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

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### Faculty Responsibilities for Promotions and Tenure

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Mission Statement

College of Education

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

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

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

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

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

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

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

Section 6. The Elections Committee shall be responsible to the Faculty Assembly for the preparation, distribution, and recording of all ballots and other nomination and election materials, the conducting of elections, and certifying to the faculty all elections. The committee shall make recommendations to the Faculty Assembly on the methods for voting. The committee shall include three members elected by the Faculty Assembly. The term of office shall be two years. The committee shall elect its chair.
Section 7. The Rules Committee shall be responsible for recommending to the Faculty Assembly special rules of order and appropriate changes in the Bylaws of the Faculty Assembly and for reviewing guidelines or bylaws of all standing and select committees, task forces, or constituent assemblies of the Richard W. Riley College of Education to determine consistency with these Bylaws. Membership shall consist of one member elected by each academic department and one at-large member elected by the Faculty Assembly. The term of office shall be two years. The committee shall elect its chair.

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

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

Section 9. The Field Experience and Clinical Practice Committee shall be responsible for overseeing the design, implementation, and evaluation of clinical and field experiences for graduate and undergraduate programs. The committee will monitor compliance with NCATE Standard Three and will assist in preparation of the NCATE Institutional Report. The committee will also support compliance with other program accreditation requirements related to field experiences or clinical practice.
Membership shall consist of a minimum of two faculty representing initial teacher certification programs, two faculty members representing graduate programs involving clinical practice, one teacher education faculty member from the College of Arts and Sciences, one teacher education faculty member from the College of Visual and Performing Arts, one faculty member representing non-teacher education programs, and at least two representatives from school and/or agency partners. The NCATE Coordinator and the following College administrators from Student Academic Services shall hold membership on this committee: Director of Student Academic Services, Coordinator of Supervision, and Coordinator of Field Placements. The committee can recommend additional members to the Dean of College of Education.

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

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

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

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

AMENDMENTS

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

ARTICLE IX

WAIVER PROCEDURES

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

ARTICLE X

RATIFICATION

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

Approved by the Faculty Assembly

___________________________ Date: _________________________
(Dean’s Signature)

Reviewed by the University Rules Committee

___________________________ Date: _________________________
(Chair’s Signature)

Approved by the Vice President

___________________________ Date: _________________________
(Vice President’s Signature)

Article VII, Section 3, Paragraph 2 amended and approved by Faculty Assembly on November 14, 2003
Section 1. Preamble

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

Section 2. Roles and Responsibilities

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

Section 3. Levels of Curriculum Review

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

Level One

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

Level Two

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

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

**Level Three**

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

**Level Four**

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

**Level Five**

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

Section 4. Membership

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

Section 5. Length of Service

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

Section 6. Chair

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

Section 7. Vice Chair

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

Section 8. Meetings and Quorum

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

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

A quorum of the Curriculum Committee consists of the Chair or Vice Chair
and a simple majority of members.
Section 9. Minutes

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

Section 10. Support Staff

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

Section 11. Subcommittee

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

Section 12. Reporting

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

Winthrop University
Teacher Education Committee
Bylaws

Bylaws are located in the Teacher Education Committee section of the Winthrop University Policies website.
The **Institute for Educational Renewal and Partnerships** is to serve, facilitate, and support faculty and college initiatives that involve internal and external collaboration, partnership, and outreach to ensure cohesive, quality programs.

The Institute will fulfill four specific purposes:

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

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

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

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

**Department of Curriculum and Pedagogy**

The Department of Curriculum and Pedagogy prepares teachers through programs for initial licensure and advanced study. The department offers Bachelor of Science degrees
in Early Childhood Education and Elementary Education, a Master of Arts in Teaching in Early Childhood Education, and a Master of Education in Curriculum and Instruction. A newly-designed Master of Literacy degree is currently under development.

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

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

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

**Instructional Technology Center**

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

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

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

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

ITC Vision Statement: To advocate for the appropriate and effective use of technology to enhance human learning. The ITC will do this by supporting research and development in existing and emerging technologies, expanding its service area from the COE to the University as a whole in planned stages. Through partnerships with IT, TLC, and Educational Technology Graduate programs, we will leverage existing resources and seek additional avenues of support in order to implement this vision.

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 include a .5 FTE director, a full-time administrative specialist, three Master's level teachers, three graduate assistants, and numerous assistants and volunteers, and is located in the Withers/WTS Building.

Student Academic Services

Student Academic Services, located in 144 Withers/WTS, is a major support office for students in the Riley College of Education. Personnel in Student Academic Services include the Director of Student Academic Services, Field Placement and Licensure Coordinator, Academic Advisement Coordinator, part-time Teacher Certification Specialist, and an Administrative Specialist.

Responsibilities of Student Academic Services are to:

- Provide overall direction for the advising process in the Richard W. Riley College of Education (COE);
• Provide advising services for pre-education major (undeclared) students in the Riley College of Education;
• Provide initial advising services for all students entering COE;
• Process all applications for admission to the Teacher Education Program;
• Provide for the placement and supervision of all field experiences for students in COE;
• Process transfer evaluations for all students in the COE;
• Prepare degree audits for all students in the COE;
• Coordinate scholarship information for COE students;
• Verify all South Carolina Teachers Loan Applications
• Prepare COE publications and provide for the dissemination of information to students.
• Process all recommendations for teacher certification;
• Coordinate special events for students, including Convocations, Inductions to Teacher Education, and Orientation Sessions for first-year Riley College of Education students;
• Perform administrative tasks as required by other Winthrop University offices: i.e., Admissions, Records, Registration, etc;
• Serve as Co-op liaison for the COE and assist with placement and supervision of students;
• Serve as information source for students with special needs, disabilities, etc.;
• Coordinate the Teacher Cadet Program;
• Represent the COE in recruiting at Preview Days/Winthrop Day events; and
• Process college and university forms for undergraduates with education majors and minors.

Partnerships

Partnerships with Local Schools

The Winthrop School-University Partnership Network provides simultaneous renewal of schools with a focus on student learning and educator preparation through the engagement of collaborative learning communities involving district and university students and faculty. These partnerships allow the teacher education program to experiment with new models of teaching while developing new roles and responsibilities for classroom teachers. Teacher candidates work with diverse groups of students in Professional Development and Partner Schools while guided by teams of teachers and university faculty. Collegiality is valued and fostered within an atmosphere where teachers, students, and professors work and learn together. The partnerships are coordinated through the Institute for Educational Renewal and Partnerships, Student Academic Services, the NetSCOPE Teacher Quality Partnership Grant, and the NetLEAD Grant, a federally funded grant through the US Department of Education Office of Innovation and Improvement.
North Central Regional S²MART Center

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

South Carolina Teaching Fellows Program

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

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

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

Faculty Roles and Responsibilities

Faculty Duties and Responsibilities

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

- Meet faithfully all assigned classes or to make appropriate alternative arrangements for the class when an absence is unavoidable. (Such arrangements must be approved by the Department Chair.)
• Distribute to each student, within the first week of class, a written course syllabus, adhering 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).
• Faculty are responsible for submitting an updated vita annually as instructed by their Department Chair in a .pdf format. Naming conventions are [faculty]_coevitae_10F.pdf (faculty member last name and first initial with no space; EXAMPLE: PopeN_coevitae_10F.pdf).
• Be available to students for advising;
• Establish and keep a regular schedule of office hours. (The schedule of office hours is subject to the approval of the Department Chair and is posted outside the faculty offices.);
• Award academic credit based on the professional evaluation of students' academic performance;
• 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 Statement on Scholarship;
• Evaluate or comment fairly and objectively on the performance of colleagues when peer evaluation is required for the purpose of tenure and promotion and curriculum decisions;
• Participate in committee work and other channels of shared governance in accordance with department, College, and University procedures;
• Provide service to the profession and the general public;
• 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 excel data and/or LiveText entry for critical course assignments as requested by the COE office of unit assessment; and
• Keep course grades for a minimum of five years.

**Faculty Load Policy**

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

**General Statement of Principles**

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

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

Faculty members are encouraged to participate in scholarship endeavors. The Richard W. Riley College of Education’s definition of scholarship is outlined in the Promotion and Tenure section of the Faculty Manual. The administration of the Richard W. Riley College of Education encourages and promotes research and creative activity by members of the faculty. Upon approval by the Department Chair and Dean, a faculty member may have three hours of load reassigned to research/scholarship activities. All faculty teaching graduate level courses are expected to participate in scholarship activities leading to the production and dissemination of new knowledge.

