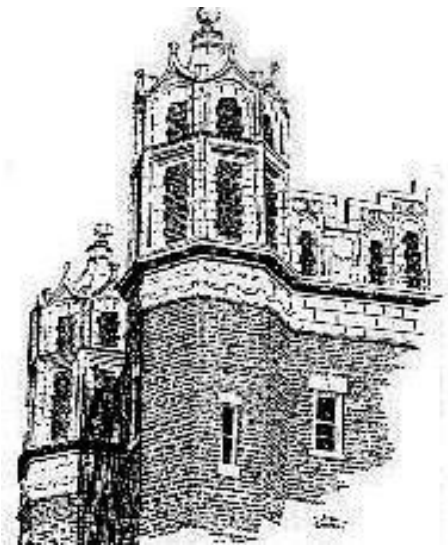


Richard W. Riley
College of Education



NCATE

The Standard of Excellence
in Teacher Preparation

CAEP

Council for the
Accreditation of
Educator Preparation

2017-2018
Faculty Manual
Winthrop University

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

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**Richard W. Riley
College of Education
Mission Statement**

Mission and Vision Statement

Mission Statement

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

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

Vision Statement

Empowering our students to positively impact the world.

Approved by the Richard W. Riley College of Education Faculty on October 21, 2017

December 1, 2000

Richard W. Riley College Of Education Bylaws

ARTICLE I

NAME

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

ARTICLE II

RESPONSIBILITIES

Section 1. The Faculty Assembly shall be responsible for:

- (1) its organization and procedures as established in these Bylaws;
- (2) the undergraduate and graduate academic programs, policies, and regulations of the Richard W. Riley College of Education within the limitations prescribed by the Faculty Conference and/or Graduate Faculty Assembly of Winthrop University;
- (3) such additional matters as shall be referred to it by the Faculty Conference and/or Graduate Faculty Assembly of Winthrop University, the President, the Vice-president for Academic Affairs, or the Dean of the Richard W. Riley College of Education.

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

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

Section 4. The minutes shall be filed with the Secretary of the Faculty Conference, and the actions of the Faculty Assembly may be reviewed by the Faculty

Conference or its subordinate bodies in accordance with the Bylaws of the Faculty Conference of Winthrop University.

ARTICLE III

MEMBERSHIP

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

ARTICLE IV

OFFICERS

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

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

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

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

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

ARTICLE V

MEETINGS AND VOTING

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

- Section 2.** Special meetings shall be held at the call of the Chair or the Dean or upon the request of ten percent of the Faculty Assembly. [The Vice-chair may call special meetings in the absence of the Chair.]
- Section 3.** The agenda for regular or special meetings of the Faculty Assembly shall be prepared by the Chair in consultation with the Dean. The agenda shall be distributed so that it is available to the membership of the Faculty Assembly no less than five working days before a meeting. [In the absence of the Chair, the Vice-chair in consultation with the Dean will prepare the agenda.]
- Section 4.** A list of Faculty Assembly members, based on eligibility set forth in Article III of these Bylaws, shall be composed by the Chair and presented to the Faculty Assembly at its first meeting of each Fall and Spring semester. If a person's membership is questioned, the Faculty Assembly shall determine eligibility.
- Section 5.** A quorum is required to conduct the business of the Faculty Assembly and shall consist of a simple majority of the eligible membership. The specific number required for a quorum shall be determined by the Chair at the beginning of each semester and shall be published in the agenda of the first meeting of the Fall and Spring semesters.
- Section 6.** When an item on the agenda requires a vote, approval by a simple majority of a duly established quorum shall constitute passage of an item, except in matters pertaining to revision of these Bylaws and/or other matters as defined under Roberts' Rules of Order. If attendance falls below the number required for a quorum, debate may continue, but the only motion in order shall be a motion to adjourn.
- Section 7.** Nothing in these Bylaws shall be construed as denying the Dean the right to place items on the agenda of any scheduled meeting, to present reports to the faculty at any scheduled meeting, or to be recognized on the same basis as any member of the Faculty Assembly to discuss matters brought before it at any scheduled meeting.

ARTICLE VI

DEPARTMENTS AND ADMINISTRATION

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

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

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

ARTICLE VII

COMMITTEES

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

1. Promotion and Tenure Committee
2. Faculty Development Committee
3. Curriculum Committee
4. Elections Committee
5. Rules Committee

The accreditation standing committees are:

1. Unit Assessment Committee
2. Field Experience and Clinical Practice Committee
3. Diversity Committee

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

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

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

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

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

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

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

At any time, at-large promotion and tenure committee members cannot come from the same department. The two faculty members with the greatest number of votes representing two different departments will fill the at-large positions. If one of the at-large positions is currently filled, nominations must come from the other two departments. A re-vote will settle any ties.

A faculty member cannot serve on both the department and college promotion and tenure committees at the same time, unless not enough tenured faculty exist within the department.

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

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

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

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

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

shall be untenured. The term of office for all members shall be two years. The committee shall elect its chair.

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

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

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

Membership shall consist of at least one faculty representative from each academic department, one faculty member representing graduate programs in the college, one faculty member representing undergraduate programs, one teacher education faculty representative from the College of Arts and Sciences, one teacher education faculty representative from the College of Visual and Performing Arts, one faculty member representing non-teacher education programs, and the following administrators from the College: CAEP Coordinator, Unit Assessment Coordinator, Director of Graduate Studies, Director of Student Academic Services, and chairs from each

academic department. The committee will have at least one representative from a school or agency partner. The committee can recommend additional members to the Dean of College of Education.

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

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

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

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

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

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

Article VII, section 3, paragraph 3 and 4 added. Amended and approved by Faculty Assembly on March 25, 2017.

ARTICLE VIII

AMENDMENTS

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

ARTICLE IX

WAIVER PROCEDURES

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

ARTICLE X

RATIFICATION

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

Approved by the Faculty Assembly

_____ Date: _____
(Dean's Signature)

Reviewed by the University Rules Committee

_____ Date: _____
(Chair's Signature)

Approved by the Vice President

_____ Date: _____
(Vice President's Signature)

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

**Richard W. Riley
College of Education
Winthrop University
Curriculum Committee
Bylaws**

Section 1. Preamble

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

Section 2. Roles and Responsibilities

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

Section 3. Levels of Curriculum Review

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

Level One

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

Level Two

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

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

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

Level Three

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

Level Four

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

Level Five

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

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

Section 4. Membership

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

Section 5. Length of Service

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

Section 6. Chair

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

Section 7. ViceChair

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

Section 8. Meetings and Quorum

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

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

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

Section 9. Minutes

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

Section 10. Support Staff

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

Section 11. Subcommittee

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

Section 12. Reporting

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



**Winthrop University
Teacher Education Committee
Bylaws**

Bylaws are located in the [*Teacher Education Committee*](#) section of the Winthrop University Policies website.

Riley College of Education Organizational Structure

The [College of Education Organization Chart](#) is located in the *About the College* section of the COE website.

Centers, Departments, and Partnerships

James and Sue Rex Institute for Educational Renewal and Partnerships

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

The Institute will fulfill four specific purposes:

1. Shepherding the agenda for education in a democracy,
2. Building and maintaining the Winthrop Partnership Network,
3. Fostering collaborative inquiry and teaching, and
4. Promoting on-going professional learning with the University-School Partnership.

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

Department of Counseling, Leadership & Educational Studies

The Department of Counseling, Leadership and Educational Studies is one of three academic departments located in the Richard W. Riley College of Education. The department offers Bachelor of Science degrees in Middle Level Education, Special Education, Physical Education, and Human Development & Family Studies . At the graduate level, the department offers Master of Education (M.Ed.) degree programs for Counseling & Development, Educational Leadership, , and Special Education. Further graduate certificate programs are available in learning technologies, counseling & development, and middle level education. A minor in human development & family studies is also offered through the department.

Department of Curriculum and Pedagogy

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

in Early Childhood Education and Elementary Education; two options for pursuing the Master of Arts in Teaching in a variety of disciplines, and Master of Education in Curriculum & Instruction and Literacy. The education core coursework at the graduate and undergraduate core are fully housed with in the department as well as the minor in Educational Studies.

Department of Physical Education, Sport, and Human Performance

The Department of Physical Education, Sport, and Human Performance is an active member of the Riley College of Education and is housed in the Lois Rhame West Center. It is comprised of undergraduate degree programs, an graduate program, and minors. The department offers Bachelor of Science degrees in Athletic Training, Exercise Science,, and Sport Management. . A Master of Science (MS) is offered in Sport and Fitness Administration. The 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 education 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. In addition, there are a number of courses which are part theory and part activity, such as Weight Control Through Diet and Exercise, Fitness for Life, and Outdoor Education.

