, internships, and specialty courses to support student development of specific skill sets. The focus of the WinthropLIFE is to build and strengthen skills in the areas of employment, self-determination, health and nutrition, social networking, and independent living.

The mission of WinthropLIFE is to provide an inclusive post-secondary education experience to students with intellectual disabilities to prepare them for competitive employment and active participation in local communities with as much independence as possible.

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Roles and Responsibilities

Administrative Job Descriptions

Dean

The Dean is the chief administrative officer in the Richard W. Riley College of Education, Sport, and Human Sciences, which houses the premier educator preparation program in South Carolina while maintaining excellence in sport and human science professions. The Dean provides overall administrative leadership for the College, reports directly to the Provost, and works with academic leadership from all areas of the University. Specific duties include:

- Provides collegial and dynamic leadership for the College’s faculty, staff, and 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;
- Serves as a leader in state and national agencies and associations, public schools and school districts;
- Effectively represents the College and University to the community; and
- Secures external funding that is in keeping with the goals and objectives of the College and the University.

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Associate Dean and Executive Director of Macfeat Early Childhood Laboratory School

The Associate Dean is tasked with overseeing assessment and accreditation efforts, working with the Director of SAS to support students and faculty, and supporting all functions of the College as needed.

- Coordinates all efforts for external reporting and reviews;
 - Leads accreditation approval/review for the Educator Preparation Program and serves as CAEP Liaison;
 - Completes periodic reports for the University and governmental agencies; and
 - Completes annual external reports such as Title II and CAEP Annual Report.

- Oversees College Assessment System and accreditation processes;
 - Assists Macfeat with reviews as requested;
 - Coordinates and/or provides support for program area accreditations and reviews (both external and internal);
 - Coordinates College participation for University accreditation requirements (SACSCOC);
 - Maintains review of common Educator Preparation data in collaboration with other College personnel and committees as appropriate;
 - Oversees the student assessment of teaching for all CESHs courses;
 - Coordinates expectations of annual Program Advisory Committee process in collaboration with program directors;
 - Oversees work on specialized standing committees as they relate to EPP accreditation;
 - Serves as liaison with Institutional Research; and
 - Coordinates and leads annual program assessment processes.
 - Meets and communicates with Program Directors to ensure they have necessary data for continuous improvement plan;
 - Reviews as needed program processes in collaboration with Program Director and Department Chair;
 - Provides guidance to programs on appropriate assessment practices;
 - Ensures reporting deadlines to University are met;
 - Communicates with the University Director of Assessment and Research as needed; and
 - Provides updates to other bodies as needed or requested.
- Supervises the following personnel: Macfeat Director, CESHs Director of Assessment and Research, Student Learning & Licensure (SLL) Assistant, and SAS Director;
- Actively serves on a variety of College, University, and external committees as appointed;
 - Serves as a member of the Leadership Council and Executive Leadership Council;
 - Leads the Educator Preparation Assessment Committee;
 - Serves on the Educator Preparation Committee; and
 - Serves as the CESHs Representative on the Graduate Assessment Committee in collaboration with the Graduate Studies Director;
 - Supports Graduate Studies Director with compliance needs related to SACSCOCs advanced program expectations.
- Supports the SAS Director with recruitment, retention, and certification matters;
- Oversees the following College processes;
 - Serves as liaison with education liaisons in other colleges;
 - Coordinates various faculty-, staff-, and student-related documentation and assessment systems;
 - Coordinates all faculty searches for the College;
 - Coordinates committee membership and reporting needs;
 - Coordinates professional development for faculty, staff, and students as appropriate; and
 - Supports maintenance of College manuals;

- Serves as the College’s chief executive in absence of the Dean; and
- Performs other duties as assigned by the Dean.

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Associate Dean for Education Partnerships and Preparation

- Assumes the duties of Director for the Rex Institute
 - Oversees and supports the functions of the Office of Field and Clinical Experiences;
 - Maintains close collaboration with the Education Core Department to ensure ongoing connectedness and continuous improvement of the Education Core and related clinical experiences;
 - Facilitates Partnership Network activities and initiatives;
 - Facilitates collaborative professional learning activities involving Winthrop faculty and P12 and community partners;
 - Supports cross-disciplinary outreach that is designed to inform and impact educational practice and renewal;
 - Provide supervision for the Teaching Fellows program, Teacher Cadet initiatives, and the Call Me MISTER program in collaboration with appropriate program directors;
 - Assists in data collection, analysis, and reporting in areas related to the Institute's mission and goals;
 - Supervises fiscal and physical operations of the Rex Institute;
 - Serves as a liaison for various philanthropic activities affiliated with the Rex Institute and its mission;
 - Coordinates the Teacher Education Convocation ceremony; and
 - Serves as a liaison to the Olde English Consortium, Catawba Regional Education Center Advisory Board, and other education and community groups related to the Institute’s mission and outreach
- Serves as the Chair of the EDCO Department
 - See [Department Chair](#) job description
- Serves as the Educator Preparation Program Director
 - Serves on the Educator Preparation Committee;
 - Coordinates Educator Preparation Program efforts;
 - Engages in CESHS grant writing efforts in collaboration with the Dean, Senior Associate to the Dean, and others as appropriate;
 - Maintains close collaboration with the Education Core Department to ensure ongoing connectedness and continuous improvement of the Education Core and related clinical experiences; and
 - Assists in data collection, analysis, and reporting related to accreditation
- Serves as the College’s chief executive in absence of the Dean
- Teaches courses as appropriate for initiatives in the college but not in excess of two per year
- Performs other duties assigned by the Dean.

Department Chair

Department Chairs are faculty members who have been appointed by the President, based upon a recommendation from the Dean and the Provost. 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 ongoing 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, CESHS Department Chairs have the following duties and responsibilities:

- Ensures that faculty evaluations are conducted in accordance with the policies and procedures of the College and University;
- Reviews, with the faculty member, the member's performance at least once a year;
- Shares electronic course evaluations and annual evaluations provided by the assessment staff;
- Attempts to solve faculty and student problems;
- Conducts departmental meetings on a regular and ongoing basis;
- Acts as a liaison with other units and administrators;
- Sets a professional example for faculty members;
- Proposes changes in the curriculum, degree requirements, and noncurricular programs after approval by the departmental faculty;
- Ensures coordination of curricula within the department and with other College and University departments;
- Creates a schedule for course offerings each term in the appropriate system and monitors needs and enrollment, providing appropriate information to the Dean;
 - Establishes appropriate class time schedules and modalities that are equitable across faculty and consider current needs of students;
 - Assigns course schedules to faculty that are equitable based on discipline, modality, and class size;
- Reviews and makes recommendations on faculty assignments for dual employment, continuing education, and other extra duties;
- Supports as appropriate registration, recruitment, and orientation activities;
- Teaches on a reduced basis as approved by the Dean;
- Allocates and monitors the departmental budget;
- Oversees maintenance of budget reporting and appropriate, equitable appropriation of budget;
- Supervises all routine office functions, including the supervision of office staff, graduate student workers, and work-study students;

- Recommends to the Associate Dean faculty recruitment procedures and processes and takes a central role in the recruitment of faculty and staff for the department;
- Assists with the continuing development of departmental faculty and staff;
- Provides oversight to ensure the quality of all undergraduate and graduate programs in the department;
- Assists with all external accreditation activities;
- Promotes and encourages the obtaining of grants, attendance at professional meetings, research, publication, and other scholarly activities; and
- Performs other leadership duties as required by the department or assigned by the Dean.

Appointment

Chairs maintain a 9-month appointment with a supplementary 12-month stipend and reduced teaching load.

See the University policy on [Department Chairs](#).

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Director of Audio-Visual Services

The following are the administrative duties of the Director of Audio-Visual Services:

- Performs multimedia and AV setups campus-wide (equipment may be fixed or portable) during normal working hours as well as after hours and on weekends for departments, student organizations, the President's Office, and outside groups;
- 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 work with setups and manages and works with contractors on all commencement audio setups;
- Works with contractors/engineers on multimedia, AV, and audio planning for renovations and new construction;
- Serves as back-up support for Director of ITC;
- Manages carillon, webcasts, and satellite teleconference setups and 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; and assists with cable pulls in smart classrooms;
- Conducts research on multimedia, videoconferencing, and AV and audio solutions; supports LCD digital signage in areas such as Withers, Carroll Hall, etc.; and

- Advises and assists with camera installations, such as DVR cameras (e.g., Withers counseling lab) and networked/security cameras.

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Director of Field and Clinical Experiences

The following are the administrative duties for the Director of Field and Clinical Experiences:

- Coordinates field placements in PK-12 schools;
- Facilitated selection, training, and support of Mentor Teachers and University Supervisors;
- Coordinated field and clinical initiatives with Partnership Network school liaisons and WFIR;
- Served as liaison to public schools and district personnel on issues related to field and clinical experiences;
- Facilitated resolutions to student and field-related issues in collaboration with Program Coordinators, Department Chairs, and other key personnel;
- Collaborated with the Director of the Rex Institute for Educational Renewal and Partnerships in building and sustaining the University's Partnership Network;
- Implements processes and procedures associated with the year-long internship;
- Serves on the Partnership Advisory Council, Field Experience & Clinical Practice Committee, and other committees as deemed appropriate;
- Maintains strong communications with all those involved in field and clinical experiences through activities such as creating handbooks and updating website;
- Maintains field and clinical data and prepare annual reports as required;
- Supervises office staff, budget, and physical operations of the Office of Field and Clinical Experiences;
- Teaches courses and/or supervises as appropriate; and
- Performs other duties as assigned by the Dean.

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Director of Graduate Studies

The Director of Graduate Studies in the college works in tandem with, and fosters communication and collaboration among, CESHS Graduate Program Directors, Department Chairs, Associate Deans, the Dean, and the School of Graduate, Continuing, and Online Education (SGCO). The overarching purpose for the Graduate Director position is to help ensure quality of the College's graduate programs and timely services to support graduate students. Following are the specific administrative duties for the CESHS Director of Graduate Studies:

- Serves as a well-informed advocate for the needs of CESHS' graduate programs;

- Schedules meetings of CESHS graduate Program Directors to discuss issues on topics such as enrollment, recruitment, marketing, policy, assessment, and accreditation;
- Assists with and supports CESHS graduate marketing efforts;
- Responds to inquiries about CESHS graduate programs in absence of the Program Director and passes information along to Program Directors;
- Oversees and coordinates processes such as student admissions, petitions, theses, and troubleshoots issues raised by students or faculty related to graduate matters;
- Serves as a proxy in the application process for graduate admissions as needed;
- Actively engages with Program Directors in graduate recruitment efforts, activities, and events, including Graduate School Open House events and program-specific recruitment events, as requested by Program Directors;
- Monitors and supports graduate-related activity during the summer months;
- Works closely with CESHS Program Directors and CESHS Student Academic Services to process graduate student scholarships annually;
- Coordinates the Graduate Assistant/Associate program in the College in collaboration with the Dean and unit heads;
- Supports the preparation and monitors the routing of CESHS graduate curriculum action through the University, SC Commission on Higher Education, and SACSCOC approval processes;
- Supports Program Directors, Department Chairs, and the Associate Deans with program and unit assessment processes associated with continued program improvements and serves as a member of CESHS' Educator Preparation Assessment Committee;
- Facilitates SACSCOC accreditation and reporting activities for CESHS graduate programs in collaboration with Program Directors, Department Chairs, and the Associate Dean;
- Supports external accreditations and reporting associated with CESHS graduate programs (e.g., CACREP, CAATE, COSMA, CAEP/SPAs) and participates, as needed, in site visits;
- Serves as a member of the CAEP Accreditation Steering Committee;
- Serves as CESHS' liaison to the SGCO and participates on the Graduate Dean's Council;
- Represents the College as an ex officio member of the University Graduate Council;
- Serves on CESHS Leadership Council and as needed the Executive Leadership Council;
- Engages at various levels in programs closely tied to graduate education (e.g., online education program work with external vendor, alternative preparation programs associated with teacher preparation, competency-based education, graduate-level teacher endorsements, and summer planning);
- Serves as CESHS representative on University Graduate Assessment Committee coordinating with the Associate Dean on needs associated with SACSCOC compliance;
- Serves as Program Director for the Ed.D. in Leadership and Innovation (specific duties will be described in the next manual);
- Coordinates WPDC program;
- Teaches a reduced load as determined by the Dean along with a stipend to support year-long engagement in the role; and
- Performs other duties as assigned by the Dean.

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Director of Instructional Technology Center

The following are the administrative duties of the Director of Instructional Technology Center:

- Supervises employees of the ITC;
- Manages budgeted funds;
- Serves as liaison between University offices;
- Manages the technical needs associated with educational technology in the College;
- Assists in the accreditation process (e.g., SACSCOC, CAEP);
- 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;
- 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 CESHs faculty and staff;
- Assists faculty with technology projects in public schools;
- Maintains ITC webpages;
- Stays current in software and hardware developments and uses of technology as it relates to the mission of the ITC and the College;
- Manages equipment set up for special events;
- Oversees the management of classroom technology; and
- Performs other duties as assigned.

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Director of Macfeat Early Childhood Laboratory School

The following are the administrative duties for the Director of Macfeat Laboratory School:

- Employs, trains and provides leadership to, and evaluates staff including the Department Admin, teachers, and all graduate assistants and undergraduate student workers;
- Maintains compliance with requirements for approval (licensing) and accreditations, including working with other agencies such as DSS and ABC Quality;
- Plans the budget and monitoring expenditures, providing for meal service, maintenance needs, and classroom materials;
- Maintains communication and collaboration with the University, community, parents, and the Macfeat Advisory Board;
- Oversees the process of application, selection, and admission to Macfeat classes; and
- Supports the foundations, mission, and philosophy of Macfeat to serve Winthrop University and the community as a research and training center for pre-service teachers.