**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.

**Class Size**
Lower division course enrollments should not exceed 40. Upper division course enrollments should not exceed 25. Graduate course enrollments should not exceed 20.

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

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

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

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

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

- **Undergraduate Practicum/Internship**
  Because field experiences feature systematic and gradual exposure of students to professional practice, earlier field experiences may be designed as less intense than subsequent ones. This fact should also be reflected in load expectations of faculty supervisors. Faculty load assignments in these situations will be informed by guidelines of national professional associations. Typically, faculty supervising undergraduate level practicum and internships will receive the following load credit:
  
  - 1 credit practicum – up to 20 students for 3 credit load
  - 2 credit practicum – up to 16 students for 3 credit load
  - 3 credit practicum – up to 10 students for 3 credit load
  - 8 credit practicum (Fitness/Wellness) – up to 7 students for 3 credit load

- **Graduate Practicum/Internship**
  Graduate practica build upon students' previous field experiences by offering more specialized professional involvement and less variability in credit hours. Practica including frequent on-site observation and feedback constitute a heavier load than do traditional internships which require students to work in an applied setting under the supervision of a practicing professional. Faculty load assignments will be informed by standards set by national professional associations. Typically, faculty supervising graduate level practicum and internships will receive the following load credit:
  
  - 3 credit practicum (counseling) - 5 students per 3 credit load
  - 3 credit internship (educational leadership) - 10 students per 3 credit load
Thesis Supervision
Recognizing the work necessary to complete graduate theses, faculty will receive load credit for supervision of theses. Department Chairs will determine the amount of credit given for this work after consulting with the faculty member(s) involved.

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

Faculty Office Hours
For complete information, review the 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. Although these activities (Preview Days, Phonathons, and Orientations) are coordinated by the University Admissions Office and the Dean of Students, faculty members are needed at each event. All faculty should participate in at least one activity in each academic year. There are typically 2-3 Preview Days each year, faculty phonathons, and multiple Orientation sessions in the summer. Regardless of what faculty teach, all faculty members have information and enthusiasm that can assist students in making a decision to attend Winthrop University (recruitment) or assist them in becoming acclimated upon arrival to campus (orientation). Each faculty member should schedule participation in one of these recruitment or orientation sessions at the beginning of the academic year. Faculty may sign up for these activities through the Department Chair. Each Department Chair will submit a list of participants to the Director of Student Academic Services.

Roles and Responsibilities of Department Chairs
Department Chairs are faculty members who have been appointed by the President, based upon a recommendation from the Dean and the Vice President for Academic Affairs. Their appointment is reviewed annually based upon performance as evaluated by the Dean. Like all faculty members, Department Chairs are expected to maintain professional and current competence in their academic disciplines through on-going development and by pursuing continued learning, scholarship, consulting, and public service. The primary role of the Department Chair is to foster a quality educational program for students by creating a climate in which the faculty member is able to teach, engage in scholarship, and perform well. Specifically, Department Chairs in the Richard W. Riley College of Education have a duty and responsibility to:
• Ensure that faculty evaluations are conducted in accordance with the policies and procedures of the College and University;
• Review, with the faculty member, the member's performance at least once a year;
• Attempt to solve faculty and student problems;
• Conduct departmental meetings;
• Act as a liaison with other units and administrators;
• Set a professional example for faculty members;
• Propose changes in the curriculum, degree requirements, and noncurricula programs after approval by the departmental faculty;
• Ensure coordination of curricula within the department and with other College and University departments;
• Recommend to the Dean yearly course offerings and summer school offerings;
• Recommend to the Dean class time schedules;
• Assign course schedules to faculty and recommend to the Dean appropriate class size;
• Approve faculty assignments for dual employment, continuing education, and other extra duties;
• Coordinate the department's role with registration, recruitment, and orientation activities;
• Teach on a reduced basis as approved by the Dean;
• Prepare and submit to the Dean yearly budgets and budget reports;
• Allocate and monitor the departmental budget;
• Supervise all routine office functions, including the supervision of office staff, graduate assistants, and work-study students;
• Recommend to the Dean faculty recruitment procedures and processes, and take a central role in the recruitment of faculty and staff for the department;
• Assist with the continuing development of departmental faculty and staff;
• Assist with student recruitment, including evaluation of transcripts and application materials;
• Provide oversight to ensure the quality of all undergraduate and graduate programs in the department;
• Assist with all external accreditation activities;
• Promote and encourage the obtaining of grants, attendance at professional meetings, research, publication, and other scholarly activities; and
• Perform other leadership duties as required by the department or assigned by the Dean.
Appointment

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

Teaching

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

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 Vice President for Academic Affairs, and works with the VPAA and the other academic deans to provide academic leadership for the University. Specific duties include:

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

Associate Dean

The following are the administrative duties for the Associate Dean:

- Coordinate all efforts for external accreditation approval for the College (NCATE, other accreditations)
- Serve as the College liaison for University (SACS) accreditations
Coordinate and provide support for program area accreditations
Assist Macfeat with the NAEYC accreditation
Oversee and coordinate the College Unit Assessment System
Supervise the COE unit assessment coordinator and LiveText Coordinator
Complete the annual AACTE/NCATE and PEDs reports
Complete the annual Title II report and serve as the Title II liaison for the University
Prepare annual reports for the South Carolina Department of Education
Update the Full Time and Part Time Faculty Manual annually
Coordinate the student assessment of teaching for all COE courses
Serve as a member of the Dean’s Council
Produce the College’s Annual Report
Complete periodic reports for the University and governmental agencies
Oversee the Winthrop Professional Development Course (WPDC) program
Teach six credits a year
Coordinate all faculty searches for the College
Coordinate the preparation of the undergraduate catalog
Oversee the activities of the Teaching Fellows Program and the program coordinator
Perform other duties as assigned by the Dean
Serve as the College’s chief executive in absence of the Dean

Senior Associate to the Dean

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

**Director of Graduate Studies**

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

**Director of Student Academic Services**

The following are the administrative duties of the Director of Student Academic Services:
• Provide overall direction for the Field Placement and Licensure Coordinator
• Academic Advisement Coordinator, and Administrative Specialist
• Approve and Process all applications for admission to the Teacher Education Program
• Teach two classes per year
• Oversee SAS accreditation report
• Oversee SAS various reports required for SAS (Annual, ADEPT, etc.)
• Assist staff in determining intervention strategies for both positive and negative disposition issues
• Coordinate scholarship information for the Richard W. Riley College of Education.
• Sign all recommendations for teacher certification
• Oversee coordination of special events for students including two Convocations, one Admission to Teacher Education Receptions, multiple information sessions for the Teacher Education Program, multiple Orientation Sessions, multiple Winthrop Days/Preview Days and Internship Institute
• Serve as college partner to Teacher Cadet sites (Currently twenty-one sites)
• Work with the University Supervisors and mentors for field experience and interns
• Serve as liaison for the Richard W. Riley College of Education when designated
• Serve as information source for student advising
• Provide development sessions for university faculty and mentor teachers in ADEPT
• Serve as liaison for the Procurement Card System
• Oversee all budgets for the department
• Serve on Teacher Education Committee
• Serve as chair of the Richard W. Riley College of Education Petitions Committee
• Serve as faculty liaison to Undergraduate Student Advisory Committee

**Director of Instructional Technology Center**

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

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

**Director of Audio Visual Services**

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

• Performs multimedia, A/V and audio set-ups (equipment may be fixed or portable) campus-wide during normal working hours as well as after hours and on weekends for outside groups on campus, campus departments, student organizations and for the Office of the President. Assists with AV-based
equipment for Tillman Auditorium, Barnes Recital Hall, Byrnes Auditorium, McBryde Hall, Plowden Auditorium, and Johnson Theater if needed.