Instructional Technology Center

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

The mission of the Winthrop University College of Education 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.

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.

Macfeat Laboratory School

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

Student Academic Services

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

Office of Field and Clinical Experiences

The Office of Field and Clinical Experiences facilitates field and clinical aspects of Winthrop's Teacher Education Program in conjunction with the College of Education's Rex Institute for Educational Renewal and Partnerships. The Office coordinates teacher education internships and other field and clinical experiences for undergraduate and Master of Arts in Teaching (M.A.T.) programs in collaboration with its public school partners and the various programs at Winthrop University. The Office facilitates field placements, the Mentor Teacher program, and coordination of Professional Development School (PDS) and Partner School (PS) engagement in field and clinical components of teacher preparation, including collaboration with University Supervisors, School Liaisons, and Winthrop Faculty-in-Residence. Personnel in the Office of Field and Clinical Experiences include the Director, the Field Placement Coordinator, and an administrative assistance that is shared with the Rex Institute.

Partnerships

Partnerships with Local Schools

The Winthrop School-University Partnership Network provides simultaneous renewal of schools with a focus on student learning and educator preparation through the engagement of collaborative learning communities involving district and university students and faculty. These partnerships allow the teacher education program to experiment with new models of teaching while developing new roles and responsibilities for classroom teachers. Teacher candidates work with diverse groups of students in Professional Development Partner Schools, and content area assemblies while guided by teams of teachers and university faculty. Collegiality is valued and fostered within an atmosphere where teachers, students, and professors work and learn together. The partnerships are coordinated through the Rex Institute for Educational Renewal.

North Central Regional S²MART Center

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

South Carolina Teaching Fellows Program

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

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

The Center for Educator Recruitment, Retention, and Advancement ([CERRA](#)) is a state agency supported by the SC General Assembly and housed at Winthrop University. CERRA works in collaboration with the state's public and private colleges and universities, education-related agencies, businesses, and the state public school systems to recruit and retain a new generation of academically-talented, effective classroom teachers. The Center works with over 170 high schools in South Carolina in support of the nationally recognized Teacher Cadet program. In addition, the Center provides a statewide educator job bank and online application system, coordinates the state's Teaching Fellows Program and National Board Certification efforts, provides teacher mentor training for the state, and houses the most current information available on teacher supply and demand.

Call Me Mister

The purpose of the Call Me MISTER 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 (acronym for Mentors Instructing Students Towards Effective Role Models) National Initiative is to increase the pool of available teachers from a broader more diverse background particularly among the State's lowest performing elementary schools. Student participants are largely selected from among under-served, socio-economically disadvantaged and educationally at-risk communities.

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. Teacher candidates work with diverse groups of students in Professional Development Partner Schools, and content area assemblies while guided by teams of teachers and university faculty. Collegiality is valued and fostered within an atmosphere where teachers, students, and professors work and learn together. The partnerships are coordinated through the Rex Institute for Educational Renewal.

Winthrop Think College Program

Winthrop University's Think College Program offers post-secondary education opportunities for students with intellectual disabilities (I.D.). 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 Think College Program is to build and strengthen skills in the areas of employment, self-determination, health and nutrition, social networking, and independent living.

The mission of Winthrop University's Think College Program 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.

Faculty Roles and Responsibilities

Faculty Duties and Responsibilities

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

- Meet 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 the Wingspan
- Distribute to each student, within the first week of class, a course syllabus that adheres to the COE Syllabus format. An electronic .pdf copy of the syllabus must be submitted to the Department Chair at the start of each semester. Refer to the required syllabus criteria in the General Course Information section of the COE Faculty Manual. Syllabi naming conventions are [subject][course number]_[section]_[term]_[faculty] (faculty last name and first initial with no space; EXAMPLE: EDUC110_001_10F_PopeN.pdf).
- Submit an updated vita annually as instructed by their Department Chair in a .pdf format. Naming conventions are [faculty_coevitae_13F.pdf (faculty member last name and first initial with no space; EXAMPLE: HamillS_coevitae_13F.pdf).
- Be available to students for advising.
- Answer student e-mails in a timely fashion.
- Establish and keep a regular schedule of office hours that total 10 hours a week (two hours daily with at least three days in the office and two days virtually). See Faculty Office Hours section below. The faculty's office hours schedule is reported to the Department Chair and Dean, subject to the approval of the Department Chair, and posted outside the faculty member's office. (See Faculty Office Hours section below.)
- Award academic credit based on the professional evaluation of students' academic performance and implement accountability systems that ensure academic rigor and integrity of the course work.
- Present the subject matter in the course as announced to students and as approved by the faculty.
- Engage in continuous learning and scholarship as defined by the Richard W. Riley College of Education guidelines.
- Evaluate or comment fairly and objectively on the performance of colleagues when peer evaluation is required for the purpose of tenure and promotion.
- Participate in committee work and other channels of shared governance in accordance with department, College, and University procedures.
- Provide service to the profession, both on campus and externally.
- Participate in student recruitment and orientation activities.

- Participate in the development and evaluation of curricula through the approved shared governance structures.
- Comply with the laws governing conflict of interest.
- Observe the policies and procedures of the College and the University.
- Complete data entry for critical course assignments and disposition assessments as required.
- Keep course grades for a minimum of five years.

Faculty Load Policy

The faculty load policy is determined in a manner that recognizes the many assignments of faculty at a contemporary university. This work includes teaching, advising, supervision of students in field placements, committee work, curriculum development, scholarship, service to the profession, peer review and assistance, grant and resource development, student recruitment, and community service related to the faculty member's area of professional expertise. The University policy regarding faculty load is located in the [Teaching Load](#) section on the Winthrop University Policies website.

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 Richard W. Riley College of Education teach or account for 24 credits across the fall and spring terms.

Faculty members are encouraged to participate in scholarship endeavors. The Richard W. Riley College of Education's definition of scholarship is outlined in the Promotion and Tenure section of the Faculty Manual. The administration of the Richard W. Riley College of Education encourages and promotes research and creative activity by members of the faculty. A faculty member may have three hours of teaching load reassigned to research/scholarship activities based on a scholarship plan that is approved by the Department Chair and Dean and satisfactory engagement in scholarly activities and progress toward meeting scholarship goals the previous year as assessed by the respective Department Chair. All full-time tenured and tenure-track faculty are expected to participate in scholarship activities.

Summer Teaching

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

Teaching Overloads

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

Class Size

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

Course Caps

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

Teaching Schedules

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

Preparations

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

Scholarship Load Credit

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

Field Supervision

Supervised internships, practica, and other field-based experiences are common in College of Education 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 Dean's Council, and then reflected in the Faculty Manual.

Educational Preparation Program (EPP)

- 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 now 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 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

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 9/15/2016.

The document is available in the College of Education Chair's Manual and upon request for administrators in other colleges.

Non-Education Programs

- 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 factor 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 Programs

- 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	Supervised Experience	# of Students	Load Credit
Counseling and Development	Practicum I & II	6	3
	Internship I & II	10-12	3
Educational Leadership	Internship I-III	12	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. If load credit is provided to the thesis committee chair, department chairs, approval of the dean, will determine the amount of credit given for this work after consulting with the faculty member(s) involved and upon.

Independent Studies

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

Faculty Office Hours

All faculty are required to 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 two days virtually at which time the faculty member is available to students by phone, email, or other technology). Faculty members should stagger the office hours on different days and times to avoid conflicts with class schedules; and the office hours should be in one or two hour blocks over a five day week. During office hours faculty members will be available to students with and without appointments for conversations, advising, and information. Faculty office hours are reported to the Department Chair and are subject to approval. Accommodations can be consider by the Department Chair for faculty with non-traditional course offerings or locations.

University policy states that “...each faculty member will maintain office hours each day which will be convenient and adequate for the students to arrange conferences pertaining to their work.” See [Faculty Office Hours](#) section of the Winthrop University Policies website.

Faculty Participation in Recruitment and Orientation

Faculty members have responsibility to assist with student recruitment and orientation initiatives. Various activities are coordinated by University Admissions Office, the Graduate School, and/or the College of Education (e.g., Preview Days, 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 Student Academic Services.

<h3>Roles and Responsibilities of Department Chairs</h3>

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 on-going development and by pursuing continued learning, scholarship, consulting, and public service. The primary role of the Department Chair is to foster a quality educational program for students by creating a climate in which the faculty member is able to teach, engage in scholarship, and perform well. Specifically, Department Chairs in the Richard W. Riley College of Education have a duty and responsibility to:

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

Appointment

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

Teaching

Chairs teach on a reduced schedule as approved by the Dean. Typically, chairs teach 1 to 2 courses in the fall and spring terms as assigned in consultation with the dean.

