DOCUMENTS, POLICIES, & PROCEDURES

College of Education
WICHITA STATE UNIVERSITY
TABLE OF CONTENTS

DOCUMENTS

CHAPTERS POLICY NUMBERS

COLLEGE ORGANIZATION AND GOVERNANCE 1.001 - 2.000
PERSONNEL 2.001 - 3.000
PROGRAM 3.001 - 4.000
STUDENT SERVICES 4.001 - 5.000
MISCELLANEOUS POLICIES & PROCEDURES 5.001 - 6.000

APPENDIX A  Duties and Responsibilities for College of Education Administrative Positions
APPENDIX B  Duties and Responsibilities for Other College of Education Administrative Positions
APPENDIX C  Standing Committee Memberships
APPENDIX D  Annotated Description of the Primary Dossier
APPENDIX E  Policy for Framework for New Faculty Hire Offer Letters
APPENDIX F  Faculty Activity Record/Evaluation Calendar
APPENDIX G  Information for Students, Faculty and Staff with Disabilities
College of Education Documents

1. Administrative Salary Conversions*
2. Clarification of Authority & Responsibilities for Teacher Education*
3. College of Education Mission Statement
4. Faculty Load & Principles for Assigning Load Credit Equivalents*
5. Long Range Goals*
6. Technology Mission
7. Strategic Plan

*Documents are available in the COE Dean’s Office.
Introduction:

The College of Education does much more than prepare teachers and other school personnel. It prepares teachers and other educators, as well as audiologists, exercise scientists, speech language pathologists and sport administrators. What follows is the mission statement, related core values that undergird this mission statement, and implicated commitments intended to implement the mission statement.

Mission Statement

The Mission of the College of Education is to prepare education and other professionals to benefit society and its institutions through the understanding, the facilitation, and the illumination of the learning process and the application of knowledge in their disciplines.

Core Values

The College's mission and programs are based upon fundamental beliefs in the dignity and inherent worth of all people and in the central role of education in a democratic society. We believe:

- learning is a life-long process that is both individual and collaborative, teachers and students are partners in the learning process,
- quality professional preparation programs are characterized by a commitment to learners and learning,
- professionals are those individuals who reflect upon and learn from theory, knowledge, and the exercise of professional practice, who link theory and practice, and who pursue underlying relevant questions as a habit of mind,
- professional educators create learning environments based upon research and best practice,
- appropriate learning environments are relevant, inclusive and equitable, recognizing individuals' commonalities while affirming diversity in all its forms,
- urban, suburban, and rural settings all provide valuable professional learning opportunities,
- theory, research and practice are each enhanced when they are jointly pursued and held to standards of excellence,
• a sense of community is important and is fostered by pride in the accomplishments of colleagues and students,

In recognition of these core values, the College of Education at Wichita State University acknowledges a responsibility to serve and prepare professionals for an increasingly complex society throughout the world and an obligation to society to advocate responsibly for the profession and for the education of all learners.

Commitments

Consistent with its mission and underlying core values, the College of Education is committed to:

• professional preparation programs that are  
  - experiential, collaborative, problem-based, and reflection-oriented  
  - designed around specified outcomes,  
  - guided by research and best practice, and  
  - based upon appropriate discipline knowledge.

• an institutional culture that  
  - is technology rich,  
  - seeks a highly qualified and diverse faculty, and  
  - encourages creative and innovative solutions to opportunities and challenges,

• graduates who  
  - have the interpersonal skills, as well as the professional knowledge, skills and dispositions, necessary to become effective practitioners in a variety of settings, and  
  - are informed critics and risk-tolerant leaders capable of advancing professional practice,

• a dynamic organization structure that  
  - promotes participatory decision-making and responsible citizenship among all stakeholders, and  
  - is capable of responding rapidly to emerging opportunities and challenges,

• systematic inquiry designed to answer fundamental and compelling questions that inform both theory and professional practice,

• a reward structure which  
  - reinforces the college's mission,  
  - encourages innovation, collaboration and cross-disciplinary work as well as individual achievement, and  
  - is driven by agreed upon individual performance expectations.