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

**Coordinator of Online Learning**

The following are the administrative duties of the Online Learning Coordinator:

- Provides resources, instructional design training and tools for faculty involved in on-line course development
- Provides on-line course account creation and database maintenance for faculty and students
- Creates and maintains training manuals and handouts for faculty and student training for both the online course management system and distance learning/teleconference facilities
- Plans for and manages product upgrades to include faculty training and system administration
- Provides statistical reporting for online course delivery system
- Works with faculty, staff and deans to determine appropriate standards for online course management
- Conducts training classes and one-on-one training for faculty on the use of technology
- Provides limited training for students on the use of technology and designs training materials
- Provides technical and troubleshooting support for faculty and students using the online course management system
- Trains and produces training materials for faculty and other users on the use of Smart Classrooms and other web tools written by IT
- Creates and maintains documentation, presentations and websites for the Instructional Technology Center and maintains the Online Learning website
- Assists in the management of the COE website and conversion to the new CMS
• Assists the ITC staff with and performs audio-visual set-ups, connections and breakdowns
• Provides assistance with classroom multi-media (Smart Classrooms)
• Serves as back up for the Director of AVS

Program Coordinator

The following are the administrative duties of the Program Coordinators:

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

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

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

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

For degree programs where the department chair also serves as the program coordinator, the following responsibilities for coordination are assigned:
• Provides oversight to ensure quality of all undergraduate and graduate programs in the department, including coordination and evaluation of faculty and staff
• Meets regularly with the dean on status of program
• Conducts program/department meetings
• Acts as a liaison between dean and program faculty
• Proposes changes in the curriculum, degree requirements, etc. to the college after approval of program/department faculty
• Schedules yearly course offerings and course rotations based on input from faculty
• Schedules class times based on input from faculty
• Prepares program/department reports and assists with external accreditation activities
• Participates in recruitment and marketing activities
• Evaluates transcripts and application materials and makes recommendations regarding graduate programs (when serving as coordinator of a graduate program)
• Reviews program assessment data, including dispositions
• Reviews program information for accuracy and consistency, both in print and in electronic forms.
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 both teaching and scholarship for all faculty members. In teaching, the College safeguards faculty members' rights to tell the truth 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 publish their findings subject to the satisfactory performance of their other academic duties.

Promotion recognizes the maturity of the faculty member as teacher and scholar, and is awarded based upon merit. 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 also provides a degree of economic security, making the profession attractive to persons of ability. Tenure is indispensable to the College's efforts to meet its obligations to students and to a democratic society where the free exchange of ideas are essential.

The faculty in the Richard W. Riley College of Education represent a diverse array of academic talents and accomplishments. Accordingly, the process for promotion or the awarding of tenure should be applied with sufficient flexibility to recognize and capitalize on diverse individual attributes. These decisions should be based largely on information from the annual reviews.

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.
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 teaching effectiveness.

- By February 15, each faculty member is to submit to the Department Chair an annual report that accurately and thoroughly describes the activities 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 and tenure.

- A faculty member is responsible for maintaining a file which indicates evidence of the following procedures or activities:

Goal Development

Each faculty member and the Department Chair will have a conference before September 30, during which time goals for the academic year will be discussed.

Self-Evaluation

Each year, faculty members will meet with their Department Chairs to present a self-evaluation and discuss attainment of or progress toward goals established in September of that academic year. Judgments may be based on student evaluations, peer visitations, unsolicited letters of commendation, and other supportive evidence.

Student Evaluation

During the last two weeks of class meetings, the Department Chair will appoint a staff member to manage the administration of the evaluation instrument for the course and instructor according to established guidelines.

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.
- It is the responsibility of the Department Chair to remain current with the progress of each faculty member and to provide that faculty member with timely evaluation and coaching, especially concerning promotion and tenure. The
Chair's review of the faculty member's goals at the beginning of the academic year and annual report at the end of the academic year 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 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 before the evaluation is submitted in final form on or before the May 15 deadline. Three copies of the final version of the evaluation are prepared, signed, and distributed to the faculty member, Dean, and Department Chair. A letter of disagreement may be written by the faculty member and included with the final evaluation.

- 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

- It is the responsibility of the Dean to ensure that the departmental Promotion and Tenure Committee, 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 employing the criteria specified in item three of the “Department Chair's Responsibilities.” Other faculty may request a written review of their annual reports as well. The Dean's reviews will be presented to all applicable faculty by September 30.

- The Dean will meet with the Department Chairs at the close of the academic year to discuss each faculty member's evaluation report.
For complete information, refer to *Tenure, Conditions and Procedures for Granting* located on the Winthrop University Policies website. The descriptions of teaching, scholarship, and service pertaining to promotion and presented earlier in this document apply equally to considerations of tenure. Teaching and scholarship are the major areas in which faculty members seeking tenure are expected to excel. A strong record of service, nonetheless, is considered an asset. As a general guideline, a faculty member should regard the requirements for promotion to the rank of associate professor as sufficient for the granting of tenure. However, one need not attain the rank of associate professor to be awarded tenure.

**Pre-Tenure Review**

Each year during the probationary period, through the process of annual reports, the faculty member’s performance shall be carefully reviewed by a departmentally elected faculty committee composed of at least three members within the department or college. The Department Chair and the Dean shall also carefully review each faculty member’s annual report. The Department Chair shall discuss the written reviews with the faculty member, stating clearly and explicitly in writing how well the faculty member is progressing toward tenure and what might be done to better meet the criteria for granting tenure. During the third year of the probationary period, the faculty member will be reviewed by the Richard W. Riley College Promotion and Tenure Committee. This committee will assess the degree to which the faculty member is making progress toward tenure conveying their written findings to the faculty member through the Department Chair and directly to the Dean.

**Application for Tenure**

During the year of consideration for tenure, the faculty member will submit a portfolio packet to the Department Chair by September 15. Failure to meet this deadline shall constitute a waiver of tenure review, except in cases of extreme circumstances. Before submitting the portfolio packet, the candidate has the option of working with the Department Chair, the departmental Promotion and Tenure Committee, or both in preparing relevant documentation. Once the documentation moves forward in the review process, however, it should not be revised.

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 teaching, scholarship, and service since employment in the current assignment. The departmental Promotion and Tenure Committee should complete its work and transfer its recommendation to the Department Chair by October 15. The Department Chair evaluates the extent to which the faculty member has achieved the tenure criteria for teaching, scholarship, and service since employment in the current
assignment. The Department Chair’s evaluation, the portfolio packet, and a report incorporating the determination of the departmental Promotion and Tenure Committee, along with its recommendation, are sent to the dean by October 20 who immediately notifies the College Promotion and Tenure Committee. If the recommendations of the department committee or the Department Chair are unfavorable, the Department Chair will inform the candidate.

The Richard W. Riley College Promotion and Tenure Committee will evaluate the extent to which the faculty member has achieved the tenure criteria for teaching, scholarship, and service since employment in the current assignment. The committee is to complete its work and transfer its recommendation and all relevant documentation to the Dean by November 20.

After careful review of the supporting material provided by the faculty member, and the recommendations of the departmental Promotion and Tenure Committee, the Department Chair, and the Richard W. Riley College Promotion and Tenure Committee, the Dean shall evaluate the extent to which the candidate has achieved the tenure criteria for teaching, scholarship, and service since employment in the current assignment. The Dean will formulate a recommendation and forward it, along with supporting materials to the VPAA by November 30. From this point, the evaluation for tenure continues as specified in the Winthrop University Faculty Manual.

During an eligible faculty member’s initial six-year period at Winthrop University, a decision will be made regarding the granting of tenure, including credit for prior service. The tenure decision will be based on yearly evaluations of teaching, scholarship, and service criteria since the first year of employment at Winthrop University.

Credit for prior service shall not exceed one year for appointment as assistant professor, two years for appointment as associate professor, or three years for appointment as professor. For additional information, please see Tenure, Conditions and Procedures for Granting located on the Winthrop University Policies website.

Procedures and Guidelines for Promotion

For complete information, refer to the section entitled Promotions, Faculty located on the Winthrop University Policies website.

When interpreting and applying the criteria for promotion, the Richard W. Riley College of Education observes the following guidelines:

- The cumulative record of the faculty member under consideration for promotion is evaluated under three broad areas of performance: (a) teaching, (b) scholarship, and (c) service. Continuity in performance is expected.

- While excellence in teaching and scholarship is highest among the criteria in promotion decisions and in the evaluation of annual reports, a faculty member’s
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 community is important and will be considered in promotion decisions.