Administrative Job Descriptions

Dean

The Dean is the chief administrative officer in the Richard W. Riley College of Education, the premier college of education in South Carolina and an established leader in the region and the nation. The Dean provides overall administrative leadership for the college, reports directly to the Provost, and works with the academic leadership from all areas of the university. Specific duties include:

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

Associate Dean, Director of Student Academic Services

The following are the administrative duties for the Associate Dean:

- Coordinate all efforts for external accreditation approval for the College (CAEP, other accreditations).
- Coordinates University (SACS) accreditations with the Unit Assessment Director.

- Coordinate and provide support for program area accreditations.
- Assist Macfeat with the NAEYC accreditation.
- Oversee, with the Unit Assessment Director, College Unit Assessment System.
- Supervise the COE Director of Assessment and Research, and LiveText Coordinator.
- Complete the annual AACTE/CAEP and PEDs reports.
- Complete the annual Title II report and serve as the Title II liaison for the University.
- Prepare annual reports for the South Carolina Department of Education.
- Update the Full Time and Part Time Faculty Manual annually.
- Coordinate the student assessment of teaching for all COE courses.
- Serve as a member of the Dean's Council.
- Produce the College's Annual Report.
- Complete periodic reports for the University and governmental agencies.
- Oversee the Winthrop Professional Development Course (WPDC) program.
- Oversee work on standing Accreditation Committees: Unit Assessment, Field and Clinical Experience, and Diversity.
- Coordinate all faculty searches for the College.
- Coordinate the preparation of the undergraduate catalog.
- Provide overall direction for the Certification Specialist, Academic Advisement Coordinator, and Administrative Specialist.
- Approve and Process all applications for admission to the Teacher Education Program.
- Oversee SAS various reports required for SAS (Annual, etc.)
- Coordinate scholarship information for the Richard W. Riley College of Education.
- Sign all recommendations for teacher certification.
- Oversee coordination of special events for students including one Scholarship Luncheon, one Admission to Teacher Education Ceremony, multiple information sessions for the Teacher Education Program, multiple Orientation Sessions, multiple Winthrop Days/Preview Days and Internship Institute.
- Serve as information source for student advising.
- Oversee all budgets for the department.
- Serve on the Teacher Education Committee.
- Serve as chair of the Richard W. Riley College of Education Petitions Committee.
- Perform other duties as assigned by the Dean.
- Serve as the College's chief executive in absence of the Dean.

Associate Dean, Director, Rex Institute for Educational Renewal and Partnerships

The following are the administrative duties for the Associate Dean/Director:

- Coordinate the implementation of the Education Core curriculum.
- Oversee the Office of Field and Clinical Experiences.
- Facilitate Partnership Network activities and initiatives.

- Facilitate collaborative professional learning activities involving Winthrop faculty and P-12/community partners.
- Support cross-disciplinary and field-based initiatives, including grants, research, and outreach that are designed to inform and impact educational practice and renewal.
- Oversee Teaching Fellows program.
- Serve as an advocate of the NNER agenda in academic programs and in partnering schools.
- Serve on the College Dean's Council.
- Assist in data collection, analysis, and reporting in areas related to the Institute's mission and goals.
- Supervise fiscal and physical operations of the Rex Institute.
- Oversee the Teacher Cadet/ProTeam initiatives.
- Coordinate Convocation ceremony.
- Serve as liaison to the Olde English Consortium.
- Liaison with Office of Sponsored Programs and Research.
- Serve on the Teacher Education Committee.
- Provide support for faculty research and dissemination, with added attention to untenured faculty.
- Serve as liaison to Faculty Development Committee; support the work of that committee in coordinating college-wide faculty development.
- Oversee Call Me Mister program.
- Perform other duties assigned by the Dean.

Senior Director of Graduate Studies and Learning Technologies

The following are the administrative duties for the Senior Director of Graduate Studies and Learning Technologies Studies:

- Monitor the overall quality of the College's graduate program.
- Facilitate external accreditations and reporting that pertain to graduate programs.
- Facilitate evaluation of the College's graduate program, including program and unit assessment systems as they relate to continued program improvement.
- Serve as the College's liaison to the Graduate School.
- Coordinate the Graduate Assistant program in the college.
- Coordinate graduate initiatives with graduate program coordinators in the College.
- Process applications for graduate admissions and assign graduate advisors in coordination with program coordinators.
- Coordinate and facilitate graduate student recruitment and program marketing.
- Recommend approval of plans of study and changes in plans of study.
- Assist department chairs and program coordinators in development of graduate curricula and degrees.
- Coordinate Graduate Assistant program.
- Facilitate the creation of the College's Technology plan.

- Advise on technology purchases including hardware and software purchases by the college.
- Assist academic programs with academic uses of technology.
- Evaluate new technologies for use by the College.
- Work with the Director of the ITC on all issues related to technology in the college.
- Conduct environmental scanning to plan for emerging technologies.
- Serve on Dean's Council.
- Teach six credits per year.
- Perform other duties assigned by the Dean.

Director of Field and Clinical Experiences

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

- Coordinate field placements in P-12 schools.
- Facilitate selection, training, and support of mentor teachers and university supervisors.
- Coordinate field and clinical initiatives with Partnership Network school liaisons and WFIR (Winthrop Faculty-in-Residence).
- Serve as liaison to public schools and district personnel on issues related to field and clinical experiences.
- Facilitate resolutions to student and field-related issues in collaboration with program coordinators, department chairs, and other key personnel.
- Collaborate with the Director of the Rex Institute for Educational Renewal and Partnerships in building and sustaining the University's Partnership Network.
- Implement processes and procedures associated with the year-long internship.
- Serve on Dean's Council, the Partnership Advisory Council, Field and Clinical Experiences Committee, and other committees as deemed appropriate.
- Maintain strong communications with all those involved in field and clinical experiences through activities such as creating handbooks and updating website.
- Maintain field and clinical data and prepare annual reports as required.
- Supervise office staff, budget, and physical operations of the Office of Field and Clinical Experiences.
- Teach courses and/or supervise as appropriate.
- Other duties as assigned by the dean.

Director of Instructional Technology Center

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

- Supervises employees.
- Manages budgeted funds.
- Serves as liaison between university offices.

- Manages the technical needs associated with educational technology in the College of Education.
- Assists in the accreditation process (e.g. SACS, 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 of Education.
- Teaches two courses in educational technology or technology integration each academic year.
- Advises, coordinates, and/or facilitates technology integration projects in graduate and undergraduate classes both on and off campus.
- Provides technology training to College of Education faculty and staff.
- Assists faculty with technology projects in public schools.
- Maintains College of Education Web site.
- Stays current in software and hardware developments and uses of technology as it relates to the mission of the ITC and the College of Education.
- Manages equipment set up for special events.
- Oversees the management of classroom technology.
- Other duties as assigned.

Director of Audio Visual Services

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

- Performs multimedia, A/V and audio set-ups (equipment may be fixed or portable) campus-wide during normal working hours as well as after hours and on weekends for outside groups on campus, campus departments, student organizations and for the Office of the President. Assists with AV-based equipment for Tillman Auditorium, Barnes Recital Hall, Byrnes Auditorium, McBryde Hall, Plowden Auditorium, and Johnson Theater if needed.
- Manages students, temporaries or other assistants who assist with set-ups; works with and manages contractors on all commencement audio setups.
- Works with contractors/engineers on multimedia, A/V and audio planning for renovations and new construction.
- Serves as back-up support for Director of ITC.
- Manages carillon, webcasts and satellite teleconference set-ups; troubleshoots satellite issues for Mass Communications and Modern Languages.
- Serves as cable TV liaison to CATV vendor for academic space; manages campus-wide multimedia and projection equipment checkout when available; acts as technical support for multimedia in auditoriums such as Plowden, Tillman, etc. and for TVs in Joynes and other locations where TVs are driven by campus cable TV system; assists with cable pulls in smart classrooms.
- Conducts research on multimedia, videoconferencing, A/V and audio solutions; supports LCD digital signage in areas such as Withers, Carroll Hall, DCC, etc.
- Advises and assists with camera installations, such as DVR cameras (e.g. Withers counseling lab) and networked/security cameras.

Graduate Program Director*

Administrative Duties of the Graduate Program Director:

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

Program directors will submit a yearly report to the department chair regarding these responsibilities. In exchange, program directors will receive reassigned time or an alternative compensation as negotiated with the department chair and college dean.