• partnerships with other groups and organizations that advance the profession, professional preparation and practice,

• professional leadership at local, state, national, and international levels, and

• a community that values and is enhanced by the accomplishments of each of its members and programs.
Purpose

The Mission Statement of the College of Education calls for an institutional culture that is "technology rich." Additionally, the Teacher Education Unit conceptual framework calls for professionals who demonstrate "skill in the use of technology appropriate to their respective disciplines" and who can use "technology to enhance professional productivity in planning, teaching, learning and assessment." Consistent with the Mission Statement of the College of Education and the Conceptual Framework of the Teacher Education Unit, the College of Education at Wichita State University is committed to developing and supporting a technologically astute academic culture with the following mission, commitments, and goals.

Technology Mission

The Mission of the College of Education is to ensure a technology rich culture in which students, faculty, staff, alumni, and the community work together to (a) pursue excellence, (b) promote intellectual exploration, and (c) enhance learning. Our mission will be accomplished through modeling and integration of appropriate technologies using diverse, innovative, and ethical approaches in research, clinical, and teaching applications within College of Education programs, as well as to the university, the community, and other institutions.

Technology Commitments

Consistent with this mission, the College of Education is committed to:

- Provide faculty and staff with access to hardware, software, and training which support teaching/learning, clinical, research, and administrative processes. (Faculty/Staff Development)
- Model effective use of technology in all aspects of College of Education teaching, learning, research, and administrative activities. (Modeling)
- Integrate appropriate technologies into all aspects of College of Education teaching, learning, research, and administrative activities. (Integration)
- Promote the development of emerging and innovative instructional media. (Innovation)
Promote the use of a variety of technologies in achieving the educational goals of the College of Education. (Technological diversity)

Develop an awareness of the social, cultural, and ethical issues related to technology use. (Social, cultural and ethical use of technology)

Ensure that all faculty, staff, and graduates of the College of Education have a high level of proficiency in technology use, suitable to their professional roles. (Informational Literacy)

Guarantee that all technology adopted for use in the College of Education is tied to the achievement of stated instructional, clinical, research, and/or administrative/staff goals. (Appropriate technologies)

Provide and maintain facilities and support services appropriate for the achievement of all College of Education technology goals. (Facilities)

Support the College of Education technology plan through annual budget allocations and the provision of personnel resources. (Funding)

Apply College of Education technology resources to encourage communication and the continual development of supportive links to alumni, the university, and the community at-large. (Community)
Introduction: During fall semester 2007, College of Education Dean Sharon Iorio established a committee to develop a five-year strategic plan for the college. Committee members included Randy Ellsworth (chair), Shirley Lefever-Davis, Linda Mitchell, Val Peck, Karen Reynolds, Michael Rogers, and Randy Turk. The committee met three-to-four times each month from September to December to develop a draft strategic plan for submission to Dean Iorio and College of Education faculty members and staff. This document constitutes the committee’s draft strategic plan.

Mission Statement: The mission of the College of Education at Wichita State University is to prepare education and other professionals to benefit society and its institutions through the understanding, the facilitation and the illumination of the learning process and the application of knowledge in their disciplines. [Adopted 5/99, revised 2/04, and updated 10/05 by College Faculty.]

Core Values: The College's mission and programs are based upon fundamental beliefs in the dignity and inherent worth of all people and in the central role of education in a democratic society. We believe:

- learning is a life-long process that is both individual and collaborative,
- professionals in their disciplines use a reflective model to improve professional practice,
- teachers and students are partners in the learning process,
- professionals demonstrate skills in the use of technology appropriate to their respective disciplines,
- appropriate learning environments are relevant, inclusive and equitable,
- appropriate learning environments recognize individuals’ commonalities while affirming diversity in all its forms,
- appropriate learning environments recognize the needs of graduates to be competent in addressing diversity,
- students learn through participation in relevant field experiences in diverse settings,
- quality professional preparation programs are characterized by a commitment to learners and learning,
- professionals are those individuals who reflect upon and learn from theory, knowledge, and the exercise of professional practice, who link theory and practice, and who pursue underlying relevant questions as a habit of mind,
- professional educators create learning environments based upon research and best practice,
• urban, suburban, and rural settings all provide valuable professional learning opportunities,
• theory, research and practice are each enhanced when they are jointly pursued and held to standards of excellence,
• a sense of community is important and is fostered by pride in the accomplishments of colleagues, staff, students, and alumni, and
• assessment and continuous improvement are vital to the college. [Adopted 5/99, revised 2/04, and updated 10/05 by College Faculty.]

From the above mission and core values statements adopted and updated by College of Education faculty members, the following strategic plan goals, objectives, and strategies are proposed. Each strategy is rated on ease of implementation and potential cost of implementation using the rating scales described below.