Teaching

Teaching is the primary responsibility of faculty at Winthrop University. Teaching involves communicating knowledge to students and fostering in them the intellectual curiosity necessary to continue the quest for knowledge. The effective teacher exhibits a sustained concern for teaching which is reflected in teaching materials, classroom performance, academic advising, critical evaluation of students, and adequate preparation of students for later undergraduate and/or graduate work. Course materials should be well-conceived, well-organized, and well-written. Students should be exposed to current scholarship or research in the field, if appropriate. Student evaluations should be consistently good. A teacher should be prepared to provide sound advice to students and to newer colleagues on academic matters.

The evaluation of a faculty member’s teaching effectiveness and classroom performance should be based on more than student evaluations. Cumulative professional judgment of the faculty member’s teaching effectiveness, as determined by Department Chair, Dean, colleagues, students, and thorough self-evaluation may be based on some of the following guidelines:

- Development of effective course syllabi, course objectives, assessment measures, reading lists, and other methods or instruments.
- Ability to communicate ideas and knowledge effectively to students;
- Ability to adjust teaching strategies to reasonable variations in class size and to the nature of the content being taught;
- Availability to students, (Faculty members are expected to be in their offices a significant amount of time and available to students. The Department Chair will consult with each faculty member individually at the beginning of the semester regarding reasonable office hours, availability of the faculty member to students, and advising responsibilities);
- Creativity in the use of instructional materials, innovative methodologies, and instructional technology;
- Inclusion in classroom presentations of current topics in the discipline and the use of timely material and examples;
- Continual curriculum evaluation and development of new courses or curricula as needed;
- Evaluation by faculty colleagues;
- Evaluation by students; and
- Awards for teaching excellence.
Scholarship

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.

Definition of Scholarship

Because the Richard W. Riley College of Education at Winthrop University includes numerous disciplines, its definition of scholarship must be broad enough to encompass all of them. Nonetheless, within this diversity, there are common criteria by which to describe and to evaluate scholarship.

Scholarship is a predisposition to activities that encourage faculty members to remain current with the knowledge in their fields while regularly contributing to that knowledge. In its highest form, scholarship results in tangible productions that peers in one's area of expertise can observe, evaluate, and use. To keep one's academic skills up-to-date requires the exploration of new ideas, the development of new research, the formulation of new syntheses, and/or the application of new techniques or styles of pedagogy, all of which either increase the expertise of the faculty member, or which broaden the frontiers of knowledge for others. Consequently, ongoing scholarship is expected of all faculty members, whether they hold appointments that are primarily teaching or primarily administrative.

Although not the highest form of scholarship, there is also justification, within the Richard W. Riley College of Education and within Winthrop University as a teaching institution, for applied scholarly activity that provides practical services for the university and the larger community. Therefore, for the Richard W. Riley College of Education, a component of scholarship is the development of new programs and courses and the formulation of new teaching techniques for disseminating old or new material to students in classes. Apart from its benefit to students, this form of scholarship has a tangible manifestation in the creation of new curricular materials or in the publication of new teaching techniques in journals appropriate to the particular discipline. Other types of applied scholarship may be demonstrated through clinical approaches, through advising outside parties, through developing non-print media such as videotapes and educational software or through writing grant proposals that are funded when these activities clearly demonstrate the scholarly attributes of exploration, development, synthesis, and/or application of knowledge.

To provide suggestions as to the level of merit involved in some scholarly activities, general priorities are offered below. (Individual items within priority levels are not listed in order of importance). In each instance of scholarship, however, one's peers must judge the level of merit. Although higher priority activities are implicitly given increased consideration in decisions for promotion and tenure, greater amounts of lower priority activity may be considered equivalent to lesser amounts of higher priority activity. By no
means should the guidelines be interpreted to imply that a faculty member must excel in all areas of scholarly endeavor. When candidates submit materials in support of promotion or tenure, reviewing bodies will include judgments of the level of importance of a candidate's activities.

The priority levels that follow are defined to some degree, but not completely limited, by the items contained within each level, and, thereby, suggest a frame of reference by which to evaluate scholarship. Thus, the priorities are not designed, nor should they be construed to indicate a rigid exactitude. Nonetheless, these guidelines should enable faculty members and Department Chairs to decide with greater clarity the goals for planned scholarly activity and to agree upon their relative merit. Such negotiated agreement should be incorporated into the appropriate section of a faculty member's annual report.

**Priority One**
- Publication of books or monographs by refereed publishing houses which are clearly the product of significant original research and discovery
- Publication of articles in scholarly journals, chapters in books, other papers, or original abstracts in refereed journals
- Publication of textbooks or teaching materials that are clearly the product of significant original research or discovery
- Publication of scholarly information which represents a significant or original synthesis of ideas, but which may not be original research
- Principal editorial responsibilities for major journals or other publications

**Priority Two**
- Delivery of papers or presentation of workshops to professional meetings, such as international or national conferences, which are the result of invitation or refereed selection
- Editorial activities in the scholarly field in regional, state, or local journals, or in other publications
- Development of research or grant proposals which are funded and which require a high level of scholarly expertise
- Publication in bona fide regional or state journals

**Priority Three**
- Delivery of papers or presentation of workshops to regional or state conferences sponsored by professional organizations
- Refereeing papers or other materials for publication
- Refereeing applications for national, regional, or state research proposals or grants
- Publication of book reviews or abstracts of articles or books
- Publication of handbooks or manuals which are not the product of significant original research, discovery, or synthesis
- Participation in a leadership role in the activities of professional scholarly organizations
Development of programs of study or of a new course which require significant scholarly endeavor

Development of research or grant proposals which are funded and which require a moderate level of scholarly expertise.

**Priority Four**

- Consultation, presentation, or other professional service to regional or state groups or organizations when the consultation, presentation, or professional service draws upon the scholarly expertise of the faculty member
- Evidence of ongoing research which has not yet resulted in publication or other dissemination
- Talks, panels, and other activities which are presented before the general public or local professional groups, and which draw upon the scholarly or creative expertise of the faculty member
- Participation in workshops, colloquia, courses, or other efforts which are designed to further the professional knowledge of the faculty member
- Attendance at professional conferences that offer promise of advancing the faculty member's expertise.

**Professional Service and Academic Responsibility**

While teaching and scholarship constitute the primary duties of a faculty member and serve as the most important criteria in considerations for promotion, tenure, and annual review, the commitment of faculty to the continuing operation of Winthrop University and the Richard W. Riley College of Education and to the growth and progress of the wider community, is important and must be valued and rewarded. The extent and quality of this service by a faculty member shall be determined by the faculty member and the appropriate Department Chair during the goal-setting conference and reflected in the annual report. Service activities conducted on behalf of the university, college, or community may include, but are not limited to, such endeavors as those listed below:

- Productive and consistent participation on university committees;
- Productive and consistent participation on Richard W. Riley College of Education committees;
- Advising and service to student organizations;
- Active involvement in efforts to recruit and retain students;
- Development of or presentations within continuing education programs;
- Contributions to civic and community organizations that are related to the faculty members discipline;
- Service on accreditation teams; and
- Participation in faculty organizations.

The order of items in the list above should not be construed to suggest that one activity has priority over another. For complete information, refer to the *General Standards for and Evidence of Teaching Effectiveness, Scholarship and Service* located on the Winthrop University Policies website.
**Procedures for Promotion**

The Department Chair sends a promotion review form to each faculty member who has expressed an interest in promotion by September 1 of the year for consideration.

The faculty member requesting consideration for promotion during the year will submit a portfolio packet to the Department Chair by September 15. Failure to meet this deadline shall constitute a waiver of promotion review, except in cases of extraordinary circumstances.

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 promotion criteria for teaching, scholarship, and service since the last promotion. During the year of review, the candidate for promotion has the option of working with the Department Chair, the departmental Promotion and Tenure Committee, or both in assembling the portfolio packet. Once the promotion review process begins, though, 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 October 15.

The Department Chair evaluates the extent to which the faculty member has achieved the promotion criteria for teaching, scholarship, and service since last promotion. The resultant written evaluation, the promotion packet, and a report incorporating the determination of the departmental Promotion and Tenure Committee, along with its recommendation, are then sent to the Dean by November 12 who then notifies the Richard W. Riley College Promotion and Tenure Committee. If the recommendation of the departmental committee or the Department Chair is unfavorable, the Department Chair will inform the candidate.