The University policy notes that 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 director, the following duties are assigned:

- Provides oversight to ensure program quality.
- Serves as Admissions Officer for the graduate program, following best practices and policies established in consultation with college graduate director and the dean of the graduate school.
- Evaluates transcripts and application materials and/or facilitates review of such materials to make admission recommendations to graduate school.
- Delegates and assigns admission and advising responsibilities as necessary and appropriate with best practice during summer session and the academic year.
- Facilitates the scholarship award process in conjunction with COE Graduate Director.
- Maintains collaborative relationship with graduate school and other graduate programs.
- Communicates regularly with college graduate director and graduate school 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, graduate associates as appropriate, making sure required forms are completed essential deadlines.
- Serves as liaison with Office of Financial Aid and Records and Registration to ensure compliance with federal, state, and institutional regulations and policies,

- Conducts meetings with program faculty.
- Attends all program-related meetings (i.e. COE graduate directors meetings, Graduate School directors meetings, Graduate Assembly)
- Proposes changes in the curriculum, degree requirements, etc. to the chair or dean after approval of faculty
- Recommends yearly course offerings and course rotations to the chair.
- Recommends class times to the chair after consultation with program faculty and other faculty or chairs responsible for service courses.
- Recommends and assists in employment of (as determined appropriate by the department chair) adjuncts for teaching program courses.
- Mentors adjuncts as needed and ensures all key assessments, etc. are completed and assessment data are reported.
- Prepares program reports (i.e. program assessment reports, accreditation reports) and assists with external accreditation activities.
- Reviews and reports program assessment data, including dispositions data, by program faculty for program improvement and unit assessment purposes; recommends programmatic changes; and documents program revisions resulting from assessment findings.
- Collaborates and communicates with college assessment coordinator, department chair, college graduate director, college dean, and dean of the graduate school as appropriate.
- Supervises and facilitates completion of comprehensive exams and final research projects as appropriate
- Meets regularly with department chair, college graduate director, and dean to discuss enrollment, recruitment, student services and other program-related matters.
- Collaborates with the college graduate director and Graduate School staff to review and update graduate catalog for accuracy and consistency, both in print and in electronic formats.
- Ensures web site content and other electronic and print program materials are accurate and current.
- Plans and leads program advisory committee meetings.
- Works with external constituents to benefit the program.
- Communicates and collaborates with those responsible for field experiences and internships as appropriate.

For degree programs where the department chair also serves as the program director, the following additional responsibilities are assigned:

- Provides oversight to ensure quality of graduate program (s) in the department, including coordination and evaluation of faculty and staff.
- Meets regularly with the dean on status of program to discuss enrollment, recruitment, student services, and review assessment data and actions.
- Conducts program/department meetings.
- Acts as liaison between dean and program faculty.

- Proposes changes in the curriculum, degree requirements, etc. to the college after approval of program/department faculty.
- Schedules yearly course offerings, course rotations, and class times based on input from faculty.
- Prepares program/department reports and assists with external accreditation activities.

Depending on the nature of the program, additional responsibilities may be assigned.

*In general, a director manages a full degree program or undergraduate major. In this capacity, a director position carries more responsibilities for curricula, scheduling, and budgeting than a coordinator.

**Terms of release time and other methods of compensation for the duties listed above are negotiated between the individual and his or her primary academic department and/or college.

Academic Affairs
 Effective Date
 February 2010
 Review Date
 February 2010

COE document approved by COE Dean's Council August 5, 2015

Undergraduate Program Director

Administrative duties of the Program Directors:

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

Program directors will submit a yearly report to the department chair regarding these responsibilities. In exchange, program directors will receive reassigned time or an alternative compensation as negotiated with the department chair and dean.

The University policy notes that while faculty collectively are responsible for curriculum and new program development, program coordination is assigned to specific individuals. Major degree programs are coordinated either by the major area department chair or by a full-time faculty member with credentials in the respective field. In cases where a full-time faculty member serves as the program 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 chair after approval of faculty.
- Attends all relevant program-related meetings.
- Recommends yearly course offerings and course rotations to the chair.
- Recommends class times to the chair after consultation with program faculty and/or other directors (including those responsible for core or other service courses).
- Recommends and assists in employment of adjuncts (as determined appropriate by the department chair) for teaching program courses.
- Mentors adjuncts as needed and ensures all key assessments, etc. are completed and assessment data are reported.
- Prepares program reports (i.e. program assessment reports, accreditation reports) and assists with external accreditation activities.
- Provides leadership for programmatic changes, i.e. edTPA.
- Participates in program recruitment and marketing activities.
- Reviews and reports program assessment data, including dispositions data, by program faculty for program improvement and unit assessment purposes; recommends programmatic changes; and documents program revisions resulting from assessment findings.
- Meets regularly with department chair or dean on status of program.
- Reviews and revises program information both in print and in electronic forms to ensure accuracy and consistency.
- Plans and leads program advisory committee meetings.
- Works with external constituents to benefit the program.
- Communicates and collaborates with those responsible for field experiences and internships.

*COE document approved by COE Dean's Council August 5, 2015
(aligns with university's Undergraduate Program Director document)*

**Richard W. Riley
College of Education
Winthrop University
Faculty Evaluation and Development**

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

Preamble

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

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

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

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

For complete information, visit the [Academic Rank](#) section located on the Winthrop University Policies website.

Responsibilities for Promotion and Tenure

The Faculty Member's Responsibilities

- A faculty member is responsible for providing the Department Chair (or other person serving as the faculty member's immediate supervisor, hereafter referred to as the Department Chair) with appropriate evidence of performance and activities relevant to promotion or tenure decisions. Faculty members should understand the importance of providing such materials, particularly in the area of student intellectual development.
- A faculty member is responsible for self-evaluation in the areas of student intellectual development, scholarly activity, professional stewardship, and developing professional goals each year.
- A faculty member is responsible for ensuring that student evaluations are scheduled and completed for each course taught.
- Using timelines established by the Dean, each faculty member will submit to the Department Chair an annual report that accurately and thoroughly describes the activities and accomplishments of the faculty member during the previous calendar year- (spring, summer, and fall semesters). The purpose of the annual report is yearly evaluation, and it serves as a part of decisions regarding promotion, tenure, and merit pay.
- Each faculty member will 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.

The Department Chair's Responsibilities

- The Department Chair is to communicate clearly to departmental faculty members the policies of the Richard W. Riley College of Education concerning promotion and tenure.
- The Department Chair is responsible for remaining current with the progress of each faculty member and to provide that faculty member with timely evaluation

and mentoring, especially concerning promotion and tenure. The Chair's annual review of the faculty member's goals and progress as documented in the annual report and subsequent administrative review is integral to this process.

- In offering guidance to and conducting reviews of the faculty member, the Department Chair should take note of teaching effectiveness and differences in faculty workloads in such areas as number of course preparations, complexity of courses taught, number of advisees, types of scholarship undertaken, demands of university and community service obligations, and involvement with student activities outside the classroom.
- The Department Chair must complete a written evaluation of each faculty member at the close of the academic year based on information from the following documents:
 - a. Annual report
 - b. Faculty workload report
 - c. Student evaluations
 - d. Other pertinent information, e.g.,
 - (1) Peer and/or chair observations,
 - (2) Participant evaluations of conference presentations,
 - (3) Self-evaluations

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

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

The Dean's Responsibilities

- The Dean is responsible for ensuring that the departmental Promotion and Tenure Committees, Richard W. Riley College Promotion and Tenure Committee, and Department Chairs explicitly evaluate faculty consistently and fairly both within and across all departments.
- The Dean will prepare a yearly written review of all probationary faculty members based on the faculty member's annual report, vitae, and Department Chair's evaluation. Other faculty may request a written review of their annual

reports as well. The Dean's written review will be distributed to the respective faculty member and Chair within the established timeline.

Areas of Faculty Responsibility and Evaluation

Student Intellectual Development

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

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

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

Candidates for tenure and/or promotion should document their work with Student Intellectual Development in a comprehensive narrative statement that introduces that section of the tenure and/or promotion materials. The narrative statement is a primary means of articulating one's case for tenure and promotion as it relates to student intellectual development. The narrative and accompanying materials should focus on the faculty member's strengths as a teacher and work in promoting student intellectual development as evidenced by student learning data in annual reports. The narrative should address the criteria delineated in the University and College of Education

guidelines with accompanying evidence from annual reports, teaching observations, or other sources. The faculty member should limit supporting evidence in the portfolio to representative samples of work directly related to the narrative.