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Director of Student Academic Services

The Director is the primary administrative leader for student services in the College. As such, the Director serves as a visionary leader for programs related to advising, recruitment, retention, and educator certification. The Director also serves as the direct supervisor for the Department Admin, College Professional Advisor(s), and other office employees. The following are duties of the Director of SAS:

Manages all office services and programs:

- Supervises all SAS staff;
- Coordinates the preparation of the undergraduate catalog;
- Approves and processes all applications for admission to the Teacher Education Program;
- Oversees various required SAS reports;
- Coordinates scholarship information for the College;
- Oversees coordination of special events for students including one Scholarship Luncheon, one Admission to Teacher Education Ceremony, multiple Orientation Sessions, and multiple Office of Admissions events;
- Collaborates with appropriate offices on campus including but not limited to Records & Registration, Office of Admissions, Institutional Research, University College, Academic Advising, and New Student and Family Programs;
- Serves as information source for student advising;
- Provides or coordinates professional development for faculty and staff as needed;
- Oversees all budgets for the department;
- Serves on the Educator Preparation Committee;
- Serves as chair of the CESHs Petitions Committee;
- Serves as director of all recruitment and retention efforts in the College;
- Reviews, designs, and coordinates information for prospective students and families to ensure appropriate scope and accuracy (print and digital);
- Reviews and maintains all resources for current students related to student success and degree completion;
- Coordinates reports for programs related to recruitment and retention;
- Coordinates with Department Chairs to ensure student ambassador program is successful;
- Coordinates with Department Chairs to ensure faculty and student participation in recruitment and retention events;
- Proposes new programs and processes to support recruitment and retention; and
- Creates a personal professional development plan that explores best practices in student success and recruitment.

Manages and coordinates educator processes:

- Serves as the signatory for educator certification paperwork;
- Processes all required University-based paperwork and reporting for educator certification to include transcripts, add-on certification verification, change of action forms, and college recommendations;
- Maintains *Certification Database* while collaborating with South Carolina Department of Education to incorporate certification updates, resolve certification questions, and inform the appropriate individuals of challenges and changes;
- Establishes and maintains a liaison role with certification personnel in the State of South Carolina;
- Coordinates and monitors application processes for Internship experiences to include finger printing, applications, and background checks;
- Serves as primary contact for certification questions from candidates, alums, prospective students, and outside agencies;
- Maintains secure record keeping and communication of sensitive student information; and
- Creates, revises, and maintains electronic materials related to certification on the website and other content management systems.

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Senior Associate to the Dean

The following are the administrative duties for the Senior Associate to the Dean:

- Grants/Research Director
 - Serves as Principal Investigator for major grants;
 - Supports new grant development and submission;
 - Provides management support for awarded grants;
 - Supports faculty research, especially related to work with PK-12 schools; and
 - Facilitates action research with PK-12 schools and University faculty.
- Partnership Network Co-Director
 - Manages logistical work such as website, social media, and technology, including surveys and partner feedback processes;
 - Creates processes for and implementation of school selection and annual reporting;
 - Collaborates with Winthrop Faculty-in-Residence;
 - Organizes professional learning opportunities; and
 - Creates online training modules for various stakeholders.
- Education Core Instruction and Support
 - Teaches courses within undergraduate and graduate Education Core; and
 - Supports Department Chair, where needed.

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Program Leadership

Graduate Program Director

The faculty within a graduate program and the Graduate Faculty Assembly as a whole is responsible for curriculum and new program development; however, graduate program direction is assigned to specific individuals. Graduate degree programs are directed 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 Graduate Program Director, the following duties are assigned:

- Provides oversight to ensure program quality;
- Serves as Admissions Officer for graduate program, following best practices and policies established in consultation with the College Graduate Studies Director and Dean of the SGCO;
- Evaluates transcripts and application materials and/or facilitates review of such materials to make admission recommendations to the SGCO;
- Delegates and assigns admission and advising responsibilities as necessary and appropriate with best practice during summer session and the academic year;
- Facilitates and directs scholarship award process as appropriate within the graduate program;
- Maintains collaborative relationship with the SGCO and other graduate programs;
- Communicates regularly with College Graduate Studies Director and the SGCO on matters related to program development and admissions processes;
- Actively engages in recruitment activities, including regular attendance at Graduate Open Houses and other information sessions, proactively corresponding with applicants and prospective applicants, and participating in off-campus events as well as appropriate
- Maintains up-to-date understanding of current market trends for field;
- Manages and supervises program graduate assistants/associates as appropriate, making sure required forms are completed by essential deadlines;
- Liaison with offices of Financial Aid and Records & Registration to ensure compliance with federal, state, and institutional regulations and policies;
- Conducts meetings with program faculty;
- Proposes changes in the curriculum, degree requirements, etc. to the Department Chair or Dean after approval of faculty;
- Recommends yearly course offerings and course rotations to the Department Chair;
- Prepares program reports and assists with external accreditation activities;
- Reviews and reports program assessment data, recommends programmatic changes, and documents program revisions resulting from assessment findings;
- Collaborates with the College Assessment Coordinator, Department Chair, College Graduate Studies Director, and Dean of the SGCO as appropriate;
- Supervises and facilitates completion of comprehensive exams and final research projects as appropriate;

- Meets regularly with Department Chair, College Graduate Studies Director, and Dean to discuss enrollment, recruitment, and student services;
- Collaborates with the SGCO to review and update graduate catalog for accuracy and consistency, both in print and in electronic format; and
- Ensures website content is accurate and current.

See University policy on [Program Directors](#).

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Undergraduate Program Director

The faculty as a whole is responsible for curriculum and new program development; however, program direction is assigned to specific individuals. Major degree programs are directed 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 Undergraduate Program Director, 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 Department Chair or Dean after approval of faculty;
- Recommends yearly course offerings and course rotations to the Department Chair;
- Recommends class times to the Department Chair;
- Prepares program reports and assists with external accreditation activities and/or academic program reviews;
- Participates in recruitment and marketing activities, including new student orientations and admissions events;
- Reviews and reports program assessment data; recommends programmatic changes; and documents program revisions resulting from assessment findings;
- Meets regularly with Department Chair or Dean on status of program;
- Reviews program information for accuracy and consistency in print and electronic formats, including catalog and website content; and
- Coordinates undergraduate advising for the program.

See University policy on [Program Directors](#).

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Other Administrative Support Roles

Administrative Assistants and Administrative Specialists (Department Admins)

Administrative Assistants and Administrative Specialists are typically assigned to an office or department to manage duties such as:

- Provides administrative support for activities such as but not limited to:
 - Coordinates and supports all accreditation visits and reporting as needed;
 - Processes paperwork to include travel, reimbursement, purchasing, and related matters;
 - Supports search processes as appropriate for the specific assignment. This includes management of the dedicated e-mail address, visit coordination, and collection of paperwork for finalists;
 - Ensures all faculty and staff records are up-to-date and complete during hiring process to include final transcripts, background checks, and CV;
 - Collaborates with other staff, administrators, and faculty to support College success; and
 - Coordinates collection and submission of all CESHS course syllabi on a semester basis and CVs on an annual basis in collaboration with Department Chairs.
- Serves as office receptionist and coordinator.
 - Supports processes related to shredding and surplus of University holdings as appropriate;
 - Supports College and department special events;
 - Maintains a working knowledge of information storage and record maintenance expectations; and
 - Performs other related duties as required.

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Budget Analyst/Facilities Manager

- Budget Analyst
 - Prepares and maintains all CESHS budgets, providing oversight for CESHS fiscal procedures;
 - Processes and maintains records of expenses related to operating, personnel, foundation, and revenue accounts;
 - Serves as liaison to the Controller's and Procurement Offices;
 - Provides support for grant budgets and special projects as requested by the Dean;
 - Submits regular financial reports to the Dean;
 - Reviews and approves all financial requests and reports routed through the Dean's Office including:
 - Purchase requisitions (purchase orders);
 - Check requests;
 - Travel authorizations and reimbursements;
 - Advises Department Chairs and Project/Center Directors on matters of financial policy/administration;

- Provides administrative support to the ITC Director and Director of AV Services including student hiring;
 - Serves as procurement card liaison to the CESHs Dean's Office, ITC Director, and Campus AV Services Director;
 - Works with Department Chairs and other unit heads to collect needed documents for hiring permanent, full-time employees and temporary, non-instructional positions and prepares ePAFs for submission to the Dean for approval; and
 - Reviews all ePAFs submitted by Department Chairs and other unit heads for Dean's approval.
- Facilities Manager
 - Oversees upkeep and use of the Withers building;
 - Ensures that Withers' classrooms and common spaces are properly furnished and maintained;
 - Serves as liaison with Facilities Management regarding Withers building maintenance, improvements, signage, and surplus and inventory of non-technology items;
 - Creates work requests with Facilities Management for Withers building issues;
 - Approves space requests for Room 401 and Plowden Auditorium in Withers; and
 - Note: The Student Activity Center (SAC) is not part of Withers.
 - Orders and distributes Withers building keys as needed by faculty and staff as well as maintains security and records on keys per University policy.
 - Note: Facilities Management no longer permits building keys to be assigned to students. They are signed out to permanent, full-time faculty who may give to a student, but the faculty member is 100% responsible for the key and must turn it in when they leave the University.

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Director of Assessment and Research

The Director of Assessment and Research manages all data and reporting for the College, programs, and faculty.

- Assists faculty and administrators in designing assessments, data collection strategies, and interpretation of assessment data;
- Performs ad-hoc queries for accreditation and program improvement and evaluation;
- Performs other analyses as assigned by Dean or Associate Dean;
- Analyzes and compiles data for annual, external reports including but not limited to PEDS, Title II, and CAEP, and prepares annual data analyses for CESHs Leadership Council, program areas, and departments/units;
- Designs and manages databases and monitors data integrity for the College; and
- Manages Student Learning & Licensure (SLL) data and administration.

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Executive Support Specialist

The Executive Support Specialist provides administrative support to the Dean and assists in coordination of College-related activities and communications.

- Schedules appointments and meetings for the Dean and provides meeting and deadline reminders to the Dean;
- Vets telephone calls and office visitors for the Dean, relaying messages, responding to inquiries, gathering background information, and providing referrals for problem resolution as much as possible;
- Prepares documents for the Dean and composes drafts of correspondence from the Dean on routine matters;
- Coordinates Dean's List recognitions;
- Coordinates the planning of a joint Program Advisory Committee each spring in collaboration with the Dean and Associate Dean;
- Coordinates travel arrangements and related authorization and reimbursement paperwork for the Dean and other administration or faculty members as needed;
- Supports the Faculty/Staff Award Selection Committee each year and facilitates planning for the CESHS Faculty and Staff Awards and Retirement Ceremony;
- Creates and maintains personnel files for all CESHS faculty and staff;
- Collects and manages faculty data to ensure complete credentials are documented and available in personnel files;
- Collaborates with academic Department Admins to ensure PICS documentation is completed in a timely manner;
- Assists the Dean in coordination of annual personnel-related processes and management of materials;
- Assists the Dean in development of protocols for personnel-related processes and communicates protocols and timelines to Department Chairs and Department Admins;
- Maintains updated faculty/staff directories and e-mail distribution lists;
- Acts as data management coordinator for the personnel management system (Interfolio) and provides technical support for College implementation;
- Coordinates the development, revision, and refinement of system-generated reports and generates reports as needed;
- Maintains CESHS calendar of important dates and meetings;
- Receives incoming mail for the office and distributes appropriately;
- Maintains a well-organized filing system and the handling of confidential material;
- Serves as chair of the CESHS Staff Advisory Council and also coordinates meetings for Dean's Office staff as needed;
- Prepares agendas, materials, meeting arrangements, and sends notifications for CESHS Faculty Assembly;

- Prepares materials, meeting arrangements, and sends notifications for Leadership Council, Executive Leadership meetings, and other group or committee meetings that are scheduled by the Dean;
- Serves as recording secretary for the CESHS Faculty Assembly and Leadership Council;
- Responsible for the College benevolent fund and purchases;
- Coordinates the development and dissemination of CESHS's electronic newsletters and maintains updated contact lists for newsletters and other electronic mailings;
- Coordinates the review and update of CESHS main webpages;
- Helps maintain social media accounts along with the Professional Advisor;
- Serves as CESHS liaison to Privacy Group; and
- Serves as Assistant Building Coordinator for Withers.

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Field Placement Coordinator

- Plans competency review meetings with content area faculty to determine fall and spring internships;
- Serves as liaison to public schools for fall and spring internships (approximately 200 students per year);
- Maintains field experience and internship files including observations and evaluations;
- Works with the Director of SAS to provide development sessions for University Supervisors and Mentor Teachers;
- Maintains all travel authorizations and reimbursements for University Supervisors;
- Secures payment for University Supervisors;
- Coordinates all school placements for EDUC 210, 250, and ELEM 293;
- Works with content area faculty to determine AREA 392 fall field experience placements (approximately 200 students);
- Coordinates payment of stipends for Mentor Teachers with Human Resources;
- Coordinates training sessions for Mentor Teachers and University Supervisors with Director of ADEPT;
- Coordinates Praxis II score reports for graduating seniors; and
- Assists with Title II and Commission on Higher Education (CHE) reports on Praxis scores.

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Professional Advisor

The Professional Advisor serves as a primary contact for new students in target programs while facilitating related functions.