The Richard W. Riley College Promotion and Tenure Committee evaluate the extent to which the faculty member has achieved the promotion criteria for teaching, scholarship, and service since last promotion. The committee is to complete its work and transfer its recommendation and all other relevant documentation to the Dean by November 30.

The Dean evaluates the extent to which the faculty member has achieved the promotion criteria for teaching, scholarship, and service since last promotion and prepares a recommendation before February 15. 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 February 15.

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, refer to the *Promotions, Faculty* section of the Winthrop University Policies website.

**Richard W. Riley College of Education Personnel Committee**

[composition as specified in Bylaw]

**Emeriti Faculty**

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

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

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

<table>
<thead>
<tr>
<th>Emeriti Faculty</th>
<th>Emeriti Faculty</th>
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<tbody>
<tr>
<td>Dr. Carol Anfin (1974-2007)</td>
<td>Dr. Sue Peck (1986-2008)</td>
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<tr>
<td>Dr. Richard Ingram (1981-2009)</td>
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**Evaluation of Faculty Performance**

**Annual Report**

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

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

Student Assessment of Teaching

Procedures for Implementation

- The Associate Dean will be responsible for working with the Department Chairs to distribute assessment instruments. All regularly scheduled courses (excluding field experiences) will be subject to evaluation. A packet will be prepared for each of your courses and will be distributed to each faculty member via the department secretary.

- A student should be recruited to administer the evaluation. (In some cases, the Department Chair may wish to make this a responsibility of a graduate assistant). Unable to link since COE evaluation is not online

- The student administering the evaluation will distribute the assessment form, read the printed directions, and collect the completed assessment.

  a. The completed assessments will be placed in the provided envelope, sealed and signed by the student, and returned to the departmental office, immediately following the administration. (For evening classes in the Withers building, the student will be directed to place the envelope in the box by the departmental office in 204 Withers. For evening classes in the West Center the student should slip the envelope under the door of Room 216-J.)

  b. While the assessment is conducted, the faculty member will leave the classroom. The assessment should take no more than 15 minutes.

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

Distribution of Results
Quantifiable data will be calculated using means and/or percentages and compared to departmental and College means and/or percentages. These data will be returned to the faculty member, the Department Chair, and the Dean. After final grades are turned in, written responses will be transcribed and a typed summary of the responses returned to the faculty member and a copy sent to the Department Chair.

Using the Results
The main intent of these assessments is to assist the faculty member in improving teaching. These assessments provide one aspect of the overall evaluation of the faculty member’s teaching. These reports should be used as one part of the evidence needed for promotion and tenure, as well as the annual report. While faculty are free to use these data as they see fit, a brief written analysis in response to the data will help build a case for self-reflection on one’s teaching.
**Peer Reviews**
Peer review of teaching is strongly encouraged. In this form of review, faculty invite respected colleagues to review their instruction. Peer reviews are best done when the reviewer has access to the syllabi, tests, and samples of graded assignments. A written record will help document the peer review, and a written response will indicate how the peer review was received.

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

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

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

STUDENT ASSESSMENT OF COURSE AND INSTRUCTOR

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

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

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

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

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

Use an Opscan sheet, a Number 2 pencil, and the following scale:
A = Strongly Agree  B = Agree  C = Disagree  D = Strongly Disagree  E = Not applicable

Instruction
1. The instructor was knowledgeable about the subject matter of the course.
2. The instructor set high expectations for student learning.
3. The instructor managed student behavior appropriately.
4. The course content was organized in a manner that promoted student learning.
5. The course included opportunities for students’ active participation*.
6. The pacing of lessons supported student learning.
7. The course content challenged me to think critically*.

Communication
8. The instructor was reasonably available outside of class.
9. The instructor was willing to help students learn.
10. The instructor was responsive to students’ concerns.
11. The instructor treated students with respect.
12. The instructor communicated ideas in the course at a level that was understandable to students.

Assessment
13. The instructor used more than one kind of assessment*.
14. Assessments were graded and returned within ten to fourteen days of submission.
15. The instructor provided constructive feedback on assessments when appropriate.
17. Assessments required higher-order thinking*.
18. List below several specific things you liked about this course and/or the instructor.

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

Approved COE Faculty Assembly 10/22/10
Faculty professional development 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 NetSCOPE and the Institute for Educational Renewal and Partnerships.

Support for Faculty Professional Development

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

Faculty Development Committee

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

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

Guidelines for the Disbursement of Faculty Development Scholarship Monies

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

Eligibility

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

Submission

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

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

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

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

Conditions

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

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

Expectations

It is expected that faculty who receive funding through the faculty development committee will report this funding in annual reports and promotion, tenure, and post-tenure documents.
Guidelines for Faculty Development Fund: Individual Faculty Allotment

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

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

Conditions

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

- Activities to continue education or meet recertification requirements and preparation to teach, such as travel and registration to attend courses, conferences, workshops, or institutes;
- Purchase of books and journals in content area;
- Support work with students related to teaching and advisement;
- Support materials for teaching, such as videos, computer software, and curriculum packages; or
- Support for the non-funded portion of faculty development trips.

Guidelines for the Instructional Technology Individual Allotment

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

Guidelines for the Research and Inquiry Grant Programs

There are two Research and Inquiry Grant programs—(a) The NetSCOPE Research and Inquiry Grant Program and (b) the COE Research and Inquiry Grant Program. Each is described below.
The NetSCOPE Research and Inquiry Grant Program

*The NetSCOPE Research and Inquiry Grant Program* supports the collaborative effort of classroom teachers and university faculty to investigate educational innovations to improve student learning. These grants are supported through the NetSCOPE Teacher Quality Partnership Grant.

**Eligibility**

All educator preparation program faculty are eligible to apply. The Partnership Network is structured to foster collaborative initiatives; therefore, proposals should involve at least one P-12 classroom teacher and a Winthrop University faculty member. *Classroom teachers and schools in resource districts (Clover, Fort Mill, Rock Hill, and York) must solicit partnership from a classroom or school in a NetSCOPE recipient district.* To further encourage collaboration, proposals must also include at least one of the following partnerships in the research and inquiry process:

- Engagement of *Winthrop teacher candidates* as co-investigators;
- Partnership with *a second Winthrop University College* (Education, Arts & Sciences, Business Administration, or Visual & Performing Arts) OR *a classroom teacher in another school*.
- Involvement of *P-12 students* as co-investigators.

**Submission**

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

**Guidelines**

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

*Application Narrative*: Proposals should be explicitly organized into the following sections: Overview of Project, Research Design, Implementation Plan (see *sample template*), and Evaluation. Additional information can be found at the *The NetSCOPE Research and Inquiry Grant Program* website.

**Expectations**

Two reports—a mid-year and final—are required by the NetSCOPE Grant Management Team. Due dates are determined annually.
The COE Research and Inquiry Grant Program

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

Eligibility

All COE faculty and educator preparation faculty in the Colleges of Arts and Sciences and Visual and Performing Arts are eligible to apply. Grants submitted by educator preparation faculty must serve to meet NetSCOPE goals (these funds will be used as NetSCOPE cost share).

Submission

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

Guidelines

All proposals must focus on research that has practical use, addresses a critical issue in the field, and involves collaboration with practitioners in the field. Grants must focus on one of the following categories:

- Inquiry into the impact on student learning of research-based best practices or professional learning to improve teacher effectiveness in specific classroom or school settings;
- Research related to a critical issue or problem in the faculty member’s respective field;
- Inquiry into the impact of research-based practices in a specific field-based situation or setting;
- Inquiry into professional learning to improve performance or effectiveness in a non-school setting; and
- Research connected to the agenda of the National Network for Educational Renewal and its impact on student learning in classroom or school settings.
Expectations

Mini-grant recipients will be expected to provide a report on the progress and findings of the project to the Dean at the end of the funding year. The Dean will share those reports with Dean’s Council. Recipients may be asked to present information about their projects with faculty, student, and/or P-12 groups. The project should conclude by the end of the funding year; no funds will carry over without special permission from the Dean.