Scholarly Activity

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

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

Standards for Scholarly Activity

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

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

Documentation

Documentation is the product or evidence of the scholarly work and its quality as presented in the faculty member's portfolio and can include the following:

- Conference proposals, abstracts, reviewer feedback, paper submissions
- Journal articles, book chapters, books, book reviews
- Grants and patents
- Media creations
- Technical or training manuals
- Program or accreditation evaluations
- Project reports
- Any tangible artifact that documents the scholarship

Peer Review

Peer review is the means by which appropriate experts evaluate the quality of the scholarly work. Peer reviewers 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 included 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.*

Dissemination

Dissemination is the distribution of scholarly work including consideration of the significance or impact on stakeholders at local, state, regional, national, or international levels. Faculty members should articulate the perceived impact of the work and discuss the overall contribution of individual scholarly efforts to the larger body of scholarship or professional practice within a discipline. Potential venues and means for dissemination may include:

- Publication of articles, critiques, notes, and evaluations in research journals, trade or professional journals.
- Accreditation documents used by governing or professional standard-setting agencies as exemplars. On-line publication of articles, critiques, or educational content materials.
- Presentation of refereed papers, presentations or posters at professional peer or technical meetings.
- Demonstrated application of scholarship in the faculty member's field or discipline which is documented in a project report.
- Funded and unfunded grant and contract applications.
- Creative or innovative work or authorship resulting in patents and licenses, computer software, designs, simulations, multimedia materials, the publication of a textbook, manuscript, professional standard of practice, chapters in edited volumes, or laboratory manual in the related field or discipline.

Evaluating Scholarly Activity

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

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

Professional Stewardship

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

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

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

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

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

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

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

Academic Responsibility

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

Academic Responsibility includes, but is not limited to, activities such as: academic registration support, availability to students through multiple platforms (e.g., office hours, emails, assignment feedback), engagement in faculty meetings at all levels, participation in department and college events, participation in university commencements and convocations, professional development that supports improvements in practice (e.g., participation in peer observations, attendance at professional conferences to explore

current research, engaging in sessions through the Teaching and Learning Center), recruitment and retention efforts, and service on committees. Chairs and deans should ensure equitable distribution of assignments among faculty; and faculty should be supported in ways that allow for free exchange of ideas, broad participation, and balanced work expectations.

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

Procedures and Guidelines for Tenure

During the sixth year of an eligible faculty member's employment at Winthrop University, a decision is made regarding the granting of tenure; the portfolio is submitted 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. For more information, refer to [Tenure, Conditions and Procedures for Granting](#) located on the Winthrop University Policies website.

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

Portfolio Preparation

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

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 and organize the portfolio as outlined below.

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

- A cover sheet containing the following information:
 - Date employed at Winthrop,
 - Rank at original appointment, and
 - Prior service credit granted at employment.
- An application letter which includes an analysis/statement by the candidate explaining how he/she is progressing toward the qualifications of tenure and/or promotion. This letter should provide a concise and integrated summary that highlights the candidate's major accomplishments in the areas of Student Intellectual Development, Scholarly Activity, and Professional Stewardship.
- A table of contents.
 - Appropriate indexing tabs should be used.
 - Location of materials outside the original binder/notebook must be indicated.
- A current vita.
- Annual reports should be arranged in reverse chronological order from the current date through the time of employment or credited years' service, if applicable. Annual reports should include student evaluation data, chair observations, peer observations (if available), Chair/immediate supervisor evaluations, and Dean evaluations. If the faculty member was credited for prior years' service at another institution, annual reports and other supporting materials during those credited years may be included. No materials other than those from Winthrop or from credited prior years' service should be included.

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

- Supporting documents pertinent to the review.

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

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

Application for Tenure

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

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

The College of Education Promotion and Tenure Committee will evaluate the extent to which the faculty member has achieved the tenure criteria for Student Intellectual Development, Scholarly Activity, and Professional Stewardship for the period under review. The committee is to complete its work and transfer its recommendation and all relevant documentation to the Dean by the due date identified on the annual Tenure and Promotion timeline. After careful review of the supporting material provided by the faculty member, the recommendations of any external reviewers, if applicable, the departmental Promotion and Tenure Committee, the Department Chair, and the College of Education Promotion and Tenure Committee, the Dean shall evaluate the extent to which the candidate has achieved the tenure criteria for Student Intellectual Development, Scholarly Activity, and Professional Stewardship during the period under review. The Dean will formulate a written recommendation and forward it, along with supporting materials, to the Vice President for Academic Affairs by the due date

identified on the annual Tenure and Promotion Timeline. From this point, the evaluation for tenure continues as specified in the Winthrop University Faculty Manual.

Credit toward Probationary Period

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

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

- Credit may be given for prior service as a temporary faculty member at Winthrop University if the appointment is changed from restricted to regular service.
- Credit may be given for prior full-time academic service at another institution of higher learning at the rank of Assistant Professor or above.
- Credit may be given for prior professional service, other than teaching at another institution of higher learning, when such service is related to the faculty member's appointment at Winthrop.
- Credit will not exceed 3 years except in unusual circumstances.
- In determining the amount of prior service to be credited to a faculty member, no credit shall be given for summer school teaching at Winthrop or elsewhere.

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

Pre-Tenure Review

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

Responsibility. The Department Chair shall also discuss the faculty member's progress and what might be done to better meet the criteria for granting tenure.

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

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

The general timeline for the pre-tenure review process:

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

Post-Tenure

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

is focused on sustaining faculty involvement in all aspects of the University and providing support for all faculty members as identified through the review process.

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

- A statement from the faculty member outlining work and development in the areas of Student Intellectual Development, Scholarly Activity, Professional Stewardship, and academic responsibility since the last tenure, promotion, or post-tenure review. Each category should include tables or lists clearly outlining activities. The faculty member is encouraged to describe any noteworthy accomplishments and to describe activity where the impact or time needed may not be apparent to reviewers.
- A statement of the faculty member's goals and plans for involvement and development over the next six years.
- Annual reports from all years since last review (including student evaluation data, chair/immediate supervisor evaluations, and dean evaluations).
- Peer evaluations, if available.
- Current vitae.
- Information about the outcomes of any sabbatical leaves awarded during the six-year, post-tenure review period, if applicable.
- Supporting documents pertinent to the review.

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

Post-Tenure with Excellence

A faculty member seeking the distinction of Post-Tenure with Excellence must provide evidence of sustained excellence in the area of Student Intellectual Development and productive involvement in Scholarly Activity and Professional Stewardship. Administrative reviews should indicate a consistent record of academic responsibility as defined by the needs of the department, college, and university. Finally, the candidate must have established a record of excellence in Scholarly Activity and/or Professional Stewardship.

In annual reports and other evaluative portfolios, a faculty member seeking this distinction must provide evidence of progress and involvement that is responsive to feedback and exceeds expectations of the rank held. This recognition will be awarded

primarily to faculty at the rank of Professor. Faculty at the ranks of Assistant Professor and Associate Professor are highly encouraged to actively engage in activities leading to promotion.

Procedures and Guidelines for Promotion

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

- A portfolio containing the cumulative record of the faculty member under consideration for promotion will be evaluated under three broad areas of performance: Student Intellectual Development, Scholarly Activity, and Professional Stewardship. For promotion, the faculty member should demonstrate maturity and leadership in these areas, as appropriate for the rank. Student Intellectual Development is highest among the criteria and proficiency in this area is requisite for promotion.
- A faculty member's fulfillment of academic responsibilities, as assessed by the Department Chair and Dean, and commitment to the continuing operation of Winthrop University and the Richard W. Riley College of Education and to the growth and progress of the wider professional community is important and will be considered in promotion decisions.
- For promotion to associate rank, faculty are expected to:
 - Demonstrate *advanced skill* in the area of Student Intellectual Development.
 - Present a portfolio of Scholarly Activity *at appropriate levels* according to the University's expectations for the rank and *evidence of a commitment* to exploration, creativity, and/or change.
 - Demonstrate *involvement in activities* identified as Professional Stewardship with the *potential for continued involvement*.
- For promotion to professor rank, faculty are expected to:
 - Demonstrate *noteworthy* accomplishments and sustained excellence in the area of Student Intellectual Development while demonstrating *ongoing* reflection, renewal, and development.
 - 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 during the same year as applying for promotion, a separate application letter for promotion should be provided. The application for promotion letter should provide a concise and integrated summary that highlights the candidate's major accomplishments in the areas of Student Intellectual Development, Scholarly Activity, and Professional Stewardship based on expectations for the rank as articulated in the [University Faculty Roles Document](#).
- If the faculty member seeks promotion to full professor rank, the review considers all accomplishments since the last promotion.