Coordinates the marketing initiatives of the College:

- Creates print and electronic publications for the College;

- Assists in the development of presentations for recruitment, campus, and other department events;
- Designs and implements digital marketing strategy to drive the College and University brand;
- Coordinates with University Communications and Marketing to develop communication and publicity materials for the College;
- Facilitates the production of marketing and publicity materials and campaigns in a timely and budget conscious manner;
- Produces timely, professional, and accurate print and digital products for College; and
- Follows the style guidelines set by the University.

Manages and coordinates the admission process for initial teacher preparation programs:

- Maintains the electronic application system with the technical support of appropriate University personnel;
- Coordinates processes for review of candidates with program committees, Office of Records & Registration, and other College and University offices;
- Manages and maintains the database for admissions decisions and status;
- Performs related administrative tasks, including ordering name badges, coordinating with Department Admin to plan induction, and corresponding with admitted students;
- Serves as primary contact for admissions questions from candidates, faculty, prospective students, and outside agencies;
- Manages the Praxis voucher system;
- Assists students in scheduling Praxis exams and testing locations on campus when needed;
- Maintains the testing requirement database for Teacher Education programs;
- Helps plan and facilitate retention efforts associated with teacher education admission;
- Provides accurate and timely information to faculty, staff, and students; and
- Accurately performs technical aspects of admission-related processes.

Supports other SAS initiatives as needed:

- Serves as College liaison for SC Teacher Loan programs while processing teacher loan paperwork;
- Coordinates the direct billed fees with Student Financial Services associated with all programs and processes in SAS; and
- Provides accurate and timely information to faculty, staff, students, and external stakeholders.

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Student Recruitment, Retention, and Advisement

Recruitment and Retention

Recruitment

The College 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 College 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 SAS (undergraduate), the CESHS Graduate Studies 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 [Adjunct Faculty Duties and Responsibilities](#) and [Full-Time Faculty Duties and Responsibilities](#) sections of this manual.

Success of recruitment efforts are evaluated yearly at the program, department, and college levels through examination of student enrollment data. CESHS' Diversity, Equity, Inclusion, & Belonging (DEIB) Committee examines demographic data on new students annually to determine success of diversity recruitment initiatives. Effectiveness of recruitment activities are evaluated longitudinally.

Retention

The College 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 ongoing concern in all programs, the College and programs (a) review enrollment, retention, and demographic data annually in order to identify students at risk for non-retention, (b) analyze longitudinal patterns in data, (c) examine linkages to the Academic Success Center and other on campus services, (d) consider assignment of early advising to students identified as highest risk, (e) review faculty support for advising high risk students; and (f) report annually on efforts. The College DEIB Committee examines demographic data on matriculating students annually to determine success of diversity retention initiatives.

The College's Graduate Studies 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 Studies Director reports to the College DEIB Committee and Leadership Council annually on graduate student retention.

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Advisement

General Considerations

- Neither Department Chairs nor the Dean should interfere with advisement unless there is evidence of a major conflict, violation 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 SAS.
- 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 Professional 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 Department Chairs to assign advisors; and e) help to resolve problems related to the advisement process.
- CESHS faculty share a number of basic skills and interests; therefore, faculty should be able to advise students across the different degree programs, using subject-expert faculty for support.
- Students should see their faculty advisor(s) 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.
- While advising loads will vary, faculty members should have no more than 40 active advisees.

Role of Student Academic Services

The staff in SAS serve as a vital resource but are not a substitute for the faculty advisor. If faculty need assistance in advising or if students are unable to locate their advisor, they should first contact the Department Chair in the area of their major and or review information available through the [Student Academic Services](#) website.

The primary responsibilities of SAS includes:

- Providing overall direction for the advising process in the College.
- Providing initial advising services for new students entering the College.
- Coordinating freshman and transfer orientation for all CESHS majors.
- Supporting processes such as undergraduate University-wide petitions, transient forms, change of majors/minors/catalogs, transcript review, graduation review, admission to Teacher Education, scholarships, and educator certification.
- Assisting with registration problems.
- Serving as a resource to the faculty and administration.
- Coordinating recruitment and retention initiatives.

Role of the Faculty Advisor

At Winthrop University, all students who have declared a major are assigned to a full-time faculty advisor. For students who have not declared a specific major in the College (pre-education majors and students who have recently transferred to Winthrop University), advising is handled by personnel in SAS. 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 & Registration](#) website. Please read and re-read the catalog. Other responsibilities are summarized below:

- Provide a rationale for educational curriculum and benefits of required coursework;
- Assist students in planning a program of study, which is consistent with their abilities and interests;
- Maintain, with the students, an electronic record of the advising discussion and recommended coursework in the DegreeWorks planning feature;
- Monitor each advisee's progress toward their educational career goals;
- Help students identify their own special needs and make appropriate referrals to campus resources;
- Keep up-to-date on academic information and monitor changes to academic regulations; and
- Be accessible and observe regular office hours.

Prior to registration, students at Winthrop are required to schedule a face-to-face meeting with their assigned advisor to receive the appropriate registration form and to receive assistance in planning coursework 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.

See the [College Advising Guide](#) for additional information.

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General College, Classroom, and Course Information

Absence from Work Duties

When possible, non-administrative faculty should notify their Department Chair in advance when they will be absent from work for three or more days (**NOT** for approved travel). Faculty have a responsibility to help create a smooth transition during their absence so that instruction and service to both students and the College/University will continue in an uninterrupted manner. Except in cases of emergency, the [Request for Absence From Duties form](#) located under Forms in the Faculty Resources menu, should be completed and submitted to the Department Chair as far in advance as possible. When absence is due to illness, death in the family, or jury duty, leave should be reported through Wingspan.

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Benevolent Fund

The College of Education, Sport, and Human Sciences benevolent fund is intended to provide small expressions of support to our colleagues. Below are guidelines for use and procedures for contributing to the fund.

- Events that may be considered for use of this fund include (but are not limited to): birth of first child, death of immediate family member, and significant health events or hospitalizations. For the purpose of this fund, immediate family is defined as the legal spouse/partner (including common law), children, and parents.
- Benevolent fund purchases will be classified as gifts. Gifts may include (but are not limited to): flowers, balloons, and food items. Purchase amounts will be determined at the discretion of the CESHS Dean's Office but will not exceed \$100/person/year.
- Those eligible for benevolent fund gifts include: current faculty and staff, retired full-time faculty and staff, and those having provided significant service to the College (to be determined by the CESHS Dean's Office). Custodial staff assigned to the Withers Building and West Center will be considered CESHS staff.
- There may be special or significant occasions during which the College wants to provide support that would warrant a special one-time contribution (e.g., Christmas bonus for custodial staff).

Procedures for making CESHS Benevolent Fund contributions.

1. Access the College of Education, Sport, and Human Sciences Homepage at www.winthrop.edu/CESHS.
2. Click on the link "Make an Online Gift" at the top of the page.
3. Under "Gift Details," select the amount you wish to donate.
4. Under "I Want to Support...," you must select "College of Education Dean's Excellence Fund" in order for the donations to go into the correct fund.
5. You may choose to make a one-time donation or a recurring donation. Recurring gifts can be monthly, quarterly, semi-annually, or annually.
6. Complete the Billing Information and Payment Details.

7. Once submitted, you will receive a confirmation of your payment via e-mail.

Calls for donations are made at College Assemblies. Cash donations can be received by the Faculty Assembly Vice-Chair or the Dean's Executive Support Specialist. The Dean's Executive Support Specialist will organize any purchases made from the benevolent fund and maintain a record of donations and receipts.

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Blackboard

Winthrop University uses Blackboard for its learning management system. Blackboard is a powerful, easy-to-use software package for designing, delivering, and maintaining online course information. The software is accessible to anyone who has an Internet connection and an account provided by Winthrop University. Blackboard can be used as a supplement to traditional courses for posting course documents, posting/receiving assignments, managing grades, and communicating via e-mail and announcements. Blackboard can also be used to create and deliver web-enhanced, hybrid, and fully online courses. In addition, there are other various areas in Blackboard used by the College: Organizations, Content Management, Committee folders, etc.

You may log into Blackboard [here](#). For more information on Blackboard, visit the Office of Online Learning's [Blackboard News and Information](#) website.

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Business Cards and dot.cards

To assist with off-campus and professional contacts, full-time faculty and staff may order business cards from the University's [Printing Services](#) or a dot.card from [dotcards.net](#) upon approval from the Department Head. Department Admins should place these orders for faculty and staff, and the department budget covers this expense.

A dot.card transfers all of the information on your dot.profile with a single tap onto someone else's phone. Your dot.profile is fully customizable—including a bio, social media links, payment info, and more—and enables you to share every important detail about you and your business with your network.

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Cancellation of Classes

As a general policy, CESHS 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 or online 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 [Inclement Weather](#).

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Center for Career Development and Internships

Career development services for students may be found at the [Center for Career Development and Internships](#) website.

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College Events

Sponsored Events

Because of involvement in partnership-related committees and organizations, faculty are often asked to host meetings and/or events at Winthrop. Note that as the primary representative for the group, the faculty member takes responsibility for the event including, but not limited to: working with department/unit administrative support to submit required forms/requests, communicating with affiliated group with whom one is working (e.g., Olde English Consortium) on set-up needs and detailed event schedule, and being the on-site point of contact on the day(s) of the event. To help guide the planning and hosting of such events, please refer to the information on [Event Planning and Processes](#) and complete the attached form to [Request to Host an Event at Winthrop University](#).

Supplemental Education Experience (SEE) Events

Educators are expected to engage in professional learning throughout their careers. To mirror such experiences, teacher education students are expected to complete Supplemental Education Experiences (SEE) before graduation and maintain a record of certificates awarded.

For faculty interested in hosting an event covering topics in the categories of Diverse Students, Critical Incidences, and Professionalism for SEE credit, contact Student Academic Services to register your event for SEE credit.

Town Halls

Town halls hosted by the College may be held once or twice per semester and are open to all Winthrop students, faculty, and staff. Event topics are approved through the CESH Dean's Office, and the hosting faculty member may choose to apply for cultural event or SEE credit for their event.

See [Scheduling Town Halls with Cultural Event or SEE Credit](#) for more information.

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Computer Usage

Complete policies and guidelines are located on the [Computing and Information Technology](#) website. Computer accounts are password-protected, and University procedures require they be changed regularly. You will receive an automatic e-mail informing you that your password will expire soon. You can change it then or any other time prior to it expiring.

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Consulting and Outside Employment

Faculty must abide by Winthrop University's policy for [Outside Employment for Faculty Members \(including Consulting\)](#). This policy requires that faculty submit a "Request for Approval of Consulting or Outside Employment" form prior to accepting or beginning any outside or consulting work. Approval must be granted by the faculty member's Department Chair and Dean and, in some cases, by the Provost and/or President. If the faculty member will be absent from campus during the normal working period, that information must be included on the request for approval form. Winthrop travel policies apply to consulting and outside employment. Additionally, the South Carolina Ethics Act prohibits a faculty member's use of public materials, personnel, and equipment for private economic benefit.

University resources should not be used in outside employment activities. In consulting activities, incidental use of University resources is acceptable when approved in advance.

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Copyright

Complete information is located in the [Copyright Policy](#) section of the Winthrop University Policies website. **Note:** Permission must be secured before putting copyrighted material on a website or Blackboard.

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Counseling Services

For information on counseling services for students, refer to the Winthrop University [Center for Student Wellness](#) website.

For information on counseling services for faculty and staff, refer to the [Employee Assistance Program \(EAP\)](#) section below.

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Course Evaluations

Course evaluations are distributed electronically near the end of the course for both half-semester and full-semester courses. Once the semester has been completed and grades have been posted, the evaluations are compiled and added to the Content Collection in Blackboard. Department Chairs are responsible for facilitating the distribution of these to their faculty, and Department Admins may be asked to help.

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Course Syllabi

Faculty are responsible for developing a syllabus for each course. Course syllabi are due to the Department Chair by the end of the first week of class each semester. The College adheres to the University-established naming conventions of syllabi. Syllabi naming conventions are: [subject][course number]_[section]_[term]_[faculty last name and first initial with no space]. Example: EDUC110_001_22F_SmithA.pdf.

It is the responsibility of the Department Admin to upload the syllabi for all courses taught by their departmental faculty to the shared OneDrive folder entitled “CESHS Syllabi, Vitae, and Transcripts” no later than one month after classes begin.

For the University policy on syllabi, review the [Syllabus](#) section of the University Policy Repository. Also see the [College expectations for syllabi](#).

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Curriculum Action Procedures

The University has established [resources and policies](#) for new and revised degree programs, options, and off-site offerings. Information on the [use of the Curriculum Action System](#) are available from Records & Registration. Internal curriculum approval processes 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.

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, see the University's [Substantive Change Policy](#).

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Custodial Procedures

Each campus building is assigned a group of custodians who report to Facilities Management. For any specific needs, submit a work request on the [Facilities Management](#) website.

To report a building emergency during normal business hours, call Facilities Management at x2489 and notify the appropriate Facilities Manager. After normal business hours or on weekends and holidays, call Campus Police at x3333. (Campus Police is responsible for contacting the on-call Facilities Management personnel.) Work with the Dean's Office or Department Admin to submit a work request **immediately** after reporting the emergency to Facilities Management or Campus Police.

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Dacus Library

For complete information, review the Winthrop University's [Dacus Library](#) website.

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E-Mail

Every Winthrop employee (full-time or part-time, faculty or staff) is required to have a Winthrop University e-mail address. When you receive your user account, a mailbox is automatically created on the e-mail server. Your e-mail address is your username followed by "@winthrop.edu" (example: smitha@winthrop.edu).

You can access your Winthrop e-mail account from the Internet. You can log in on your browser [here](#). The Internet version of Outlook is slightly different in some ways, but the Outlook bar, Folder List, and many of the same buttons are all there.