Guidelines for the Tolbert Fund for Faculty Development in Teacher Education

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

Eligibility

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

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

Submission

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

Time Line for applications

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

Guidelines

Funds may be used to finance inquiry or materials that support the faculty member’s continued personal development and improvement of teaching skills. A list of examples follows:
• Support activities to continue education or to meet recertification requirements, such as travel and registration to attend courses, conferences, workshops, or institutes (not to be used when presenting a paper),
• Purchase books and journals in one’s content area,
• Support work with students such as needs related to teaching and advisement, or
• Purchase supplemental materials for teaching, such as videos, computer software, and curriculum packages.

Criteria for judging proposals:

The request should:

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

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

Guidelines for the Helen Abell Faculty-Student Collaboration Fund

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

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

Eligibility

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

Submission

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

Selection criteria for the recipients includes:

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

**Conditions**

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

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

Final Exams

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

Proctors for Testing

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

Grades and Grading

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

Course Syllabi

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

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

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

General Considerations

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

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

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

Role of the Faculty Advisor

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

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

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

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

Degree Checklists

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

Degree Audits

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

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

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

Classification of Students

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

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

University Calculation of Grade Point Averages

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

Major Declaration and/or Change of Major

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

Seniors - 500 Level Graduate Credit

Students who are Winthrop seniors with an overall grade-point average of 3.0 or higher may be permitted to take 500-level courses for graduate credit during their final semester of undergraduate work. The total course load for the semester taking graduate credit cannot exceed 16 hours (graduate and undergraduate credit). The course for which graduate credit is sought cannot be used to meet undergraduate degree requirements.
Students interested in pursuing graduate credit must apply for admission to graduate study through the Graduate School and receive approval from the Dean, Richard W. Riley College of Education. Applications are available in the Graduate School located in Tillman Hall.

**Study Abroad Option**

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

**Summer School Enrollment at Other Institutions**

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

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

**Teacher Certification**

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

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

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

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

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

Advisor Tool Kit

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

Academic Record's Office

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

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

Registration Office

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

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

Registering for Classes

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

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

Clearing Students for Registration

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

Making Schedule Changes

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

Registering for a Closed Class

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

Student Handbook

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

Course Withdrawal

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

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

Student Appeal and Complaint Procedures

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

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

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

Student Complaints

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

Complaints dealing with department, program, or college-level decisions are ideally handled through discussion with the faculty or staff member directly involved. Faculty and staff are encouraged to resolve the issue through informal means, whenever possible. In the case where the student takes the complaint beyond the faculty or staff member to a college administrator (e.g., chair, director, dean, or associate dean), the administrator should use the Richard W. Riley College of Education Student Issues and Concerns Report Form for Faculty to record the conversation with the student and the outcome. Summaries of these recorded complaints will be reported yearly in departmental and unit annual reports and reviewed by Dean’s Council for program improvement.
In a situation where the informal resolution process does not result in a satisfactory outcome for the student, he/she may submit a formal written complaint to the appropriate college administrator using the Richard W. Riley College of Education Student Complaint Form for College-Level Academic Complaints. The complaint should be submitted no later than the end of the semester from which the matter in question arose. The administrator will provide a decision in writing to the student, normally 10 business days following the receipt of the complaint. The student has 10 business days to appeal the college administrator’s decision in writing to the Dean of the College of Education. The dean may call together an advisory committee to review the appeal and examine the complaint. The dean will issue a statement in writing to the student normally within 10 business days of the receipt of the appeal. The student may appeal the dean’s decision in writing to the Office of the Vice President for Academic Affairs who will inform the student and the dean in writing of the final decision. All decisions of the vice president are final.

Withdrawal from University

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

**Procedures for Curriculum Action**

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

New Programs

Programs are offerings which lead to the conferral of a degree or the establishment of any administrative unit such as an institute or research center engaged in research, public service or instruction. (For full definitions, see CHE Policies and Procedures, pg 3-5.)

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, above, Appendix A, for required format.)
In planning program modifications or new programs, faculty must follow the *Winthrop University Substantive Change Policy*.
For complete information on space usage refer to the Space Use Policy located on the Winthrop University Policies website.

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

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

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

Career Development Services for students is located in the Center for Career and Civic Engagement.

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

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

Counseling Services

For complete information, review the Winthrop University Counseling website.

Dacus Library

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

Food and Drinks in Classrooms

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

Grants

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

Keys

Every part-time faculty member is entitled to office space, and keys can be requested through the Department Chair. Keys will open the faculty member’s office, as well as the department’s office door. A sub-master key is located in each department office, enabling faculty to enter other instructional space as needed. All faculty teaching in Withers/WTS will need to get an additional key for classrooms from the COE Facilities
Manager located in 106 Withers/WTS. **For security, all Withers/WTS classroom doors should be locked by faculty at the end of class.**

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

**Leave**

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

When possible, faculty should complete the *Request for Leave Form* prior to taking leave. Employees should complete *Record of Leave Taken* Form when returning to work. Forms are located in the forms section of the COE website.

**Parking**

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

**Purchases**

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

**Recreational Facilities**

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

**Telephone and Mail**

**Telephone**

When appropriate, faculty and staff are issued individual long distance dialing codes for use (on campus) with the approval from the Department Chair and Dean. Long-distance credit cards are issued to individual faculty members for use off-campus. Since the cost is charged to the departmental budget, all long distance calls are restricted to official
business calls only. Long distance calls must be held to a minimum. When traveling away from campus, refer to the Travel Regulations section for use of long distance credit card policies. Faculty needing to make personal long distance calls from campus should use their personal calling cards. For information about how to receive a personal calling card through Winthrop University, contact the telephone services coordinator at 2575.

Mail

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

Travel Procedures

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

Rental vehicle

Information is located on Procurement Services website.

Travel Authorization and Reimbursement

For complete information, visit the Accounts Payable area of the Controller's website.
## TRAVEL DISTANCES
Listed distances are one-way

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| Augusta, GA       | 143               |
| Baltimore, MD     | 469               |
| Blacksburg, VA    | 202               |
| Boone, NC         | 117               |
| Chapel Hill, NC   | 164               |
| Charlotte, NC     | 26                |
| Charlottesville, VA| 290              |
| Danville, VA      | 166               |
| Davidson, NC      | 41                |
| Durham, NC        | 167               |
| Fayetteville, NC  | 156               |
| Gastonia, NC      | 40                |
| Greensboro, NC    | 116               |
| Jacksonville, FL  | 366               |
| Lexington, KY     | 413               |
| Lincoln, NC       | 55                |
| Monroe, NC        | 45                |
| Morganton, NC     | 92                |
| New York, NY      | 667               |
| Raleigh, NC       | 194               |
| Richmond, VA      | 317               |
| Savannah, GA      | 232               |
| Washington, DC    | 422               |
| Wilmington, NC    | 215               |
| Winston Salem, NC | 107               |
For complete information, regarding university publications, web services, media, etc, visit the University Relations website.

Founders Federal Credit Union may be joined by University employees.

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

For the University, visit the Sexual Harassment Policy on the Winthrop University Policies website.

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

See Student Academic Services website for the documents below:

- Teacher Education Professional Dispositions and Skills Criteria – Teacher Education
- Teacher Education Professional Dispositions and Skills Criteria Procedures - Undergraduate Program
- Teacher Education Professional Dispositions and Skills Criteria Procedures - Master of Arts in Teaching
- Teacher Education Professional Dispositions and Skills Criteria Procedures Form to Address Concerns
These guidelines supplement the Winthrop University Policies and Procedures for Recruitment and Hiring of Unclassified Personnel. These procedures are also used, with some modifications, for certain classified administrative positions in our college. Maintaining a diverse faculty is important to the College’s mission. Search committees in the College of Education are expected to be familiar with and follow these procedures as they conduct the search process in filling faculty and select unclassified staff positions.

Policy

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

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

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

Practices

Covered Positions

These procedures apply to hiring of all tenure-track faculty and unclassified faculty, professional, and administrative positions in the College of Education that do not fall under the staff search procedures established by Winthrop’s Human Resources office.

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

The procedures may be modified for non-tenure track faculty lines and other unclassified positions, as deemed appropriate by the search committee chair in conjunction with the COE Associate Dean.