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

Procedures for Promotion

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

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

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

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

The Department Chair convenes the departmental Promotion and Tenure Committee and forwards the portfolio packet for review and recommendation. The committee evaluates the extent to which the faculty member has achieved the criteria for promotion. While preparing the portfolio, the candidate has the option of working with the Department

Chair to receive guidance. However, once the promotion review process begins, the portfolio should not be altered. The departmental Promotion and Tenure Committee should complete its work and transfer its recommendation to the Department Chair by the due date identified on the annual Tenure and Promotion Timeline.

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

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

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

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

Richard W. Riley College of Education Promotion and Tenure Committee

[Composition as specified in COE Bylaws]

Emeriti Faculty

In recognition of faithful service, Winthrop University confers the title of Emeritus on those assistant professors, associate professors, and professors who, at the time of their

retirement from the University, were serving in that capacity, and who had a minimum of ten years of service at Winthrop.

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

Dr. John Gallien (1966-1994)	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)	

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. Chairs can ask program coordinators or other well-qualified faculty members in the department to assist with adjunct faculty observations; however, the 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 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 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 or not 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.

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 user name/password). A training manual will be available on the COE website for faculty as they input information for their annual report. 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 February 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 Winthrop University Policies website.

Procedures for Assessment of Teaching

Student Assessment of Teaching

Procedures for Implementation The Associate Dean will be responsible for working 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.

Who will be evaluated using this instrument?

Tenured, probationary, restricted, and part-time faculty must have every class assessed, every semester, including summer courses.

Distribution of Results

Quantifiable data will be calculated using means and/or percentages and compared to departmental and college means and/or percentages. 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..

Using the Results

The main intent of these assessments is to assist the faculty member in improving teaching. These assessments provide one aspect of the overall evaluation of the faculty member's teaching. These reports should be used as one part of the evidence needed for promotion and tenure, as well as the annual report.

Peer Reviews

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

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

Department Chair Review

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

adjunct faculty should be reviewed each semester by the Chair. All tenured faculty should be reviewed annually.

Self Analysis

Self-analysis of teaching provides the opportunity to reflect on performance and student outcomes, as well as to consider the comments of students, peers, and the Chair. Self-analysis can take many different forms but documented annually through the annual report process and at the time of tenure or promotion reviews.

COLLEGE OF EDUCATION

STUDENT ASSESSMENT OF COURSE AND INSTRUCTOR

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

Instructions:

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

Key Words	Operational Definition
Assessment/Assignment	Includes the variety of methods used to determine what students know and are able to do before, during, or after instruction (Green & Johnson, 2010, p.14). Examples: reports, projects, quizzes, exams, presentations, etc.
Higher-Order Thinking/Thinking Critically	Required analysis, synthesis, or evaluation skills to solve problems in the content area.
Active Participation	Students were actively engaged and showed interest in the lesson activities.

INSTRUCTION

1. The instructor was knowledgeable about the subject matter of the course.
2. The instructor set high expectations for student learning.
3. The instructor managed student behavior appropriately.
4. Relevant course materials were used and organized in a manner that promoted student learning and fostered discussions.
5. The course included opportunities for students' active participation.
6. The pacing of instruction supported student learning.
7. The course content challenged me to think critically and the instructor stimulated further thinking about the course content.

COMMUNICATION

8. A course syllabus containing clearly stated goals or objectives, requirements, due dates, assignments, and a grading system was distributed. The instructor provided information concerning his/her office location, phone number, email address, and availability.
9. The instructor was willing to help students learn.
10. The instructor was responsive to students' questions, ideas, and/or concerns.
11. The instructor treated students with respect.
12. The instructor was available outside of class and responded to inquiries in a timely manner.

ASSESSMENT

13. The instructor used more than one kind of assessment/assignment to evaluate relevant course objectives.
14. Assessments/Assignments were graded and returned within fourteen days of submission.
15. The instructor provided constructive feedback on assessments/assignments when appropriate.
16. Grading of assessments/assignments followed prescribed guidelines.
17. Assessments/Assignments required higher-order thinking.
18. List below several specific things you liked about this course and/or the instructor.
19. List below several specific recommendations for improving this course or the instructor's teaching.

Respond to the below four questions ONLY if you are completing this evaluation for a PESH laboratory course:

20. Laboratory activities/tasks enhanced understanding of the information in the co-requisite lecture course.
21. Laboratory setting, material, and equipment were satisfactory.
22. The instructor was well-prepared for lab and started on time.
23. The instructor circulated throughout the laboratory and gave appropriate feedback and encouragement to students.

Faculty Professional Development

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

Support for Faculty Professional Development

Support for faculty development comes from a variety of sources. One of the primary funding sources is the University. Professional development funds are allocated to the college annually. The COE Faculty Development Committee recommends to department chairs and the dean disbursement of the funds to full-time faculty for professional travel. (See [Guidelines for the Disbursement of Faculty Development Travel Monies](#)). The College provides funds for each faculty member to purchase instructional materials through the ITC annually. (See [Guidelines for the Instructional Technology Individual Allotment](#)). Additional support for individual and group professional development is provided through college and departmental discretionary funds and grants. Two foundations, The Tolbert Faculty Development Fund and the Helen Abell Faculty-Student Collaboration Fund, are available to teacher education faculty. The university provides on-going professional development for teaching through the [Teaching and Learning Center](#) and for research through [Faculty Research Council Grants](#) housed in the Office of Sponsored Programs and Research (*SPAR*).

Guidelines for Faculty Travel Funds

- Faculty must submit applications for faculty development funding to the Faculty Development Committee each fall semester (due Oct. 1). Only tenure-track faculty members are eligible for these funds. Department chairs, other college administrators, staff, and non-tenure track faculty may not apply for these funds.
- Department chairs may use designated department revenue funds to support faculty conference travel under the condition that the faculty member applies to the Faculty Development Committee first. Any support provided by the department chair must be in keeping with stated maximum limits (see below). This applies to all full-time, tenure-track and non-tenure track faculty. Decisions made by chairs regarding conference travel awards should be informed primarily by these three considerations: (1) recommendations made to faculty members by the chair or dean in annual report responses; (2) professional development needs noted by faculty in their annual reports, based on identified annual scholarship goals and endorsed by the chair; (3) faculty scholarship that involves

collaboration with students in research. Availability of departmental funds to support faculty travel is dependent on revenue generated within the college during the academic year; therefore, amounts available for this purpose may fluctuate annually. Faculty and chairs should not assume that the same amount will be available year to year.

- Faculty are encouraged to pursue other internal and external funding opportunities.
- New tenure-track faculty members will receive \$1,000 for conference travel during their first year to begin acclimating into professional organizations and networking. No presentation is required, although encouraged. New faculty members who receive this funding support are not eligible to apply to the Faculty Development Committee for funding during their first year.
- Full-time, non-tenure track faculty may receive up to \$250 each year for professional development travel.
- The limit to COE funding for tenure-track faculty conference travel is \$1,200 each fiscal year (July 1 – June 30). Funding to a faculty member typically will not exceed two conferences. If conferences are local or state, then the department chair may approve three conferences, depending on availability of funds and not to exceed the overall limit per faculty member annually. This includes all COE funding sources (college and departmental). In rare circumstances, a faculty member may request additional funds (not to exceed \$300 beyond the \$1,200 limit) for conference travel. The request must be made in writing to the department chair, provide satisfactory justification, and receive approval by the chair and dean prior to travel. Such requests will only be approved if funding is available. Travel supported by external funding sources, such as grants, are not included in these limits.
- This limitation excludes travel at the request of the chair or dean for college matters (e.g., special trainings, state meetings). Typically, these expenses are paid by the Dean's office.
- This limitation excludes travel funded by other Winthrop and external funding sources (e.g., Faculty Research Council grants, Singleton or Bank of America Professorship funds, external grants).

Faculty Development Committee

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

Faculty Development Committee Membership

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

Guidelines for the Disbursement of Faculty Development Travel Monies

Each eligible full-time faculty member may submit a Faculty Development Travel Request to the Faculty Development Committee for funding to support presentations and other significant stewardship activity at professional conferences and meetings. The funded amount for the recommended proposals depends on available monies, but no single award may be funded at more than \$1000.

Eligibility

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

Submission

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

- Proposals are due by October 1st to the Office of the Associate Dean of each academic year, with recommendations forwarded to the Dean by November 1st. The spring submission deadline is February 20th and recommendations are to be forwarded to the Dean by March 15th. Awards in the spring are contingent on availability of funds.
- The dean will convene the department chairs after receiving the Faculty Development Committee's recommendations each fall semester to determine any additional departmental funds available to support requests and make the final determinations on awards. The Dean's office will notify faculty in writing of both their Faculty Development Committee and departmental allocations.