For more information about the Outlook e-mail application, accessing e-mail on mobile devices, distribution lists, and class lists serves, please see the [Faculty/Staff IT Handbook](#).

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E-Mail Distribution Lists

The College maintains five e-mail distribution lists: *College of Education, Sport, and Human Sciences* (which includes all full-time CESHs faculty and staff), *CESHS Faculty*, *CESHS Staff*, *EPP Faculty* (Educator Preparation Program), and *CESHS Adjunct Professors*. All faculty and staff can use these lists to e-mail the appropriate group.

The first four distribution lists are updated and maintained by the Dean's Office. It is the responsibility of the Department Admins to review and update the *CESHS Adjunct Professors* distribution list every semester.

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Employee Assistance Program (EAP)

Winthrop's Employee Assistance Program, commonly referred to as EAP, is a company-sponsored benefit that offers the support and resources employees need to address personal or work-related concerns, such as marital difficulties, parenting, stress, depression, work-related concerns, alcohol and drug use/abuse, or grief and loss. It is confidential and free for Winthrop employees and their household. Winthrop University's EAP is offered through MYgroup by McLoughlin Young. To access work-life services, log into mygroup.com using the username "winthrop303" and password "guest". For more information on available benefits and access, visit the [Employee Benefits](#) site on Human Resources' webpage.

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Employee Policies and Procedures

For complete information, review the [Employee Policies and Procedures](#) on the Human Resources website.

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Employment Exit

Upon resignation or retirement, exiting full-time faculty and staff will be e-mailed an Employment Exit form by the Dean or Executive Support Specialist. The form includes a checklist of exit tasks and asks for a forwarding e-mail and mailing address.

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Environmental Health and Safety

Environmental Health and Safety (EHS) serves the university community by providing comprehensive environmental health and safety programs and services that protect the environment, provide safe and healthy conditions for work and study, and comply with applicable laws and regulations. In addition, EHS conducts routine compliance audits, provides building fire and life safety inspections, coordinates the testing and inspection of fire safety equipment, provides technical support, consultation, and training to ensure regulatory compliance, and administers the workers' compensation program. For more information, review their website [here](#).

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Etiquette for CESHS Classrooms

The College is responsible for classroom spaces in Withers and the West Center. Classrooms are teaching spaces that are shared with people inside and outside of the College. Because spaces are often shared with little time between classes, it is important that you leave the room in good teaching order for the next person(s). You should use common courtesy to help guide you; namely, leave the room in the way that you would want to find it. You should make sure that your students understand this as well and encourage or require them to participate in making sure the room is ready for the next class. Some CESHS classrooms have specialized hardware that requires special attention and not all classrooms have the same set up. The guidelines below are considered part of your responsibility as a faculty member teaching in a CESHS classroom but are good considerations for all spaces.

1. In Withers, close any open windows when you leave the room.
2. Erase all large whiteboards so that they are clear for the next class. **Note:** Do not use any chemical cleaners on the white boards. If they require a deep clean, contact the Instructional Technology Center (itc@winthrop.edu; x2136) for Withers or building support in West.
3. Clean and hang all small whiteboards on the ends of the table where applicable.
4. Do not write on the SMART board screens, even with dry erase markers. These boards have a matte finish with tiny dimples to allow for glare free projection. When you write on these boards, marker dust gets caught in these dimples. Over time, the boards will look dull and smeared. If you need to write on the boards, you can use the digital ink software in the SMART software. If you need assistance with the SMART board, contact the ITC.
5. Make sure you understand how to use the various technology. Do not disconnect any cables. If you need connection help, contact the ITC.
6. Log out of the computer(s), turn off all displays, and check for removable media such as flash drives.
7. Return all SMART pens to their proper location.

8. If you used the rechargeable SMART pens, return them to the box and make sure they are plugged in and charging.
9. Make sure that chairs are pushed back to the tables.
10. Food and drink are not allowed in the classrooms, and faculty/staff should help enforce that rule. However, check for bottles, cans, and trash in the room after class and have people dispose of their items properly. For complete information, review the [Food and Drinks in Classroom](#) section of the University Policy Repository.
11. Lock the door when you leave and turn out the lights. **Note:** If you are teaching in the computer labs, leave one row of lights on. The security cameras need the light.
12. Any technology problems or issues should be reported to the ITC Director (itc@winthrop.edu; x2136).
13. Any facilities issues should be reported to the Facilities Manager in the Dean's Office (x2151) for Withers or building support in West.
14. Found items in Withers should be turned in to the Dean's Office in 106 Withers. Found items in the West Center should be turned into the main service desk. Unclaimed items may be sent to lost and found with Campus Police.
15. For information on using Mediascape classrooms, refer to the ITC's [Mediascape resource book](#).

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Final Exams

For both undergraduate and graduate final examination procedures, review the [Final Examinations](#) section of the University Policy Repository.

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Food and Drink in Classrooms

Food and drink are not allowed in the classrooms, and faculty/staff should help enforce that rule. Please check for bottles, cans, and trash in the room after class and have people dispose of their items properly. For complete information, review the [Food and Drinks in Classroom](#) section of the Winthrop University Policies website.

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Food Orders

For meetings and special events with 24 or more in attendance, all drinks, refreshments, and/or meals must be ordered from University Dining Services. Ordering or supplying food from outside vendors for groups of 24 or more is in direct violation of University space use policies. For more information, please see the [Catering Services Policy](#) on the University Events Contract

Agreements website. Our current contracted vendor for University catering is Sodexo. To place a food order with Sodexo, visit their [catering website](#).

For events with less than 24 in attendance, you may use an outside vendor.

In both instances, an attendance list must be provided for payments and/or charges to a food vendor or procurement card. Also, food will not be provided to faculty and/or staff unless an 80/20 rule is met, meaning no more than 20% of attendees are faculty and/or staff.

For more event planning information, please see [University Events' Resources](#) website.

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Grades and Grading

Winthrop University grading policies are located in the [Evaluation and Grading](#) section of the University Policy Repository. For students receiving a grade of "incomplete," the [Incomplete Grade form](#) must be completed, signed, and maintained by the office of the Department Chair in which the course is taught. Grades should be kept for one year after the course is completed.

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Grants

Grant proposals are generally faculty-initiated in the College. Any faculty member wishing to write and submit a grant proposal should work closely with the Department Chair, the Senior Associate to the Dean, and the University's Grants and Sponsored Research Development (GSRD) Office. The GSRD Office will provide editing services, assist in budget preparation, inform proper administration officials, and obtain necessary signatures. For educator preparation related grants, final proposals should be submitted to the Senior Associate to the Dean ten days before the submission deadline as the GSRD Office must have the proposal one week before the deadline. Proposals that are not educator preparation related should be submitted directly to the CESHS Dean at least ten days before the GSRD submission deadline. Initial proposal drafts should be submitted to that office for input early in the process. Additional information and forms are located on the [Grants and Sponsored Research Development Office](#) website.

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Identification (ID) Cards

Identification (ID) cards are created in the Technology Services Office located in the ground level of McBryde Hall. Every Winthrop employee receives one ID card for free. A \$10 replacement fee will be charged for subsequent lost or stolen cards. Damaged or defective cards are replaced for

free but must be turned in. For more information about ID cards for retirees or family members, see the [Faculty/Staff IT Handbook](#).

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Inclement Weather

In the event of hazardous or inclement weather, students, faculty, and staff who have registered their cell phones with WU Alert will receive notification by text and/or voice mail. To sign up for WU Alert, log in to your Wingspan account and select WU Alert from the Employee Tools section located on the Home tab. Other sources of notification include University e-mail, University social media sites, or the University website where additional details related to campus closings or delays can be found. Should you not have access to cell phone notifications, e-mail, the web, or other information, call the Campus Alert Line at x2222 for a recorded message.

Members of the Winthrop community always should use their discretion in judging the safety of traveling to the University during periods of inclement weather. Check the [Hazardous Weather/Emergency Leave Policy](#) for details to help determine how inclement weather affects the work schedule.

For more information, visit Winthrop's [Inclement Weather](#) website.

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Keys

Every full-time and adjunct faculty member is entitled to office space, and keys can be requested through the Department Chair or the Department Admin. Keys will open the faculty member's office, as well as the department's office door. In addition, a key for classrooms should also be requested. All Withers keys will be signed out to the faculty member by the Withers Facilities Manager located in 106 Withers. A sub-master key is located in each department office, enabling faculty to enter other instructional space as needed. Areas in the West Center secure keys through the Office of Recreational Services.

For building maintenance and security, please turn off AC/heat at the end of class and lock doors to classrooms, conference spaces, and Plowden Auditorium after use.

When employment at the University ends, all keys must be turned in to the appropriate Facilities Manager no later than the last day of employment. Keys are the property of the State of South Carolina and must not be duplicated. If key(s) are lost, contact the appropriate Facilities Manager and the Department Chair immediately.

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Leave

Faculty typically do not earn annual leave but do earn sick leave. All policies related to leave are housed in the [Human Resources information](#) area of the website. Employees should log in to their Wingspan account to record absences.

University leave and other employee policies are located on Human Resource's [Employee Policies and Procedures](#) website. Also, see the University's [Sick Leave Policy](#) and the College's [Absence from Duties Form](#).

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Naming Conventions

The University has established naming conventions to be used campus-wide for syllabi. Faculty are to submit all syllabi in PDF format. Terms are abbreviated by using two-digit year followed by a single letter (F=fall, S=spring, and M=summer).

Syllabi naming convention:	[subject][course number]_[section]_[term]_[faculty last name and first initial with no space]	Example: EDUC110_001_22F_SmithA.pdf
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Non-Discrimination and Anti-Harassment

See the [Non-Discrimination and Anti-Harassment Policy](#) in the University Policy Repository.

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Parking

Traffic, parking, and other useful information can be found in the [Traffic and Parking](#) section of the University Policy Repository or on the [Campus Police](#) website.

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Privacy Policy and FERPA

It is the responsibility of everyone at Winthrop University to maintain the privacy of student records. Each fall and spring semester, Winthrop notifies students of their rights under FERPA (Family Educational Rights and Privacy Act of 1974 as Amended). This federal act gives students certain rights with respect to their education records.

Review University Policy: [Privacy of Education Records](#)

Review the Office of Records & Registration policy: [Privacy of Educational Records](#)

Review the College of Education, Sport, and Human Sciences Privacy Statement: [CESHS Privacy Statement](#)

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Proctors for Testing

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

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Professional Dispositions and Skills

Professional dispositions are attitudes, values, and beliefs that are demonstrated through verbal and non-verbal behaviors as professionals interact with students, clients, colleagues, families, and communities. Graduates of the College are expected to uphold the highest standards of the profession as they relate to other professionals and the constituents they serve.

The College uses a proactive and preventative approach that is designed to assist students in developing more effective skills. The approach involves two tiers. Tier I involves formative feedback and is designed to improve student awareness of professional behaviors. Tier I uses the PDSA (Professional Dispositions Student Assessment). Tier II involves a structured intervention that is designed to improve targeted skills. Tier II involves the Professional Dispositions and Skills Concerns Intervention Form.

Tier I - Formative Feedback

[PDSA \(Professional Dispositions Student Assessment\)](#) - (PDF 34kb)

[PDSA Procedures](#) - (PDF 123kb)

Tier II - Skill Building Intervention

[Professional Dispositions and Skills Intervention Procedures](#) - (PDF 86kb)

[Professional Dispositions and Skills Intervention Form](#) - (PDF 20kb)

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Purchasing and Procurement

Department Admins and some faculty may be issued University credit cards, commonly known as procurement cards or p-cards. Employees are expected to adhere to all [University purchasing](#)

[procedures](#). For purchasing and policy information, review the [Procurement Services](#) website. For cardholder information, review Procurement Services' [Cardholder Manual](#).

Before making any purchase, the purchaser must complete a [CESHS Approval and Justification form](#) and obtain approval for the purchase from the Department Head. Once the purchase is made, original receipts must be attached to the form and forwarded to the department's Procurement Card Liaison to be reconciled.

Failure to comply with program guidelines may result in permanent revocation of the card, notification of the situation to management, and disciplinary action in accordance with University Policies and Procedures relating to disciplinary action and termination for cause.

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Records Retention and Shredding

Student work, grades, and records should be retained using the guidelines in the chart below. According to state guidelines, these items must be shredded. Faculty and staff should go through their hard copy files for shredding every summer.

Preparing for Shredding

- Shredding is paid for by the pound. Please do not include catalogs, books, or blank folders as those items can be recycled.
- To be considered shred-ready, materials should be free of paper clips, binder clips, sheet protectors, and rubber bands. Staples are okay to leave.
- Materials ready for shredding should be placed in one of the secure, locked collection bins located on each floor of Withers and in 213-M in the West Center. In cases of significant amounts of shredding, the materials should be boxed in banker's boxes and placed in the 113 Withers closet.
 - When the bin is full or boxes filled, arrangements should be made with the Dean's Office for moving the materials to the College's shredding storage location in the 113 Withers closet.
 - For materials not placed in the locked collection bins, work with the Department Admin to complete the required [SC ARM-11 form](#) and submit to the Dean's Office. Please direct any questions to the Department Admin.
 - Keys to the locked bins are typically kept by the Department Admin.

Student information files	5 years after graduation
Student evaluations of faculty/course	5 years
Grades	1 year after course completed
Student works/tests	1 year after student completed course

Complete information and guidelines for state-required procedures can be found at the [SC Department of Archives and History](#) website.

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Recreational Facilities

For complete information on recreational facilities, visit the [Recreational Facilities and Opportunities](#) webpage.