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

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

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

**Recruitment**

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

Engage in proactive recruitment activities including the following:

- Recruit while participating in conferences;
- Contact college faculty alma maters to request names and contact information of potential applicants;
- Maintain an ongoing list of talented Winthrop graduates and keep in contact with them throughout their graduate school career;
- Develop a list of individuals in various fields who can identify potential applicants;
- Utilize professional contacts of faculty in the college;
- Create and maintain a list of publications, journals, periodicals, listservs, institutions and other resources for outreach that target professionals from diverse populations in various academic fields;
- Create a standard College of Education presentation that faculty may use on visits to doctoral granting institutions. A well-developed presentation that advocates the College’s commitment to promote diversity actively among students and
employees, and that promotes the College’s commitment to deepening its applicant pools by attracting interest from diverse, qualified individuals, will help communicate a consistent message to potential applicants; and

- Maintain contact with applicants who chose not to accept positions at Winthrop but who might provide helpful connections with others if their on-campus experience was positive.

Utilize effective job descriptions and advertising practices.

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

  a. The Richard W. Riley College of Education seeks applicants who are interested in contributing to the diversity and excellence of the academic community through their research, teaching, and outreach.

  b. The Richard W. Riley College of Education particularly encourages applicants who have experience working with students from diverse backgrounds and a demonstrated commitment to improving access to higher education for students from populations underrepresented at Winthrop University.

  c. The Richard W. Riley College of Education is committed to building a culturally diverse educational environment. Consider including one of the following statements or one similar that may better reflect the individual/department circumstance:

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

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

- Include a requirement in the application letter that asks applicants to state their commitment to inclusion: For example: Applicants should describe how diversity issues have influenced and/or been a part of their teaching, research, and/or outreach.
Include statements in the search language that signal interest in faculty diversity.
For example:

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

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

Organizing the Search Committee

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

Other recommended procedures for instituting search committees are:

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

School or Agency Representatives

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

Confidentiality
Confidentiality must be maintained throughout the search process. This would include the identity of applicants; submitted application materials; feedback from references, interviews, committee discussions; and short list determinations. Information gathered during the search process should not be shared with others outside of the search committee. Search committee members should not engage in discussions about applicants outside of the search committee, including professional contacts at other institutions unless those contacts are “off the list” reference calls agreed upon by the committee. Acceptable conversations would include internal references or when the committee is gathering feedback from interviews and presentations. While confidentiality is maintained during the process, applicants who are interviewing must be made aware that their names will be publicly announced at Winthrop. Candidates should be notified in advance as to when their names will be made public during the search process.

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

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

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

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

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

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

**Telephone Calls**

- When the candidates (generally 5 to 6) are selected for the short list, the search committees chair calls each candidate to determine his/her continued interest in
the position. At that time, the chair informs the candidates that committee members will be calling references supplied by the candidate. The candidate will be informed that references off the list supplied by the candidate may be contacted as well. The candidate’s employer will not be contacted at this stage if he or she does not want the application known. Note: Search committees should not rule out candidates at this point because of accents or slight difficulties with English.

- The search committee should develop an interview protocol for reference calls. Samples of questions used by previous search committees are included in Sample Materials section of the COE Search Notebook. It is important that interview protocol questions align with the duties and requirements in the position vacancy announcement.
- The search committee chair should review the Chart of Legal Questions with the search committee. (See COE Search Committee Notebook). These regulations apply to interviews with references as well as with candidates. This information is particularly important for school or agency search committee members who may have less experience in this process.
- Reference calls should be divided among the committee members so that no one committee member is the only person contacting all references on a particular candidate. When feasible, it is preferable to have more than one person participating on a reference call.
- The committee will conduct a telephone interview with the final candidates prior to submitting recommendations for interviews. A standard interview protocol should be developed and used with all candidates.
- The committee will contact all references on the final candidates before the Approval for Interview paperwork is submitted. This is an important step that is often overlooked by committees.
- If the candidate is currently in a full-time position at another institution of higher education, the candidate needs to know that his/her current dean or chair will be contacted for a reference. This will only occur if he or she is determined to be a finalist after the interviews.

A Note on Letters to Applicants

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

Planning the Campus Interview

- When completing Applicant Referral Grids I and II, make sure to look carefully at the vacancy announcement requirements. For Grid I, send folders of the two applicants recommended in Pool I for interviews with the Approval for Interview
and Hire Form stapled to the front of each folder. The Dean’s office may ask for folders for Pool II, Grid I, and Grid II as well. It is wise to have them readily available. Keep in mind the Freedom of Information Act says all job-related information on the top three applicants must be available at the termination of the search.

- In order to help the College meet its goal of recruiting a diverse faculty, follow the following steps with regard to diverse candidates:
  
  a. After completing the grids, the Search Committee Chair should request the Applicant Data Records from the administrative assistant in your area.
  
  b. If there are search finalists who are diverse in terms of ethnicity, race, or gender in the pool who meet the Minimum Training and Experience (MTE) and who are not in Grid I, Pool I or II, please look again at the rationale for not bringing them in for an interview.

- Former search chairs have found it expeditious to make a copy of finalist’s contact information (usually on the vitae) before sending the paperwork for approval for interviewing or hiring. When verbal permission is given, this enables rapid contact of the finalists for the search chair to make interview plans or for the Dean to extend the offer.

- The visit should include representation from many groups, including students. Sample interview schedules are included in the COE Search Notebook. An effort should be made to solicit feedback from faculty outside the search who attend interview events. Try to get their feedback in writing whenever possible.

- Finalists meet with the Department Chair, Dean, Academic Vice President, the search committee and others as appropriate. Many finalists tour the Instructional Technology Center. The Dean typically prefers to meet with finalists at the beginning and at the end of the visit. Plan for no more than 30 minutes for these meetings. **Make sure to check the Dean’s and Academic Vice President’s calendars before making any arrangements with finalists.**

- Committees have latitude to determine the appropriate interview format. **However, all finalists for tenure-line positions should give both research and teaching presentations.** The teaching presentation should address a topic relevant to course objectives.

- It may be appropriate to have the finalist visit a school or agency.

- For the finalist’s research presentation, the search committee chair should send an invitation by e-mail to COE faculty in advance with the topic of the presentation, date, time, and room number.

- If interviewing a finalist of color, please contact the Associate Dean’s office so that the finalist can be connected with other minority faculty on campus during the interview process. (The chair of Winthrop’s African American Studies Committee may be a helpful resource in making these arrangements.)

- Those involved in the search process should not ask international finalists about their citizenship. If finalists disclose they are not US citizens or permanent residents of the US, the search committee chair should contact the Winthrop University International Center for guidance and support during the search.
The search committee chair should make sure that the Dean and Vice President have copies of finalists’ vita and final itinerary at least one day prior to the campus interview. The administrative staff in the Dean’s office can assist with this.

Provide the administrative staff in the Dean’s office with the finalist’s itinerary.

Academic Affairs provides material regarding the University and employee benefits that should be mailed to the finalist prior to the campus interview. A hard copy of the University Faculty Manual will no longer be supplied; however, search committee chairs should inform finalists on how that information can be accessed on-line: http://Winthrop.edu/acad_aff/FacManual/facultymanual.pdf.

**It is the responsibility of the search committee chair to ensure these items are shared with the finalists.**

**Interview Procedures**

- It is important that finalists understand they will be working in partnerships with schools or agencies in the region.

- It is important for finalists to acquire a positive impression of Winthrop and the College of Education. Search committee members and all those involved in the interview process are responsible for sharing helpful information. Finalists need to develop an understanding of the opportunities they would have at Winthrop, including support for new faculty and opportunities for being a part of a vibrant College of Education that has many forward-thinking initiatives underway.

- The Background Check form should be completed by each finalist brought in for interview. A copy is in the Winthrop University Recruitment Manual or can be found on the Policies and Procedures area of the Academic Affairs website.

- After interview deliberations, the search committee will rank and recommend acceptable finalists to the appropriate administrator (chair or director) and then to the Dean who will make the final recommendation for hire. The recommendation will then be submitted by the Dean to the Vice President for Academic Affairs. Upon approval of Human Resources and the VPAA, an offer may be made by the Dean or his/her designee.

- Once a finalist is offered and accepts the position, the Dean notifies the VPAA of the acceptance with salary and other terms of employment. The Dean instructs the COE Budget Analyst of the terms so the personnel file can be constructed and appropriate paperwork for employment may be initiated. The Dean also notifies the appropriate COE department chair or director and the search chair of the finalist’s acceptance of the position.