- Faculty members are responsible for submitting Travel Authorization forms to their department chairs prior to any conference travel; and Travel Reimbursement forms must be submitted to department chairs within 30 days of travel.
- Faculty must use funds for the activity/conference designated when allocations are made, based on the faculty member's application/s. If a faculty member desires to switch a conference or make any other change from the stated use of the funds, he/she must confer with the department chair and receive approval in advance. If use of funds allocated by the Faculty Development Committee is involved in such a change, the chair of the committee must also be notified (who then notifies the Dean's office).

Guidelines

Faculty need to be presenting or providing significant stewardship at a conference in order to receive Faculty Development Professional Travel funding. If the proposal is not accepted, then funds will be re-appropriated to other faculty. Exceptions can be made if the faculty member has submitted a second travel request. In which case, the second request would be funded, at an amount not to exceed the original award, provided the faculty member's proposal is accepted.

Conditions

The following conditions govern the use of general faculty development funds:

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

for reallocation. In the event of a spring submission for proposals, they are due February 20th and funds must be encumbered by March 30. However, the June 1st deadline for disbursement applies to both fall and spring proposals.

- All funds must be used during the fiscal year (July 1 to June 30). In other words, allocated funds may not transfer to the next fiscal year.

Expectations

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

Guidelines for the Instructional Technology Individual Allotment

Each COE faculty member (all full-time tenure-track and non-tenure track faculty) is provided credit for instructional materials and supply purchases in the Instructional Technology Center (typically \$50/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.

Guidelines for the Tolbert Fund for Faculty Development in Teacher Education

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

Eligibility

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

The Tolbert Fund has approximately \$750-\$1,000 available annually, depending upon economic conditions. It is anticipated most requests will range from \$500 to \$1,000. Generally only one request is funded annually. However, it is possible for two smaller requests of \$500 to be funded. Expenses from this account should not be paid using your University procurement card. You may pay for the items personally and complete a WU Foundation Disbursement Request and submit to the COE Budget Analyst or complete the check request in advance and submit it with the items you are purchasing.

Submission

Requests should be submitted to the Office of the Associate Dean in 106 Withers. Awards will be available for use from May 15 of the academic year to April 15 of the following year. Recipients of the award will be expected to file a written report of activities to the Associate Dean by May of the year following the awarding of funds.

Time Line for applications

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

Guidelines

Funds may be used to finance inquiry or materials that support the faculty member's continued personal development and improvement of teaching skills. A list of examples follows:

- Support activities to continue education or to meet recertification requirements, such as travel and registration to attend courses, conferences, workshops, or institutes (not to be used when presenting a paper),
- Purchase books and journals in one's content area,
- Support work with students such as needs related to teaching and advisement, or
- Purchase supplemental materials for teaching, such as videos, computer software, and curriculum packages.

Criteria for judging proposals:

The request should:

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

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

Guidelines for the Helen Abell Faculty-Student Collaboration Fund

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

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

Eligibility

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

Submission

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

Selection criteria for the recipients include:

- Documentation of proposal submission or acceptance for presentation
- Documentation of expected or actual expenditures and receipts on appropriate forms (travel authorization form, travel reimbursement form, receipts for any travel expenses already incurred, conference fee, flight and hotel price information, etc.)
- Documentation of need for support in a separate letter
- Faculty documentation of student engagement and commitment to professional responsibilities in a separate letter.

Conditions

The fund is limited to teacher education majors and faculty who work in teacher educator programs. Preference is given to students who have not received financial support from other resources and who would otherwise not be able to experience this professional opportunity; these may include undergraduate or graduate students; Expenses from this account should not be paid using your University procurement card. You may pay for the items personally and complete a WU Foundation Disbursement Request and submit to the COE Budget Analyst or complete the check request in advance and submit it with the items you are purchasing.

The [Helen Abell Faculty/Student Collaboration Fund Form](#) is located in the Forms section of the Faculty Resources portion of the COE website.

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General Classroom and Course Information

Etiquette for College of Education Classrooms

The College of Education 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 of Education. Because spaces are shared, often with little time between classes, it is important that you leave the room in good teaching order for the next person using the room. You should use common courtesy to help guide you, namely, leave the room in the way that you would want to find it when you walk into the room. 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 College of education 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 College of Education classroom.

1. 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; 803-323-2136).
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. One of the technology GA's can help you with that.
5. Do not disconnect any cables. If you need connection help, contact the Instructional Technology Center (itc@winthrop.edu) (803-323-2136).
6. Log out of the computer(s), turn off the projector(s), 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. Students should not eat or drink in the classrooms and faculty need to help enforce that rule. However, check for bottles, cans and trash in the room after class and have students take them with them.
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. Technology problems and issues should be reported to the Director of the Instructional Technology Center (itc@winthrop.edu) (803-323-2136).
13. Replacement dry erase markers may be obtained in the Instructional Technology Center (itc@winthrop.edu) (803-323-2136).
14. Facilities issues should be reported to the Facilities Manager in the Dean's Office (803-323-2151).
15. Found items in Withers should be turned in to Withers 106. 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.

Course Information

Cancellation of Classes

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

Final Exams

For both undergraduate and graduate final examination procedures, review the [Final Examinations](#) section on the Winthrop University Policies website.

Proctors for Testing

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

Grades and Grading

Winthrop University grading policies are located in the [Evaluation and Grading](#) section of the Winthrop University Policies website. 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.

Course Syllabi

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

Faculty are responsible for developing a syllabus for each course. Course syllabi are submitted to the department chair each semester.

Student Recruitment, Retention and Advisement

Recruitment and Retention

Recruitment

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

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

Retention

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

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

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

Advisement

For complete advisement information, refer to the [Academic Advising](#) section of the Winthrop University Policies website.

General Considerations

- Neither Department Chairs nor the Dean should interfere with advisement unless there is evidence of a major conflict, violations of University policy, or the student asks for an appeal of an advisor's decision.
- All undergraduate students will be assigned a faculty advisor by Student Academic Services.
- Faculty have a right to expect support to enhance the advising process.
- Faculty have a responsibility to remain current with all policies, procedures, and curricula of the College and University.
- Students are expected to come prepared for the advisement session.
- The College's academic advisor is employed to: a) assist students and faculty with initial advisement of freshmen and transfer students; b) assess transfer credit; c) participate in student recruitment; d) work with chairs to assign advisors; and e) help to resolve problems related to the advisement process.
- Faculty in the Richard W. Riley College of Education 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 the Richard W. Riley College of Education Advisement Coordinator

The Advisement Coordinator is a vital resource, but is not a substitute for the faculty advisor. The coordinator is located in 144 Withers/WTS, Student Academic Services

(SAS). 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.

The primary responsibilities of the COE Advisement Coordinator are to:

- Provide overall direction for the advising process in the College of Education.
- Provide initial advising services for all students entering the College of Education.
- Conduct freshman orientation for all College of Education majors.
- Conduct transfer orientations for all College of Education majors.
- Support the faculty as they advise entering College of Education students (freshmen and transfers).
- Evaluate transcripts of all transfer and transient students in the College of Education.
- Process paperwork for students changing either their major, minor, advisor, or catalog.
- Sign and distribute undergraduate university-wide petition forms.
- Sign transient and forms.
- Resolve degree audit issues for College of Education majors and advisors.
- Serve as College of Education representative on the University-wide GRADE Group, College of Education Advising Committee, Family Weekend Committee, REACH Committee, Study Abroad Committee, Welcome Week Committee, and other University-wide committees as assigned.
- Assist with registration problems.
- Serve as a resource to the faculty and administration.
- Participate in recruiting activities.
- Prepare and/or maintain with the support of other staff necessary Student Academic Services records and reports as needed.

Role of the Faculty Advisor

At Winthrop University, faculty members advise all students who have declared a major. Academic advising at Winthrop is an integral part of the learning process through which students are advised of degree requirements, course sequencing, career opportunities, and campus resources. The responsibilities of a faculty advisor are many. One of the most valuable resources the advisor has is the catalog which is located on the [Records and Registration](#) website. PLEASE read and re-read the catalog. Other responsibilities are summarized below:

- Provide a rationale for educational curriculum and benefits of required course work.
- Assist students in planning a program of study, which is consistent with their abilities and interests.
- 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 his/her educational career goals.
- Help students identify their own special needs and make appropriate referrals to campus resources.