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Recycling

Recycling bins are located in all academic buildings. Collection stations can also be found outside several academic buildings. You can find their locations by [viewing this map](#).

Desk-side recycling bins are available from the Office of Sustainability by request. Corrugated cardboard (must be flattened), plastic bottles, aluminum cans, batteries, and toner and inkjet cartridges must be placed in designated receptacles in 116 Withers or 216-M West Center.

For more information, visit the Office of Sustainability's [Recycling](#) website.

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Remote Work

Telecommuting is an option offered at Winthrop's discretion and is not an employee entitlement or right. Telecommuting may be a part-time or a full-time arrangement. Telecommuting will not be suitable for all employees, may not be suitable for extended circumstances or at all times, and/or all positions. If telecommuting is approved for an employee, it will coincide with the guidelines and rules associated with the [Telecommuting Policy](#). Winthrop retains discretion to withdraw the approval of telecommuting at any time and with or without cause.

- [Telecommuting Toolkit for Supervisors and Employees](#) includes guidelines for navigating a telecommuting work arrangement.
- Telecommuting Application ([form](#) or [online](#))
- [Telecommuting Weekly Tracking Log](#)
- For tips and assistance on working remotely, see Computing & Information Technology's [Working Remotely](#) website. Also see Human Resources' [Telecommuting Policy](#).

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Sabbatical Leave

[Sabbatical leave](#) may be granted by the President of the University to a member of the faculty who holds the rank of Associate Professor or Professor as recognition of excellence in student intellectual development, academic responsibility, and scholarly achievement. CESHS faculty are expected to discuss plans to apply for sabbatical with the Department Chair and Dean prior to developing the application for sabbatical leave. Application portfolios are submitted in Interfolio following the annual University-established schedule.

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Space Usage and Reservations

All space requests should be completed at least 10 days in advance. Space requests must be submitted for any event (meeting, performance, exhibition, guest lecture, etc.) in any space (classroom, gallery, recital hall, etc.) on campus. If faculty need assistance submitting a space request, they may contact the Department Admin.

Space is available for faculty and staff to schedule special events and/or meetings. Prior to reserving a space, please review the [Steps to Reserve a Campus Space](#). Please note some areas have [specific guidelines](#). An online space request via [Coursedog](#) should be completed for Plowden Auditorium, 401 Withers, and any classroom(s) for one-time special use (not for regular, assigned classroom teaching).

Academic space cannot be reserved during finals or for future semesters for non-academic use. Once the semester schedule is finalized by the Registrar's Office, classroom space requests for non-academic use may be submitted.

To reserve the 106 Withers conference room, contact the Dean's Office. To reserve the 204 Withers conference room, contact the Department Admin for either the Department of Curriculum and Pedagogy or Counseling, Leadership, and Educational Studies. To reserve a computer lab, contact the ITC. Be sure to include specifics (date, time, location) of your request.

For complete information on space usage, refer to the [Space Use](#) website.

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Student Appeal and Complaint Procedures

The College provides avenues for student concerns to be addressed in a fair and expeditious manner. Policies and procedures for student complaints and petitions are maintained through SAS and available on their [Forms & Policies](#) webpage.

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Surplus and Broken Items

Unwanted or broken items should not be disposed of in the designated recycling rooms in Withers and the West Center. When a department has broken items (not including furniture), the University is required to follow state guidelines for proper disposal. This includes completion of form I-2, [Winthrop University Declaration of Surplus Property](#). Faculty should work through the Department Admin for items they need to discard.

For furniture and other items that faculty/staff no longer wish to keep, contact the Withers Facilities Manager in the Dean's Office.

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Telephone and Mail

Telephone

Department Admins work with the University IT Department to set up telephones for new employees and make arrangements for telephones to be moved should the need arise.

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 DiGiorgio Campus Center. Postage for all official University business is charged to departments by attaching a notecard with the appropriate department's budget code to the outgoing mail. Department Admins maintain locations for budget notecards, the outgoing mail bin, and faculty mailboxes. For more information, visit Winthrop University's [Post Office](#) website.

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Temporary/Dual Employment

All work performed on behalf of the University, either by current employees (ePAF) or special off-campus employment situations (Contract for Professional Services [CPS], teachers, training, workshops, etc.) must be approved prior to work beginning. This includes any work done over and above the individual's regular work assignment (ex: [dual employment](#), Contract for Professional Services, Personnel Action Forms). The State Budget and Control Board has established procedures that Winthrop University employees must follow. These are located in the [Dual Employment](#) policy. Work done without proper approval or the timely submission of

reimbursement paperwork (must be within 30 days) will not be paid unless extenuating circumstances exist.

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Travel Procedures

Travel information is located in the [Travel Expense Overview](#) on the Controller's Office website. Travel without prior/proper approval or the timely submission of reimbursement paperwork (must be within 30 days) will not be paid unless extenuating circumstances exist.

Department Admins also assist faculty with any travel paperwork or other needs the individual may have.

Field Supervision

Field Supervision travel properly approved via a Travel Authorization at the beginning of the semester will be reimbursed when final paperwork for the field/clinical experience is due at the end of the semester.

Full-time faculty conducting field supervision (internship or early field) may submit for mileage reimbursement provided they have an approved Travel Authorization on file. The reimbursement should be calculated from the University or place of residence, whichever is closest to the school site.

Adjunct faculty conducting field supervision (internship or early field) may submit for mileage reimbursement provided they have an approved Travel Authorization on file. Since adjunct faculty are not required to be on campus on a regular basis, the reimbursement can be calculated from the place of residence. However, if coming to Winthrop before or after supervision activities, the reimbursement related to such supervision must be calculated from campus.

Off-Campus Teaching

Any faculty member (full-time or adjunct) teaching an off-campus course may submit for mileage reimbursement provided they have an approved Travel Authorization on file. The reimbursement should be calculated from the University or place of residence, whichever is closest to the school site.

Rental Vehicles

The approved car rentals vendors for University business are Enterprise and Hertz. Information is located through [Procurement Services](#). Our contract info with Enterprise and Hertz can be found [here](#).

Direct link to Winthrop University contracted rates: [Enterprise car rentals](#)

Searches

All faculty or staff transporting search candidates should complete a [Travel Authorization](#) (TA) form in advance of candidate visit, even if no reimbursement is to be requested.

Travel Authorization

A TA form must be completed (to include all required signatures) and submitted to the Budget Analyst a minimum of three days before traveling. For complete information, visit the [Travel Expense Overview](#) area of the Controller's Office website.

Travel Reimbursement

A [Travel Reimbursement](#) (TR) form should be submitted with all required original receipts and documentation to the Department Admin within two weeks of travel completion. **Note:** For conference-related travel, a conference agenda must be included with the TR documentation. Once a TR is complete with budget information and signatures, it is submitted to the Budget Analyst. For complete information, visit the [Travel Expense Overview](#) area of the Controller's Office website.

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University Communications and Marketing

For complete information regarding University publications, web services, media, etc., visit the [University Communications and Marketing](#) website. To use the Winthrop University logo, online or in print, faculty and staff must first review Winthrop University's [Visual Identity Manual](#). Any CESHS promotional items (event flyers, brochures, news releases, t-shirts, etc.) must be reviewed by the [Printing Services](#) office prior to ordering.

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Weekend Classes

All Winthrop classes are scheduled by the University Academic Space Scheduling Coordinator. If your department has weekend classes, a work order should be submitted for each class to request heat/AC. This will also keep Campus Police informed of building occupancy at non-traditional times.

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Work Orders

Work orders are required for a number of services including, but not limited to: carpentry, custodial, electrical, event set-ups, furniture moves, heating/AC, and plumbing.

Instructions for submitting work requests and querying work orders can be found on Facilities Management's [Work Requests](#) website. Typically work orders are submitted by the Department Admin or appropriate Facilities Manager. Anyone who enters a work order should also notify the appropriate Facilities Manager.

To report a building emergency after normal business hours or on weekends and holidays, call Campus Police at x3333. (Campus Police is responsible for contacting the on-call Facilities Management personnel.) Submit a work request **immediately** after reporting the emergency to Campus Police.

Note: Any requests concerning **telephone and network connections** should be directed to [Telecommunications](#). Any requests regarding **computers** should be directed to [User Support Services](#).

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Workplace Injuries and Worker's Compensation

Employees should be familiar with the Winthrop University [Workplace Injuries and Workers' Compensation](#) guidelines. Campus Police (x3333) and 911 should always be called in an emergency. The supervisor must also report the injury or illness to Winthrop University Environmental Health and Safety at x2392.

All employees of the University are protected while on duty by a Workers' Compensation Program administered by the State Accident Fund (SAF). Questions regarding the workers' compensation plan or reporting procedures should be directed to the Workers' Compensation Administrator (OSHA Compliance Officer) at x2392. For more information, visit the [Environmental Health and Safety](#) website.

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Workplace Violence

All Winthrop employees must be familiar with [Workplace Violence policy](#) on the Human Resources website. The policy also includes the Workplace Incident Report Form.

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WPDC Courses

See [Winthrop Professional Development Courses](#) information.

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Teacher Education Unit Standards and Graduate Conceptual Frameworks

The unit standards for the College’s educator preparation programs provide the underlying structure of our curriculum and expectations for the students. The teacher education programs at the undergraduate and M.A.T. levels are guided by the Initial Teacher Preparation Unit Standards.

Initial teacher preparation at Winthrop University is built around the central belief that teachers must be able to demonstrate knowledge, skills, and dispositions that produce learners prepared for twenty-first century challenges within the context of a free and democratic society. Through field-focused learning in school partnership settings, candidates demonstrate evolving skills in the domains of diverse needs of learners, learning environment, technology, assessment, instruction and learner engagement, literacy, and professional learning and ethical practice. These domains are embedded throughout an integrated series of classroom and field experiences involving core and discipline-specific curricula, grounded in evidence-based practice and professional standards, and designed to support teacher candidates as they learn about themselves, individual learners, classrooms, and the American school system.

View more information on [Initial Teacher Preparation Unit Standards and Advanced Program Conceptual Frameworks](#).

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Adjunct Faculty

Adjunct Faculty Duties and Responsibilities

Adjunct faculty members are expected to demonstrate professional knowledge of their discipline and awareness of current developments in their academic discipline through ongoing personal and professional development and through pursuing opportunities for continual learning, scholarship, and public service.

Adjunct faculty members of the College are expected to:

- Meet 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 adhering to [CESHS Syllabus Checklist](#). 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 noted later in this section. Syllabi naming conventions are: [subject][course number]_[section]_[term]_[faculty last name and first initial with no space]. Terms are abbreviated by using two-digit year followed by a single letter (F=fall, S=spring, and M=summer). Example: ECED351_001_19F_SmithA.pdf. Full-time Faculty are responsible for submitting and updating information typically included on a CV in Faculty180 annually. Adjunct faculty must have a CV on file with the department and College with current educational experience, professional roles, and all certifications associated with role at Winthrop.
- Be available to students before and after class.
- Award academic credit hours based on the professional evaluation of students' academic performance.
- Present 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 College statement on scholarship.
- Comply with the laws governing conflict of interest.
- Observe the policies and procedures of the College and the University.
- Use program rubric for grading critical assignments.
- Complete Excel data and/or Student Learning & Licensure (SLL) entry for critical course assignments as requested by the Program Coordinator or Department Chair.
- Keep course grades for a minimum of five years.
- Submit an evaluation report annually (see next section on Adjunct Faculty Evaluation).
- Acknowledge chair evaluation annually.

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Adjunct Faculty Evaluation

Winthrop University is proud of its reputation for excellence in teaching. All faculty, including adjunct faculty, are expected to excel in teaching. In order to ensure excellence in teaching, adjunct faculty are evaluated in three ways: (a) student assessment of teaching, (b) Department Chair review, and (c) self-analysis.

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 tools and information. All regularly scheduled courses (excluding field experiences) will be subject to evaluation. Evaluations will be conducted electronically utilizing Blackboard and other programs as needed. Some courses, such as internships and practicums, will continue to utilize paper evaluations.

Scope of Evaluation: 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. After the deadline for final grades, the data will be returned to the faculty member, the Department Chair, and the Dean.

Use of 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 this 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.

Department Chair Review

One of the major responsibilities of our Department Chairs is to assist the faculty with excellence in teaching. Department Chairs will evaluate each member's teaching contributions as a part of the annual report. The faculty member should arrange with their Department Chair for an in-class visit and review of their syllabi, assignments, examinations, and readings. All tenured faculty should be reviewed annually. The [Department Chair Evaluation](#) form for adjunct faculty is located in the Faculty Resources section of the CESHS website.

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 Department Chair. Self-analysis may take many different forms but is best documented through a written record of the analysis.

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Annual Report

Each adjunct faculty member is required to submit an [Adjunct Faculty Annual Report](#) following the guidelines located under Forms in the Faculty Resources section of the CESHS website.

For complete information, refer to the [Evaluation of Faculty Performance](#) section of the Winthrop University Policies website.

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Instructor Expectations for Field Experience Courses (prior to Internship I)

Because the teacher preparation program has established a clinically-based curriculum, many courses have significant field experiences as part of the course hours. This structure supports candidates “learning by doing” and provides instructors the opportunity to observe candidates in action as well as collaborate with PK-12 school faculty. As an extension of our on-campus instructors, it is critical that host teachers and school administrators are able to ask questions of and communicate face-to-face with Winthrop faculty. When teaching a field-based course, the following are the minimum expectations for instructors:

- Participate with program team to complete request for field placements to the Office of Field and Clinical Experiences and prepare materials for the host teachers;
- Establish field experience expectations with teacher candidates;
- Communicate with host teachers regarding field experience (teacher candidate expectations and host teacher responsibilities), especially at the beginning of the experience; and
- Make at least one visit for every three field hours required by the course (e.g., 18 field hours = 6 visits). These are total visits, not visits per school.