**Expenses**

- Winthrop faculty and others assisting in the search process can be reimbursed for mileage and parking when picking up or taking finalists to the airport. They should complete a Travel Authorization form before traveling to the airport in order to be reimbursed mileage and to cover both employee and finalist in case of accident. The finalist’s name should be provided on the travel authorization.
Note: A Winthrop University sign is available for use when picking up finalists at the airport. It is located in the Administrative Assistant’s office in the Associate Dean’s office.

- The finalist will be reimbursed for their expenses and should be informed to submit receipts before leaving campus. We do not prepay airline tickets.
- If the finalist wishes to rent a car, it is at his/her own expense.
- The Dean can reimburse one or two Winthrop faculty members for each meal with the finalist. If the committee wishes to plan for a larger group to join a finalist for a meal as part of the interview process, the search committee chair must acquire permission from the Dean in advance.
- For finalist meals exceeding the state allocation (breakfast-$6, lunch-$7 and dinner-$12), a check request voucher should be completed and forwarded to the budget analyst. This requires special handling for reimbursement.
- Airfare above $1,000 must be approved first by the Vice President of Academic Affairs.

Communication with Unsuccessful Candidates

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

Search Conclusion

Individual files for all applicants not hired are turned in to the Administrative Specialist in the Associate Dean’s office who maintains records for review of search practices. Only the information required for the search (e.g., vitae, transcript, reference letters, samples of publications) are retained in the file. All informal materials, e.g., notes and rating forms, should be removed from the folders and shredded. All electronic files related to the search should be deleted from search committee members’ computers and external storage. The Administrative Specialist in the Associate Dean’s office will provide the Budget Analyst in the Dean’s office the documents needed to establish a personnel file for the finalist who is hired (vitae, transcripts, reference letters, any other credential documentation for the position accepted) and to complete personnel action forms needed to initiate employment.
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.

Preobservation Conference

The following are suggested topics for the preobservation conference:

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

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

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

Observation

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

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

**Specific Guidelines for Scholarship Mentoring**

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

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

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

**Faculty Research Grants**

Research that informs the work of others is necessary to the growth of any profession. When helping a colleague develop their research, working within the structure of the College of Education may help. As evidenced in most aspects of the work as a College, programs should be highly field-oriented, namely for the benefit of students whom we are preparing and for overall program quality. This field-based orientation is seen in the high amount of required internships and other field-based experiences. For educator preparation programs, it is being enhanced by the creation of the WU-School Partnership Network that includes the implementation of Professional Development Schools (PDS) and Partner Schools (PS), funded by the USDOE Teacher Quality Partnership grant—NetSCOPE and the School Leadership grant by the USDOE—NetLEAD. For community, fitness, and sports programs, field-based experiences have always been
prominent, emphasizing the critical role of experiential learning. We seek to collaborate with those working in the field in this type of research and partner to investigate best practices and innovations. We want to promote scholarship that makes a difference in informing practice in field settings.

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

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

**Mentoring Activities for All COE Faculty**

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

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

**Brown Bag Sessions on Scholarship**

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

Suggested Topics for Mentor Training Summer Workshop

Faculty First-Year Survival Checklist

COE Research and Inquiry Grant Program
Suggested Topics for Mentor Training Summer Workshop

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

The COE Faculty Manual

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

Advising

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

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

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

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

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

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

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

☐ Supply a list of the names of students who do not keep their advising appointment during the two-week advising session to your Department Chair and the COE Student Academic Advisement Coordinator.
Read and follow the catalog carefully. You will also be given an Advisor Toolkit which contains helpful resources.

Annual Report

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

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

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

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

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

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

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

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

Office Hours

It is customary to offer office hours each week to students. The required number of office hours varies by department. Check with your chair.
Put a note on your door when you cannot keep an office hour (e.g., conference, extra meeting) and say what your alternative hours are if you can offer them.

Research Agenda

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

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

Teaching

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

WHAT ARE TEACHING EXPECTATIONS?

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

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

TURNING IN GRADES: It is suggested that you submit grades all at one time (per section) then print a copy of the grades you submitted for your records.
How to Connect with Students as a New Faculty Member

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

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

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

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

Service Requirements

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

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

What to be Brave About in Your First Year

☐ Because you are the “newcomer,” students at the undergraduate and graduate level are unfamiliar with you and your style of teaching. You may find that you have to validate your course assignments or instructional approaches until they become accepted part of the culture. If you have questions about the appropriateness of your teaching style or assignments, ask your mentor or colleagues to provide feedback.
Overview for 2010-2011 Request for Proposals

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

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

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

- Inquiry into the impact on student learning of research-based best practices or professional learning to improve teacher effectiveness in specific classroom or school settings;
- Research related to a critical issue or problem in the faculty member’s respective field;
- Inquiry into the impact of research-based practices in a specific field-based situation or setting;
• Inquiry into professional learning to improve performance or effectiveness in a non-school setting; and
• Research connected to the agenda of the National Network for Educational Renewal and its impact on student learning in classroom or school settings (http://www.nnerpartnerships.org/about/index.html).

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

Program Details and Requirements

Proposals are accepted, reviewed, and awarded once a year. All proposals for the 2010-2011 year must be submitted by November 1, 2010 to be considered for funding. The COE Dean’s Council will serve as the review panel and make recommendations for awarding grants to the Dean. Applicants will be notified of their grant status no more than four weeks after submission. No faculty member can receive funding for more than one grant in any calendar year; however, a faculty member may be a collaborator on a second grant, if their workload permits. Average grant award amount is $1,500.

Two reports are required by the Dean’s Council. A mid-year progress report will be submitted electronically by April 1, 2011 and a final report by July 1, 2011. Report templates will be made available on the COE website.

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

Proposal Guidelines and Procedures

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

Formatting

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

Application Narrative

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

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

• Research Design

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

• Implementation Plan

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

• Evaluation

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

• Budget Narrative (2 page limit)

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

Proposal Submission Directions

Submit proposals by e-mail attachment directly to Dean Jennie Rakestraw (rakestrawj@winthrop.edu). Remember, all proposals for the 2010-2011 year must be submitted by November 1, 2010 to be considered for funding.
Questions regarding the COE Research and Inquiry Grants Program should be directed to Dean Jennie Rakestraw at 803.323.2154 or rakestrawj@winthrop.edu. For questions regarding the NetSCOPE Research and Inquiry Grants Program should be directed to Dr. Lisa Johnson at 803.323.2151 or johnsonle@winthrop.edu.
The conceptual frameworks for the Richard W. Riley College of Education teacher educator programs provide the underlying structure and direction for the unit. The overarching theme of the Richard W. Riley College of Education’s conceptual frameworks is “Educator as Leader.” The Undergraduate and MAT Frameworks, Teacher as Educational Leader, are similar in their selection of organizing concepts and learning outcomes specific to candidates for initial licensure. Learning outcomes in the undergraduate conceptual framework are organized in developmentally progressive levels of Exploratory, Pre-professional, and Professional Stages. The MAT framework includes a greater focus on scholarship and subject area competency, concepts more representative of a graduate degree program. 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.

Undergraduate Conceptual Framework

Graduate Conceptual Frameworks

Conceptual Framework for Advanced Programs

Conceptual Framework for the Master of Arts in Teaching Program
### Committee Structure for 2010-11

#### Promotion & Tenure (3-yr term)

<table>
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<tr>
<th>Department</th>
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<th>Term</th>
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<tr>
<td>Curriculum &amp; Pedagogy</td>
<td>Susan Green</td>
<td>2012</td>
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<tr>
<td>Counseling, Leadership &amp; Educational Studies</td>
<td>Elke Schneider *</td>
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<tr>
<td>Physical Ed, Sport &amp; Human Performance</td>
<td>Mel Horton</td>
<td>2013</td>
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<tr>
<td>At Large (tenured)</td>
<td>Brad Witzel (1 yr Marchel sub)</td>
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<td>Charlie Bowers</td>
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#### Faculty Development (2-yr term)

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<td>Physical Ed, Sport &amp; Human Performance</td>
<td>Al Bolognese *</td>
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#### Rules (2-year term)

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#### Elections (2-year term)

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* Committee Chair

#### Faculty Assembly Officers (1-yr term)

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<td>Shelley Hamill</td>
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<td>Secretary</td>
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<tr>
<td>Parliamentarian</td>
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* Chair
### COE Representatives to 2010-2011 University Committees:

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