- Keep informed of up-to-date academic information, monitor changes to academic regulations.
- Be accessible and observe regular office hours.

Prior to registration, students at Winthrop are required to contact their faculty advisor to receive the appropriate registration form and to receive assistance in planning course work for the next term. Although this advising period is important to the student, advising is a continuous process. Good advisors seek out opportunities to provide their expertise on academics and career topics under conditions that are not forced or time constrained. The frequency and quality of contacts with advisors outside of class have been linked to student satisfaction with the institution and their advisor.

Academic advising requires a substantial amount of knowledge and energy to be successful and to support a continuous process of student growth. This process stimulates responsible decision-making by encouraging and advising developing young adults.

Ultimately, each student is responsible for understanding and completing all degree requirements and making career-oriented decisions.

Degree Checklists

An important tool in advising is accurate and organized record keeping. [*Degree checklists*](#), which contain the General Education and major program requirements, have been prepared for each Richard W. Riley College of Education major.

Degree Audits

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

Please review on-course degree audits during advising appointments. If questions arise, please contact the Advisement Coordinator in Student Academic Services.

Choice of Catalog (Declaration of Undergraduate Catalog)

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

Classification of Students

Regular students:

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

Special students:

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

University Calculation of Grade Point Averages

Guidance for calculating the Winthrop GPA is located on the [Records and Registration](#) portion of the website. Various GPA calculators are available as a tool in DegreeWorks for the student and advisor.

Major Declaration and/or Change of Major

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

Seniors - 500 Level Graduate Credit

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

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

Graduate Credit and Student Pursuing the MAT-Accelerated program

Undergraduate Students Pursuing Combined Bachelor's/Master's (Accelerated) Programs
Undergraduate students who are pursuing Combined Bachelor's/Master's Programs of Study may qualify to take up to 9 hours of graduate 500-level coursework at Winthrop and apply those hours to the undergraduate degree. To qualify for graduate-level coursework in a combined bachelor's/master's program, an undergraduate must: (A) submit an [Intent to Pursue Accelerated Graduate Program form](#) with the appropriate graduate program office (by that program's posted deadline) and have it approved by the specific graduate program director; (B) successfully complete 75 credit hours before taking each graduate course; (C) maintain at least a 3.0 GPA as an undergraduate; and (D) complete the Request to Take Course for Graduate Credit form through the Office of Records and Registration (126 Tillman) no later than the add/drop deadline.

Study Abroad Option

Education majors have the option to study abroad for one semester or participate in short term-study abroad opportunities. Students need to work closely with the Study Abroad office, their advisor, and the office of Student Academic Services to schedule this option into their Program of Study.

Summer School Enrollment at Other Institutions

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

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

Teacher Certification

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

Early Childhood Education (PK-3)	Physical Education (K- 12)
Elementary Education (2-6)	Middle Level Education (5-8)
Special Education (K-12)	

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

Art (K- 12)
Biology (9-12)
Chemistry (9-12)
Dance Education (K-12)
English (9-12)

Modern Languages (French or Spanish) (K12)
Mathematics (9-12)
Music Education (K- 12)
Social Studies (9-12)
Theatre Education (K-12)

Admission to Teacher Education Program

Expectations and procedures for the Admission to Teacher Education Program are maintained on the Student Academic Services website and the Admission to Teacher Education BlackBoard organization.

- General Guidance
<http://www.winthrop.edu/coe/sas/default.aspx?id=11515>
- Testing Requirements
<http://www.winthrop.edu/coe/sas/default.aspx?id=11516>

Records and Registration Office

The Office of [*Records and Registration*](#), located in 126 Tillman, supports the academic goals of Winthrop University by:

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

A student should be referred directly to the office for the following actions:

- University-wide petition.
- Graduation application.
- Transcript request.

Registering for Classes

To register for classes each semester, students should meet the assigned advisor during the advising period so that the advisor can lift the advising flag in Wingspan. During this meeting faculty and students should utilize the planning tools in DegreeWorks to indicate recommended actions as well as alternative plans. Registration for courses is done by web registration via Wingspan during the designated registration window. Changes can be made through the end of the add/drop period. Students and advisors are encouraged to discuss changes that do not reflect the plan established in DegreeWorks.

Course Load

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

Clearing Students for Registration

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

Making Schedule Changes

Changes in enrollment, or student schedule changes, must be made before the end of the designated registration period. Such changes include dropping or adding courses, changing sections, electing to audit courses, and changing the number of credits to be earned in a course (where applicable). Any change in enrollment may be done in Wingspan through the designated registration period. After the last day to register or drop courses, adding a course requires the completion of a *Schedule Change Form* reviewed and signed by a) the instructor to indicate whether the student have been attending the course; b) the department chair to indicate the request is in line with the limitations of course enrollment caps and is for a supported reasoning; and c) the Director of Student Academic Services as the dean's delegate for final approval. See course withdrawal to follow.

Registering for a Closed Class

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

Student Handbook

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

Course Withdrawal

Complete information is located under the [Withdrawal from Courses](#) portion on the Winthrop University Policies website.

Privacy of Educational Records

Complete information is located under the [Privacy of Educational Records](#) portion on the Winthrop University Policies website.

Student Appeal and Complaint Procedures

The Richard W. Riley College of Education provides avenues for students' concerns to be addressed in a fair and expeditious manner. Policies and procedures for student complaints and petitions are maintained through the Office of Student Academic Services and available on the Forms & Policies (<http://www.winthrop.edu/coe/sas/default.aspx?id=6580>) page..

Withdrawal from University

For complete information, refer to the [Withdrawal from Winthrop University](#) located on the Winthrop University Policies website.

Procedures for Curriculum Action

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

New Programs

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

Program Modifications

After Board of Trustees approval, the CHE expects to review program modifications such as the extension or transfer of a program to another site, the addition of new concentrations within a major, the elimination of majors or concentrations, consolidation

of majors, and substantive modifications of majors or concentrations. ([See CHE Policies and Procedures](#))

In planning program modifications or new programs, faculty must follow the [Winthrop University Substantive Change Policy](#) .

College of Education Faculty Mentoring Program Policy and Procedures

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, & Tennant, 2003, p. 50).

Mentoring

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

Peer Coaching

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

Selection of Mentors

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

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

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

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

Faculty Incentives for Mentoring

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

General Guidelines for Faculty Mentoring

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

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

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

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

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

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

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

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

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

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

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

Specific Guidelines for Teaching Mentors

Tasks for Mentors

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

Course Development and Design

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

Course Delivery

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

Assessment

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

Reflection on the Course and Self-reflection

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

Suggested Guidelines for Peer Observations

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

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.

Specific Guidelines for Scholarship Mentoring

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

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

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

Faculty Research Grants

Research that informs the work of others is necessary to the growth of any profession. When helping a colleague develop their research, working within the structure of the College of Education may help. As evidenced in most aspects of the work as a College, programs should be highly field-oriented, namely for the benefit of students whom we are preparing and for overall program quality. This field-based orientation is seen in the high amount of required internships and other field-based experiences. For educator preparation programs, 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 Executive Director of the Rex Institute for Educational Renewal and Partnerships.

Mentoring Activities for All COE Faculty

TAKE THIRTY Sessions on Teaching, Advising, and Research

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

Appendices

Suggestions for New Faculty

The COE Faculty Manual

The current manual will be available on-line. 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 undergraduate advisement coordinator's number (323-4592) handy for difficult questions. The office is in 144 Withers in Student Academic Services (SAS) office. 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 or consider petitions related to advising.

Remember to electronically lift the advising "flag" in either 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 February 15. It is imperative that you keep appropriate records of your teaching, service, and scholarly activities.

- Faculty strongly are 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 faculty 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 must cancel posted hours s/he should put a note on your door when and consider alternative hours so that student needs are met.

Research Agenda

To maintain your research agenda, it is advisable to schedule research time each week. When selected 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 his/her position.

Join the scholarship club and find colleagues to engage in activities 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 [*Teaching and Learning Center*](#).

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 (for example periodically download grades from the evaluation center in BlackBoard) as a back-up resource.

Finding ways that maintain an approachable yet professional relationship with students can facilitate students 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 take these to class.
 - Many students have a tendency to sit in the same place, 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 will help student 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 within the schools and community. Creating a good balance across the areas 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 meeting provide an opportunity to better understand college and university expectations and procedures.

Conceptual Frameworks

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

Initial Teacher Preparation Unit Standards Framework

[*Initial Teacher Preparation Unit Standards*](#)

Advanced Program Conceptual Framework

[*Conceptual Framework for Advanced Programs*](#)