Beyond the minimum expectations, instructors may consider increasing engagement with the partner school through activities such as co-teaching with the host teacher and/or teacher candidate, speaking at a faculty meeting about the curriculum and recruiting additional host teachers, assisting host teacher by sharing video technology for candidate evaluation, and other best practice strategies for partnership.

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Key Assessments

Many courses in the College, including educational Core (EDCO and EDUC) offered by the Department of Education Core and the academic content areas, (e.g. elementary education, special education, educational leadership), have critical assignments that are tied to the specialized professional association standards. Before changing any major assignments in your class, it is important to check with the Department Chair or Program Coordinator. In addition, these assignments are graded by a common rubric. Your Department Chair will provide information regarding submission of assignment scores. If you have any questions, contact the Associate Dean.

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Office Hours

Adjunct faculty members are required to be available to students before and after classes. While the number of hours is not fixed, it is assumed that each faculty member will maintain enough flexibility to be convenient for the students to arrange conferences.

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Full-Time Faculty

CESHS Faculty Assembly Bylaws

Last updated May 2023

Article I. Name

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

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, Sport, and Human Sciences 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 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, Sport, and Human Sciences.
- 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, Sport, and Human Sciences faculty. All actions of the Faculty Assembly shall be subject to review by the Dean of the Richard W. Riley College of Education, Sport, and Human Sciences in a timely manner not to exceed fifteen business days during the Fall and Spring semesters, exclusive of weekends and holidays. Thereupon, the Dean or designee 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, Sport, and Human Sciences 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, Sport, and Human Sciences. [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, Sport, and Human Sciences Governance Committee shall preside. The Vice-Chair shall be charged with the formation of a committee concerned with social and benevolent matters, as needed.
- 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 notify 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, Sport, and Human Sciences shall consist of academic, administrative, and service departments [e.g., 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, Sport, and Human Sciences. 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 Provost and the Dean. The Chair shall be the presiding officer for all departmental business. See the [University Department Chair Policy](#) on chair appointment and reappointment procedures.

Article VII. Committees

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

1. Curriculum Committee
2. Governance Committee
3. Promotion and Tenure Committee

The specialized committees are:

1. Diversity, Equity, Inclusion, and Belonging Committee
2. Educator Preparation Assessment Committee
3. Field Experience and Clinical Practice 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, Provost or Dean's Office. Decisions of all select committees or task forces created by Faculty Assembly 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, Sport, and Human Sciences 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 governance standing committees shall be elected to staggered three-year terms and must hold tenure or be in a regular tenure-track appointment. No one in an administrative position (including Department Chairs) may serve on the following committees: Promotion and Tenure and Governance.

Faculty members on specialized committees are appointed by the Dean of the Richard W. Riley College of Education, Sport, and Human Sciences for staggered three-year terms. Individual three-year terms are renewable. The chair of each specialized committee shall be a faculty member and shall be appointed by the Dean of the Richard W. College of Education, Sport, and Human Sciences. Chairs may serve multiple terms. Each specialized 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, Sport, and Human Sciences and the Dean of the respective college. As appropriate, a specialized committee will have at least one member representing school or

agency partners. College administrators serving on accreditation committees do not have term limits.

Section 3. Each governance standing committee and specialized standing committee should provide an annual report with meeting minutes attached. The report should highlight the committee's activities and must be submitted no later than the close of each academic year. Reports and minutes will be available in the Learning Management System for review by Faculty Assembly membership. The Promotion and Tenure Committee, which deals with confidential information, is excused from this requirement. Committees are also encouraged to share actions with appropriate constituencies by oral or written means throughout the academic term.

Section 4. The purpose of the *Promotion and Tenure Committee* of the Richard W. Riley College of Education, Sport, and Human Sciences 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 should follow University policy and Richard W. Riley College of Education, Sport, and Human Sciences guidelines in the review process.

The Promotion and Tenure Committee shall include a tenured faculty member elected by each academic department in the Richard W. Riley College of Education, Sport, and Human Sciences. One full-time, tenured faculty at-large member shall be elected by the Faculty Assembly to serve on the College Promotion and Tenure Committee. Faculty Assembly shall elect a faculty member to serve on the University Personnel Committee. That person may not serve on a department or college promotion and tenure committee while serving on the University Faculty 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.

The Chair of 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 Dean. Each academic department committee shall consist of five tenured faculty members. When possible, the five members shall be elected from within the department. Otherwise, the Department Chair, in coordination with the Dean, shall identify other faculty in the College or in other colleges to complete the committee of five. The Department Chair shall appoint the departmental promotion and tenure committee 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 one at-large member, tenured or untenured, elected by the Faculty Assembly. The term of office for all members shall be two years. The committee shall elect its chair.

Section 6. The ***Governance Committee*** shall be responsible for the application and selection processes for the award of foundation funds to support collaborative faculty/student research and other designated faculty development initiatives. The committee will contribute to the professional development of faculty and will collaborate with other groups and committees to promote and support major professional development activities in the College.

The committee will also be responsible to the Faculty Assembly for the preparation, distribution, and recording of all ballots and other nomination and election materials, the recruitment of a slate of nominees, 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 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, Sport, and Human Sciences to determine consistency with these Bylaws.

Membership shall consist of one faculty member elected from each academic department and one at-large member, tenured or untenured, elected by the Faculty Assembly. The Associate Dean will serve as an ex officio member when discussing professional development activities in the College. The committee may invite other faculty to participate in meetings as needed. The term of office shall be three years. The committee shall elect its vice chair from new membership. The vice chair will become the chair during the second year of the term and past chair during the final year. In cases in which an individual leave during the three year term, the committee can seek a member to fulfill the role.

Section 7. The ***Diversity, Equity, Inclusion, and Belonging Committee*** shall be responsible for overseeing the Diversity Plan for the Richard W. Riley College of Education, Sport, and Human Sciences. The DEI+B Committee shall also plan and implement professional development programs and projects for students and faculty that promote and support a more inclusive community grounded in respect for all. The committee will assist with diversity standards and goal-compliance for all College

of Education, Sport, and Human Sciences programs and participate as appropriate in accreditation efforts. This includes but is not limited to design, implementation, and evaluation of curriculum and field experiences that address the 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 of 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 program. The committee may invite students to meetings as integral stakeholders in planning and implementation of initiatives. The CAEP Coordinator, Director of Student Academic Services, Teaching Fellows Director, Call Me MISTER Director, and Rex Institute Director will serve as resources for the committee. The committee can recommend additional members to the Dean of the College of Education, Sport, and Human Sciences.

Section 8. The ***Educator Preparation Assessment Committee*** shall be responsible for analysis and evaluation of data collected in educator preparation. Further the group will support the use of data for program improvement in the Education Preparation Program. The committee is responsible for monitoring compliance with CAEP Standards for the Education Preparation Program. The committee will assist in preparation of the CAEP Institutional Report and other College and program accreditation reports as needed.

The committee will provide oversight to the process and the materials used to collect dispositional data on pre-service teacher development throughout the program. Specific annual tasks may include: reviewing relevant procedures and materials; analyzing data to share with faculty/clinical partners; and providing resources and support for faculty/clinical partners. Other tasks may include updating the materials and website and providing training for faculty/clinical partners.

The committee shall review aggregated unit data and provide written reviews to the Dean of the Richard W. Riley College of Education, Sport, and Human Sciences and other bodies as appropriate. Feedback from agency and school partners will be facilitated through regular collaboration with the Partnership Advisory Council and as needed through Program Advisory Committees. If needed, the committee can invite students and school personnel to contribute.

Individuals are appointed as described in Section 2. Membership shall consist of at least one educator preparation faculty representative from each academic

departments in the College, 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, and one teacher education faculty representative from the College of Visual and Performing Arts. The following administrators and staff from the College will serve as ex officio members as needed for the function of the work: College of Education, Sport, and Human Sciences Associate Dean, CAEP Coordinator, Director of Assessment and Research, Director of Graduate Studies, Director of Student Academic Services, Educator Preparation Program Coordinator, and Chairs from each academic department. The committee can recommend additional members to the Dean of the College of Education, Sport, and Human Sciences.

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 initial certification graduate and undergraduate teacher education programs. The committee will monitor compliance with CAEP Standards and will assist in preparation of the CAEP Institutional Report. The committee may also serve in an advisory capacity for other programs that have fieldwork as needed.

Membership shall consist of a minimum of two faculty members representing initial teacher certification programs, two faculty members representing M.A.T. programs, 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, and at least two representatives from school and/or agency partners. The CAEP Coordinator, Director of Field and Clinical Experience, Field Placement Coordinator, and Director of the Rex Institute will serve as resources and non-voting members of the committee. The committee can recommend additional members to the Dean of the College of Education, Sport, and Human Sciences.

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 Governance Committee. If the Governance Committee finds the proposed amendment consistent with the Bylaws, it then is placed on the agenda for discussion 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. The Chair of the Governance Committee will present the approved amendment to the University Rules Committee for review.

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 Governance Committee of the Faculty Conference of Winthrop University, and approved by the Provost. The most recent changes to any Article are indicated below.

Article IV, section 3 amended and approved by Faculty Assembly in April 2023.

Article VI, section 3, paragraph 1 amended and approved by Faculty Assembly in April 27, 2021.

Article VII, section 1; section 2; section 3, paragraph 1; section 6; section 7; section 8; section 9, paragraph 1; 8, 9, and 10 added to bylaws. Note these changes reordered some sections. Current section numbers are indicated in previous list. Previous sections 7, 8, 12, and 13 were removed. Amended and approved by Faculty Assembly in April 2023.

Article VIII, paragraph 1 amended and approved by Faculty Assembly in April 2023.

Article X, paragraph 1 and subsequent list amended in fall 2023 after review of University Rules Committee was complete.

College name updated summer 2023.

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Curriculum Committee Bylaws

Curriculum Committee Bylaws Revised and Approved by Faculty Assembly on April 27, 2021

Section 1. Preamble

The Faculty of the Richard W. Riley College of Education, Sport, and Human Sciences 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 Richard W. Riley College of Education, Sport, and Human Sciences that 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 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, Sport, and Human Sciences 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 Richard W. Riley College of Education, Sport, and Human Sciences Curriculum Committee for Level Two review.

Level Two

The Richard W. Riley College of Education, Sport, and Human Sciences Curriculum Committee examines all Level One curriculum action. When the Curriculum Committee approves the proposed action, by a majority vote, it is forwarded to the Faculty Assembly of the College of Education, Sport, and Human Sciences 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 Faculty Assembly Chair and the CESH Curriculum Committee Chair 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 Faculty Assembly Chair. Should a majority of the Faculty Assembly support the departmental appeal, the Chair 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, by a majority vote, 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, Sport, and Human Sciences 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, Sport, and Human Sciences By-Laws]. 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 Educator Preparation Committee, Academic Council, and/or Graduate Council. When the proposed curriculum action pertains directly to the Teacher Education Program, it is reviewed by the Educator Preparation Committee under rules established by the University. If approved by the Educator Preparation 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, Sport, and Human Sciences 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 one at-large member elected by the Faculty Assembly, tenured or 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. Vice-Chair

The Committee annually selects one elected member to serve as the Chair-Elect for the academic year. The Chair-Elect serves in an assisting role to the Chair throughout the year and then transitions into the role of Chair in the next election cycle. The Chair-Elect acts as Chair in the absence of the Chair. The Chair-Elect is elected during the first meeting of the first year of their term.

Section 8. Meetings and Quorum

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 department 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 Chair-Elect and a simple majority of elected members.

Section 9. Minutes

The minutes of the Curriculum Committee are officially recorded by support staff. The Curriculum Committee will approve the minutes and support staff will circulate the minutes to department chairs and the Dean. After approval, the minutes will be posted on the Learning Management System.

Section 10. Support Staff

The Dean is responsible for providing support staff to the Curriculum Committee. The minutes are recorded and circulated by support staff.

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 submitted on the Curriculum Action System by the Chair of the Curriculum Committee.

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Educator Preparation Committee Bylaws

This committee is considered a University committee and as such all information on membership and procedures are located in the [Educator Preparation Committee](#) section of the Winthrop University Policies website.

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Full-Time Faculty Duties and Responsibilities

Faculty members are expected to maintain professional competence and currency in their academic disciplines through ongoing development and by pursuing continued learning, scholarship, stewardship, and professional service. Responsibilities of CESHS faculty are to:

- Meet 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, and appropriate leave should be indicated in Wingspan. Please note that an illness should also be reported in Wingspan per University policy on sick leave.
- Distribute to each student within the first week of class a course syllabus that adheres to the CESHS 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 CESHS Faculty Manual. Syllabi naming conventions are: [subject][course number]_[section]_[term]_[faculty last name and first initial with no space]. Terms are abbreviated by using two-digit year followed by a single letter (F=fall, S=spring, and M=summer). Example: ECED351_001_19F_SmithA.pdf.
- Maintain appropriate and updated scholarly activity, professional stewardship, academic responsibility, and student intellectual development activities in Faculty180.
- Be available to students for advising.
- Answer student e-mails in a timely fashion.
- Establish and keep a regular schedule of office hours that total 10 hours a week (two hours daily with at least three days in the office and others virtually). 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 coursework.
- 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 CESHS 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. See more information on committees in the By-Laws and Committee Membership sections.
- 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. This includes submitting documentation to the Department Chair when a grade of "I" is awarded. See [Incomplete Grade Form](#).

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Faculty Load Policy

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; student retention efforts; and community service related to the faculty member's area of professional expertise. The University policy regarding faculty load is located in the [Teaching Load](#) section of the University Policy Repository.