Ease of Implementation
1 = Easy, requiring few if any special conditions or arrangements.
2 = Moderately easy, requiring some special conditions and time consuming consultations and processes.
3 = Somewhat difficult, with conditions and implementation processes that may be time consuming and difficult to bring to consensus.
4 = Difficult, involving conditions and implementation processes that may be controversial and difficult to bring to consensus.

Cost of Implementation
1 = Should be able to implement with no or little additional funding.
2 = May require a minimal amount of additional funding.
3 = May require significant additional funding and/or reallocation of funds internal to the college.
4 = Expensive and may require seeking additional external funding support through the university and/or public/private sources.

Goal 1: Recruit, hire, and retain diverse, high quality administrators, faculty and staff.

Rationale: Wichita State University is one of six Kansas Board of Regents’ Universities. In order to provide leadership and high quality programs in the College of Education, diverse administration, faculty and staff with distinct expertise are required. Recruitment, hiring and retention of administrators, faculty and staff must emphasize diversity in all its forms.
**Objective A:** Ensure administrator, faculty and staff searches and hires are a high priority within the college.

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<thead>
<tr>
<th>Strategies</th>
<th>Ease of Implementation</th>
<th>Cost of Implementation</th>
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<tbody>
<tr>
<td>1. Add and maintain faculty and staff positions in all departments that enable the College to offer high quality programs.</td>
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<tr>
<td>2. Ensure administrator, faculty and staff searches are conducted in a timely manner.</td>
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<tr>
<td>3. Achieve and maintain competitive salaries and broad-based benefits.</td>
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<tr>
<td>4. Advertise open positions in a wide variety of national (international when appropriate) media that reach diverse populations.</td>
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<td>5. Reflect high quality standards in all position announcements.</td>
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<tr>
<td>6. Allocate the resources needed to hire highly qualified candidates.</td>
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**Objective B:** Hire a dean for the College of Education.

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<th>Strategies</th>
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<tbody>
<tr>
<td>1. Prepare a strong position statement that reflects high quality standards and distinct roles and responsibilities of the dean in accordance with the College’s needs for leadership.</td>
<td>1</td>
<td>1</td>
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<tr>
<td>2. Ensure the search for a COE dean is conducted in a timely manner.</td>
<td>1</td>
<td>1</td>
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<tr>
<td>3. Advertise position in a wide variety of national publications, and target publications that reach diverse populations.</td>
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<td>2</td>
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<tr>
<td>4. Allocate the resources needed to hire a high quality candidate.</td>
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**Objective C:** Promote the retention of quality administrators, faculty and staff.

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<th>Strategies</th>
<th>Ease of Implementation</th>
<th>Cost of Implementation</th>
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<tbody>
<tr>
<td>1. Allocate resources to support innovative teaching, high quality scholarship and creative activities.</td>
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<td>2</td>
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<tr>
<td>2. Recognize and support collaborative and interdisciplinary activities.</td>
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<td>1</td>
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<tr>
<td>3. Strengthen the system of recognizing and rewarding excellence in teaching, scholarship, and creative activities.</td>
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<tr>
<td>4. Provide support for faculty by clarifying expectations in teaching, scholarship,</td>
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creative activities, and service, and assist in efforts to balance those expectations (e.g., when adding more responsibilities, ensure that time needed to accomplish tasks is taken into consideration, and provide staff support and other means of compensation to support added duties).

5. Expand mentorship and support for untenured faculty members and new staff. 2 2

6. Promote shared governance and faculty participation in COE decision-making efforts. 1 1

7. Promote health and wellness (physical and mental) of faculty and staff through educational, recreational and fitness opportunities. 2 2

8. Develop a process of evaluations of faculty and staff that supports and encourages improvement. 2 2

Goal 2: Recruit and retain quality students to meet local and global demands for our graduates.

Rationale: During the past two decades the College of Education has experienced extended periods of continuous enrollment growth and occasional periods of enrollment decline. It is desirable to continue to emphasize recruitment and retention of quality students, while maintaining a pattern of gradual enrollment increases accompanied by resources needed to sustain such increases. This is especially critical when attempting to meet specialized demands for our graduates (e.g., secondary mathematics and science majors, special education).

Objective A: Increase recruiting efforts towards, and enrollment of, a diverse population of new undergraduate and graduate students.