Teaching Load

Teaching loads at Winthrop University vary among and within departments depending upon the nature of the courses being taught. Reassignment of load may be made due to added administrative responsibilities or involvement in research. Typically, CESHS faculty teach or account for the equivalent of 24 credits across the fall and spring terms. Note credit hour production is considered in the determination of equivalency.

Summer Teaching

The College offers an array of courses and institutes each semester. Schedules for summer sessions are constructed by the 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 Teaching](#). 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 typically exceed 25. Some courses with field components may not exceed 25. In setting course caps, the Department 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 Department Chair will make the decision and notify the faculty member.

Teaching Schedules

The Department Chair will consult with the faculty member before the teaching schedule is set. The Department Chair, with approval of the Dean, will set the teaching schedule to accommodate the learning needs of students. In cases of emergency, the Department 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.

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Field Supervision

Supervised internships, practicums, and other field-based experiences are common in CESHHS programs; therefore, many faculty in the College are expected to supervise students in those field experiences as part of their teaching loads during the academic year or in the summer. Since each program is different and program field-based requirements change over time, guidelines for determining faculty load credit for supervision vary and are subject to revision. Changes to this policy will be coordinated by the Dean, endorsed by the Leadership Council, and then reflected in the Faculty Manual.

Educator Preparation Program (EPP) Supervision

The EPP at Winthrop has adopted a clinically-based approach to preparing teachers. Many education core courses and program courses now require field components that begin in the freshman year and extend through the junior year. In most cases, course contact hours include both face-to-face and field-based instruction/supervision time; therefore, faculty loads for teaching courses with field components include both the instruction and field supervision components. In those cases, the number of students a faculty member supervises is the same as the course enrollment. However, the nature of any “early” or “pre-internship” supervision, with the valued contributions of host teachers at the placement sites, differs by course and program; and it is the Department Chair’s responsibility to ensure that faculty supervision loads are appropriate for the situation. Any significant changes to supervision load assignments are made by a Department Chair and approved by the Dean with the focus on equitable treatment of all faculty across the EPP.

The EPP includes a year-long internship as a capstone experience. While this does not necessarily mean candidates remain in the same placement for the entire academic year, it does require a common “pre-internship” experience for both Internship I and Internship II. The increased time in the school changes candidate preparation and performance. This warranted a change in teaching load and adjunct compensation models. Taken into consideration was the average amount of time required by faculty to supervise both Internship I and Internship II students, average travel time required, and individual needs of interns that may impact the time a faculty member spends in supervision activities. The following chart identifies the number of interns faculty will be assigned to supervise 1, 2, and 3 credit hours. These can be slightly adjusted based on excessive travel or the need of an individual student, as determined by the Department Chair and then approved by the Dean when faculty loads are reviewed. **Note:** With this change in supervision load guidance is a change in adjunct supervision load and payment, changing to \$350 per Internship I and \$400 per Internship II candidate.

EPP Internship Supervision Load Calculations

Credit Hours	# of Internship I Candidates	Total Hours
1	3	42
2	5	70
3	7	98

Credit Hours	# of Internship II Candidates	Total Hours
1	2	34
2	4	68
3	6	102

Individuals responsible for assigning faculty load should reference the more detailed EPP Supervisor Load/Compensation document approved September 15, 2016. The document is available in the CESHS Chair's Manual and upon request for administrators in other colleges.

Non-Education Programs Supervision

The Athletic Training, Exercise Science, Human Development and Family Studies, and Sport Management programs require field experiences and/or semester-long internships that vary in credit hours based on the program. The respective Department Chair determines how many students supervised in the field or internship course equates to 1-3 credit hours in the faculty members' load. Generally, this is 4-6 students per credit hour in load. Load credit is impacted by factors such as a) whether or not the faculty member visits the placement sites; b) how many visits are expected; c) time required to meet with or communicate electronically with the assigned students; and d) whether the site supervisor/preceptor grades and provides feedback on assignments. In the summer, full-time and adjunct faculty who supervise students enrolled in field-related and internship courses are paid by student using a pay scale determined by the respective Department Chair and Dean with an effort to ensure equity across all programs.

Graduate Program Supervision

Graduate practicums and internships vary significantly based upon the degree program—whether it is a program that leads to new professional credentials/licensure or is an advanced program that extends one's knowledge and expertise in a professional field and can be accomplished in their current work setting. Practicums or internships that involve frequent on-site observations and feedback by the faculty member constitute a heavier load than do practicums or internships that require students to work in an applied setting under the supervision of a practicing professional with few or no on-site supervision by the faculty member. Faculty load assignments will be informed by any relevant standards established by national professional associations and travel requirements. Some graduate programs link field experiences and internships to required courses and any supervision that occurs is part

of the instruction of the course. However, for programs with stand-alone practicums and internships, faculty receive the following load credit for supervision.

Program Area	Experience	# of Students	Load Credit
Counseling and Development	Practicum I & II	6	3
	Internship I & II	10-12	3
Educational Leadership	Internship I-III	8	3

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. Department Chairs, with approval of the Dean, may assign load credit in unusual circumstances.

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.

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Faculty Office Hours

Faculty are required to establish and keep a regular schedule of office hours that total 8 hours a week. Four of those hours should be scheduled on campus at times when they will be available to students with and without appointments for conversations, advising, and information. The remaining office hours can be held virtually. Office hours should be provided at times that will be convenient and adequate for the faculty member's students to arrange conferences pertaining to their work. Faculty office hours are reported to the Department Chair and must be included in each faculty member's syllabi.

Adjunct faculty members are required to be available to students before and after classes. While the number of hours is not fixed, it is assumed that each faculty member will maintain enough flexibility to be convenient for the students to arrange conferences.

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Faculty Participation in Recruitment and Orientation

Faculty members have responsibility to assist with student recruitment and orientation initiatives. Various activities are coordinated by the University Admissions Office, the SGCO,

and/or the College (e.g., Open House, Winthrop Day, First Look Fridays, Graduate Open House, Teacher Cadet Day, Transfer Advising, Summer Orientations). All faculty members are expected to participate in three or more recruitment 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 SAS.

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Committee Membership Information

The faculty governance structures at all levels allow faculty to impact the department, College, and University. Engagement is an important part of faculty roles. All members are expected to attend meetings and engage in all activities of the committee. College committees should identify an individual to help keep a record that documents discussions, action items, and decisions. These can be created as an annotated agenda and will be posted in the Learning Management System when submitted with the committee reporting cover sheet.

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Faculty Evaluation and Development

Approved by CESHS Faculty Assembly, August 30, 2013
Approved by University Rules Committee, September 19, 2013

Preamble

The College 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 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 CESHS faculty.

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Definitions of “Faculty” and “Ranks”

For complete information, visit the [Academic Rank](#) section of the University Policy Repository.

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Responsibilities for Promotion and Tenure

Faculty Member’s Responsibilities

- A faculty member is responsible for providing the Department Chair (or other person serving as the faculty member’s direct 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 by the Dean, each faculty member will submit to the Department Chair an annual report using the University annual report system 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 confer 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.
- Faculty are encouraged to review information on [tenure](#) and [promotion](#) from the University.

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Department Chair's Responsibilities

- The Department Chair is to clearly communicate CESHs policies concerning promotion and tenure to departmental faculty members.
- 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 Department 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 in the University system supporting annual review 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 Department Chair observations,
 2. Participant evaluations of conference presentations,
 3. Self-evaluations

This written evaluation is available to the faculty member by June 15.

- When a faculty member is a candidate for promotion or tenure, the Department Chair must submit in writing through the system used by the University 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 Department Chair provides the candidate.

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Dean's Responsibilities

- The Dean is responsible for ensuring that the departmental Promotion and Tenure Committees, the 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 full-time faculty members based on the faculty member's materials and Department Chair review submitted through the established University system.

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 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.

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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.

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 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.

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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

Faculty Influence

Faculty create, develop, and synthesize information to solve problems within and outside of Winthrop University. Through an interaction of student intellectual development, professional stewardship, and scholarly engagement, faculty should make a goal to disseminate outcomes that influence their respective fields. Faculty should develop outcomes that enhance and extend beyond their work at Winthrop University. As such, dissemination efforts and productivity may further develop a faculty member's understanding of a topic, which impacts their student intellectual development, professional stewardship, and/or scholarly engagement which, in turn, leads to further dissemination.

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Peer Review

Peer review is the means by which appropriate experts evaluate the quality of the scholarly work. Peer reviewers have expertise in the content area and play a significant role to ensure a quality product. Peer reviewers include, but are not limited to, members of professional associations, external faculty groups, conference referees, journal reviewers, and grant review panels. The peer review process generally includes blind review, expert judgement and is free of conflict of interest. *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.*

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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. Online 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.

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Evaluating Scholarly Activity

The expectation in the College 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.

See the [University's Tenure & Promotion Resources](#).

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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.

See the [University's Tenure & Promotion Resources](#).

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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, e-mails, 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. Department 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, Department Chairs and Deans will address areas of concern through meetings with individual faculty and annual evaluations.

See the [University's Tenure & Promotion Resources](#).

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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 prior to the start of the 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.

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.

See the [University's Tenure & Promotion Resources](#).

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Portfolio Preparation

See University resources for specific [guidelines for tenure portfolios](#).

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 that the faculty member present the portfolio in a clear and concise manner using the Interfolio system. The outline provided in the system was created around these guidelines in collaboration with an ad hoc group.

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 their role at the College and or University.

- The cover form in Interfolio includes:
 - Date employed at Winthrop
 - Rank at original appointment
 - 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 current vita.
- Faculty Annual Review Document
 - Annual evaluation materials should be arranged in chronological order from the time of employment or credited year(s) of service, if applicable, through the current date.
 - Annual evaluation materials should include the annual report, student evaluation data, Department Chair/Direct 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.
- Each section of the portfolio (Student Intellectual Development, Scholarly Activity, and Professional Stewardship) should include tables outlining activity, a narrative, and pertinent documentation. Example tables are provided by the College. 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. Narrative comments should be supported by multiple sources of evidence. Evidence should be organized using the categories in the Interfolio activity. See [University resources](#).
- Additional 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.
- Faculty standing for tenure may include pre-tenure review letters from the Department Chair, Committee, and Dean.

See the [University's Tenure & Promotion Resources](#).

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Application for Tenure

During the year of consideration for tenure, the faculty member will submit a portfolio through Interfolio 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 unless the Department Chair requests new materials from the candidate, but only prior to movement to the unit committee.

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, is sent to the Dean by the due date identified on the annual Tenure and Promotion Timeline. The Dean immediately notifies the CESHS Promotion and Tenure Committee.

The CESHS 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 timeline.

Candidates for tenure will be allowed to review the unit committee recommendation and will have an option to respond to that recommendation prior to its consideration by the Dean. The candidate will not see the numerical breakdown of the committee's vote, and candidates will be provided with a copy of the committee letter(s) that redacts committee members' signatures. A candidate who wishes to write a response letter is required to inform the Dean in writing of the candidates' intention to respond within 48 hours of receiving the unit committee's letter(s). A candidate will have six business days from the receipt of the unit committee's letter(s) to write and submit a response letter to the Dean. Letters received after this time period will not be considered.

The response letter shall not exceed 1000 words. The response letter is to be a direct response to issue(s) raised by the unit committee letter(s) in order to clarify the candidate's original portfolio submission. No evidence of activities completed after the submission of the portfolio is permitted in the candidate's response letter in any circumstances (any evidence of a completed activity must be added to the portfolio prior to the Department Chair's letter being sent to the unit committee). The candidate's response letter must be included with all other evaluation letters.

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 CESHS 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.

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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 three 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.

See the [University's Tenure & Promotion Resources](#).

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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 CESHS Promotion and Tenure Committee will then conduct an independent review (without access to the Department 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. Copies of the Department 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 Department Chair of the CESHS 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. |

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Post-Tenure Review

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 periodic peer evaluation of tenured faculty members in their faculty performance review systems. In line with the American Association of University Professors 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 of continuing commitment to discharging academic duties conscientiously and with professional competence since the initial tenure decision, promotion, or previous post-tenure review. 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, Department Chair/Direct Supervisor evaluations, and Dean evaluations).
- Peer evaluations, if available.
- Current vita.
- 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.

See the University's full [post-tenure review policy](#).

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Procedures and Guidelines for Promotion

When interpreting and applying the criteria for promotion, the College 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, Sport, and Human Sciences 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.
 - 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.
 - 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 in 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.
- If the faculty member seeks promotion to full professor rank, the review considers all accomplishments since the last promotion.

See the [University's Tenure & Promotion Resources](#).

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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 their 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 chief academic officer or designee.

The faculty member requesting consideration for promotion during the year will submit a portfolio packet through Interfolio to the Department Chair by the due date identified on the annual Tenure and Promotion Timeline distributed by the chief academic officer or designee.

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. Once the tenure review process begins, the portfolio should not be altered unless the Department Chair requests new materials from the candidate, but only prior to movement to the unit committee. 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 is sent to the Dean by the due date identified on the annual Tenure and Promotion Timelines. The Dean then notifies the CESHS Promotion and Tenure Committee.

The CESHS 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.

Candidates for promotion will be allowed to review the unit committee recommendation and will have an option to respond to that recommendation prior to its consideration by the Dean. The candidate will not see the numerical breakdown of the committee's vote, and candidates will be provided with a copy of the committee letter(s) that redacts committee members' signatures. A candidate who wishes to write a response letter is required to inform the Dean in writing of their intention to respond within 48 hours of receiving the unit committee's letter(s). A candidate will have six business days from the receipt of the unit committee's letter(s) to write and submit a response letter to the Dean. Letters received after this time period will not be considered.

The response letter shall not exceed 1000 words. The response letter is to be a direct response to issue(s) raised by the unit committee letter(s) in order to clarify the candidate's original portfolio submission. No evidence of activities completed after the submission of the portfolio is permitted in the candidate's response letter in any circumstances (any evidence of a completed activity must be added to the portfolio prior to the Department Chair's letter being sent to the unit committee). The candidate's response letter must be included with all other evaluation letters.

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. The Dean's recommendation and all materials are submitted to the Chief Academic Officer. At this point, the Dean notifies the candidate of the recommendation and discusses with the faculty member strengths and weaknesses identified in the review process. Also, at this point, the candidate may choose to withdraw the promotion application.

See the [University's Tenure & Promotion Resources](#).

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Emeriti Faculty

In recognition of faithful service, the Board of Trustees at 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 have had a minimum of ten years of service at Winthrop.

Various privileges may be extended to Emeriti faculty upon retirement, the use of Dacus Library (including associated electronic databases and services), attendance at the Faculty Conference as nonvoting members, continuation of a Winthrop.edu e-mail account and associated software access, and the use of University recreational facilities (at the same cost, if any, incurred by faculty). Annual campus parking passes will be available from Campus Police upon request and

at no cost. Emeriti faculty may request of the appropriate dean the use of available office and/or laboratory space. To facilitate the above privileges, each Emeritus/a faculty member is issued a permanent, special identification card.

The emeriti faculty of the Richard W. Riley College of Education, Sport, and Human Sciences are listed below.

Dr. John Gallien (1966-1994)	Ms. Jane Grier Bell (1960-1988)
Dr. Mary Roland Griffin (1966-1994)	Dr. Patricia R. McClendon (1966-1988)
Dr. Robert Braswell (1970-1995)	Ms. E. Ann Chambers (1958-1991)
Dr. Nell Braswell (1971-1997)	Dr. Margaret Arko (1973-1997)
Dr. Martha Sue Taylor (1965-2000)	Dr. Ann Lister (1974-1998)
Dr. Bennie Coxton (1985-2000)	Dr. Rosemary Althouse (1957-1998)
Dr. John Anfin (1974-2000)	Dr. Betty McClaskey Hauser (1982-1991)
Dr. Maeberta Bobb (1972-2001)	Dr. Mary Wiley Ford (1960-1992)
Dr. George Robinson (1973-2001)	Ms. Sue Smith-Rex (1981-2002)
Dr. Joyce Veale-Goodwin (1958-2001)	Dr. Bessie Moody-Lawrence (1973-2004)
Dr. Michael Griffin (1980-2001)	Dr. Betty Lou Land (1975-2006)
Dr. John Reynolds (1981-2001)	Dr. Everett Stallings (1976-2006)
Dr. Susanna Duckworth (1972-2002)	Dr. Carol Anfin (1974-2007)
Dr. Terry Norton (1981-2008)	Dr. Sue Peck (1986-2008)
Dr. Johnny Sanders (1974-2008)	Dr. Richard Ingram (1981-2009)
Dr. Patricia L. Graham (1984-2012)	Dr. Danne Kasperek (2000-2013)
Dr. Susan Green (2000-2013)	Dr. Jonatha Vare (1992-2014)
Dr. Rebecca Evers (1995-2015)	Dr. Mark Mitchell (2005-2015)
Dr. Charlie Bowers (1981-2016)	Ms. Mary Watson (1983-2016)
Dr. Mark Dewalt (1996-2016)	Dr. Caroline Everington (2000-2016)
Dr. Carol Marchel (2003-2017)	Dr. Mary Martin (2005-2018)
Ms. Mary Chamberlain (1986-2018)	Dr. Sue Spencer (2001-2018)
Dr. Linda Pickett (2006-2020)	Dr. Jennie F. Rakestraw (2008-2021)
Dr. Kristi Schoepfer (2006-2023)	Dr. Abbigail Armstrong (2005-2023)

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Evaluation of Faculty Performance

As part of the faculty evaluation process, Department Chairs are to observe all probationary, restricted, and adjunct faculty each semester and provide them with written feedback. Department Chairs can ask Program Coordinators or other well-qualified faculty members in the department to assist with adjunct faculty observations; however, the Department Chair should conduct the initial observation and periodically observe the adjunct faculty. All faculty who are observed should receive written feedback. If a faculty member assists in the process, the Department Chair should receive a copy of the feedback letter soon after the observation occurs.

Tenured faculty are not observed by the Department Chair unless requested by the faculty member, which could be the case especially when preparing for a promotion.

The Department Chair and Basic Instruction (physical activity) Coordinator share responsibility for the hiring and evaluation of BI adjunct instructors. All new BI instructors should be observed and provided feedback, also in writing, and provided feedback with follow-up observations on a regular basis as determined by the BI Coordinator and Department Chair. Long-standing and effective BI instructors may be exempt from observations.

Faculty are strongly encouraged to arrange for peer observations and input for improvement of their instruction. Probationary faculty are expected to have at least one peer observation each fall and spring; peer observers should provide informative, constructive feedback in writing to the faculty member. Tenured faculty members seeking promotion are encouraged to participate in peer observations as well and include the written documentation in their promotion portfolios. Faculty whose teaching is reviewed through peer observations may decide whether to use that documentation in annual reports or promotion and/or tenure portfolios; however, for their benefit, the faculty should indicate in their annual reports that peer observations were conducted and denote the date, course, and peer observer in their reports.

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Annual Report

Each full-time faculty member is required to submit an annual report using Faculty180 (accessible through Wingspan with the faculty member's Winthrop credentials). Faculty are encouraged to record information throughout the year as courses conclude and as scholarship activity, stewardship, and academic responsibilities occur. Faculty members can use the editing features directly in the Faculty180 system to edit the annual report and submit as directed electronically by the faculty annual report deadline of May 15 (for prior calendar year reporting period). Department Chairs will respond to reports using the Faculty180 product as directed.

For complete information, refer to the [Evaluation of Faculty Performance](#) section of the University Policy Repository.

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Procedures for Assessment of Teaching

Student Assessment of Teaching

Procedures for Implementation: All regularly scheduled courses (excluding field experiences) will be subject to evaluation. Evaluations will be conducted electronically utilizing Blackboard and other programs as needed.

Scope of Evaluation: 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. After the deadline for final grades, these data will be made available to the Department Chair and Dean in a secure network drive for distribution to individual faculty from the Department Chair/Designee.

Use of 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.

Best Practices: To improve response rate, consider the following practices:

- Use class time to complete evaluations.
- Emphasize importance and use of feedback.
- If class time is not used, send reminders to class list.

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. Department Chairs will evaluate each member's teaching contributions as a part of the annual report. The faculty member should arrange with their Department 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 Department 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 Department Chair.

Self-analysis may take many different forms but is best documented through the annual report process and at the time of tenure or promotion reviews.

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Faculty Professional Development

Faculty professional development is an ongoing 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 Leadership Council), academic programs, and faculty committees. Whenever possible, the educator preparation programs engage in joint professional development with the CESHS Partnership Network Schools. These initiatives are facilitated through the Winthrop University-School Partnership Network and the Rex Institute for Educational Renewal and Partnerships.

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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. The College provides funds for each faculty member to purchase instructional materials through the ITC annually. (See [Instructional Technology Individual Allotment](#)). Additional support for individual and group professional development is provided through College and departmental discretionary funds and grants. Two foundations, The Tolbert Faculty Development Fund and the Helen Abell Faculty-Student Collaboration Fund, are available to teacher education faculty. The University provides ongoing professional development for teaching through [The Center for Professional Excellence](#) and for research through [Faculty Research Council Grants](#) housed in the [Grants and Sponsored Research Development](#) (GSRD) office.

Instructional Technology Individual Allotment

Each CESHS 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/year 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.

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Faculty Development Funds

When available, the Dean will allocate funds from a variety foundation accounts. The Faculty Development Committee will announce available funds and timelines for applications. All funds awarded must be spent by the close of the fiscal year (June 30).

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Faculty Mentoring Program Policy and Procedures – College Level

Definition of Mentoring

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, and Tennant, 2003, p.50](#)).

Mentoring

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

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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).

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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).

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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.

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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 their 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 Department Chair. The faculty member should specify whether he or she needs a mentor for scholarship and/or teaching. The Department 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 a 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 ongoing 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.

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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 program and professional association outcomes

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 critical thinking
- including CESH 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 Department 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.

Pre-Observation Conference

The following are suggested topics for the pre-observation 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.

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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 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, such applied research is enhanced through work with schools and teachers in our partnership network. 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. For support in conducting field-based research, contact the Director of the Rex Institute for Educational Renewal and Partnerships.

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Mentoring Activities for All CESHS Faculty

On-Campus Professional Development

The College regularly offers professional development opportunities that are announced via e-mail and social media. Recorded professional development videos are posted to the ITC's [CESHS Professional Development Sessions](#) webpage. Further, all faculty are encouraged to review offerings through the University's [Center for Professional Excellence](#).

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Suggestions for New Faculty

CESHS Faculty Manual

The current manual will be available online. Make sure to review this manual carefully.

Advising

Before advising begins, you need to contact your advisees by sending an e-mail. In your communication, tell them how they can sign up for advising, what they need to bring, and what they can expect if they miss their appointment.

- Consider electronic scheduling products that allow students to make appointments and receive reminders.

- Time slots vary from 10-30 minutes. Program and faculty may consider whether offering group and/or individual advising sessions meet the needs of students. Work with your Department Chair and other program faculty to determine the viability of each approach.

Establish with the student a DegreeWorks shared planning document at or before the first advising session. Maintain and update annually using comments to note where students deviate from the plan and how this was adjusted in the multi-year planner.

Keep the Professional Advisor's number (x4592) handy for difficult questions. Their office is in Student Academic Services in 144 Withers. This should not replace your own efforts to maintain a current working knowledge of expectations and policies. Advisors should problem-solve solutions directly with the student when possible.

When advising, keep notes in DegreeWorks to track discussions and advise. This electronic record is visible by the Department Chair, Program Director, and Advising Office in cases where they may meet with the student to consider petitions related to advising.

Remember to electronically lift the advising "flag" in Wingspan 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.

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 May 15. It is imperative that you keep appropriate records of your teaching, service, and scholarly activities.

Faculty are strongly encouraged to maintain activity as it occurs in the Faculty180 system.

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) can provide more information upon which to reflect and consider needed adaptations to course design.

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.

Consider inviting peer observations beyond those completed as part of the annual review and/or mentoring process in your first semester.

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

Office Hours

Establishing and meeting posted office hours that meet College guidelines are an expectation of appropriate performance. In extenuating circumstances when a faculty member must cancel posted hours, they should put a note on their door and consider alternative hours so student needs are met.

Research Agenda

To maintain your research agenda, it is advisable to schedule research time each week. When selecting the time, consider regular committee or other meeting times so that you are better able to protect this time.

- It is appropriate and encouraged to post these times on your regular schedule.
- It is appropriate to indicate you are not available if working in your office area.
- It is likely that University or College expectations may interfere with the selected regular time periodically, so faculty should consider rescheduling this time in such cases to ensure they are indeed giving themselves adequate time to meet all expectations of their position.

Join the scholarship club and find colleagues to engage in activities with such as (a) peer-review of writing, (b) brainstorming or formalizing research ideas, and (c) collaboration on a project or product.

Technology

Winthrop classrooms (especially those in the Withers building and the West Center) have technology that allows for a variety of instructional uses that move beyond simply projection of notes or slides.

The ITC staff offers trainings on various instructional technologies available in the classroom and for checkout in the ITC. These training sessions are announced via e-mail and are typically scheduled through the [Center for Professional Excellence](#).

Individual or directed training and support is also available from the ITC. Faculty are encouraged to use the technology GAs to brainstorm ways to better utilize digital resources to support student learning.

Teaching

Find ways to engage students that keep them active during class time and fit with contemporary instructional strategies in the discipline.

Take opportunities to engage in personal development that allows for meaningful updates to course content.

Plan ahead on course design and grading to ensure that deadlines for grade submission are met in advance. Grades are submitted electronically in Wingspan at midterm and the end of the semester, but faculty are encouraged to maintain a local copy of grades throughout the semester as a back-up resource (i.e., periodically download grades from the evaluation center in Blackboard).

Find ways that maintain an approachable yet professional relationship with students to facilitate student learning and instructional design.

- Be in the classroom 5-10 minutes before class or stay a few minutes after to start some small talk with the students.
- Learn students' names as fast as possible and/or make it obvious that you are in the active process of doing so.
 - The University offers student photos online organized per class.
 - Make a card with each student's name and picture to take to class.
 - Many students have a tendency to sit in the same place, so you can also create a temporary seating chart to help you.
 - Create reusable name tents.
 - Create a few small early assignments so you can take the time to return papers and check how you are doing with your learning of names.
- 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.

Be intentional when expressing expectations. The more specific about expectations and style you are from the start and throughout the semester, it will help students meet or exceed your expectations. Students like to know the reasoning behind expectations, so building in such discussions intentionally helps facilitate better student-instructor relationships.

Academic Responsibility and Professional Stewardship Requirements

Look for opportunities to provide service not only within the College/University setting but also within the schools and community. Creating a good balance across the area of faculty responsibility is essential for all faculty. New faculty are encouraged to discuss balance with mentors and the Department Chair.

Attending University events and faculty governance meetings are not always convenient, but it is part of your academic responsibility. Being engaged also provides opportunities to meet faculty in other areas and may lead to service or scholarly opportunities. Further, these meetings provide an opportunity to better understand College and University expectations and procedures.

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