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<tr>
<th>Strategies</th>
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<tbody>
<tr>
<td>1. Hire a full-time recruiting specialist for the COE.</td>
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<tr>
<td>2. Establish a marketing strategy to communicate the College’s vision, mission, core values, and programs to prospective students.</td>
<td>2</td>
<td>3</td>
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<tr>
<td>3. Continue to develop relationships with high schools and community colleges to attract graduates of those institutions.</td>
<td>2</td>
<td>2</td>
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<tr>
<td>4. Emphasize the recruitment of students from diverse backgrounds including under-represented groups and international students.</td>
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<td>2</td>
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</table>
5. Provide new sources of financial support for students and programs by increasing the number of scholarships available to students. & 2 & 3 \\
6. Publicize the many opportunities for students to participate in paid cooperative education and work-based learning experiences. & 1 & 1 \\
7. Expand funding of graduate teaching/research assistantships. & 2 & 3 \\

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<th>Objective B: Increase retention of undergraduate and graduate students.</th>
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<td><strong>Strategies</strong></td>
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<tr>
<th>Objective C: Meet specialized demands for our graduates in areas such as secondary mathematics and science, and special education.</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategies</strong></td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
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</tbody>
</table>
1. Increase recruitment efforts for high needs areas, such as secondary science and math, and special education, in partnership with area school districts and other employers.

2. Increase scholarships and other funding sources for students who enter high-needs areas.

3. Increase/expand alternative licensure programs to help meet the needs for teachers in high-needs areas, including investigating and potentially incorporating special education programs into the College’s alternative licensure program.

Goal 3: Achieve professional recognition for programs where relevant nationally established accreditation procedures exist.

Rationale: Higher education professional accreditation agencies exist to help establish criteria for high quality professional preparation programs. Exemplary performance on accreditation agency performance-based standards means the College of Education’s programs meet or exceed the quality expectations of professional governing agencies.

Objective A: Maintain unit accreditation through the Kansas State Department of Education (KSDE) and the National Council for Accreditation of Teacher Education (NCATE).

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<th>Strategies</th>
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<tbody>
<tr>
<td>1. Make KSDE/NCATE accreditation an integral part of the College of Education’s evaluation culture.</td>
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<tr>
<td>। Continue to keep all faculty and staff up-to-date on KSDE/NCATE accreditation requirements.</td>
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<td>1</td>
</tr>
<tr>
<td>। Ensure the College of Education is adequately represented by administrators and faculty at state and national training sessions on accreditation requirements and procedures.</td>
<td>1</td>
<td>1-2</td>
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<tr>
<td>। Support key faculty members both financially and with load reductions (if necessary) in their development as state and NCATE trained examiners.</td>
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<td>2</td>
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<tr>
<td>। Continue to invest financially in the development of technology-based data management systems that provide on-time data relevant for programmatic decision making.</td>
<td>2-3</td>
<td>3</td>
</tr>
<tr>
<td>। Continue to identify and provide resources needed to achieve unit accreditation.</td>
<td>1-2</td>
<td>2-4</td>
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</table>
Objective B: Maintain relevant specialized professional association (SPA) accreditations for programs currently accredited (e.g., School Psychology, Sport Management) or in the process of obtaining accreditation (e.g., Athletic Training Education, Exercise Science).

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<tr>
<th>Strategies</th>
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<tbody>
<tr>
<td>1. Continue to make SPA accreditations an integral part of the College of Education’s evaluation culture.</td>
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<tr>
<td>■ Continue to keep all appropriate faculty and staff up-to-date on SPA accreditation requirements.</td>
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<tr>
<td>■ Ensure appropriate program faculty are adequately represented at any state and/or national training sessions on SPA regulations and procedures.</td>
<td>1</td>
<td>1-2</td>
</tr>
<tr>
<td>■ Continue to invest financially in the development of technology-based data management systems that provide on-time data relevant for programmatic decision making.</td>
<td>2-3</td>
<td>3</td>
</tr>
<tr>
<td>■ Continue to identify and provide resources needed to achieve SPA accreditations.</td>
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Objective C: Review all college programs not currently holding relevant SPA accreditations for possible future application.

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<th>Strategies</th>
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<tbody>
<tr>
<td>1. Initiate, through the Dean’s office, the development of a college-wide policy and procedures statement specifying how programs must proceed if they wish to apply for a SPA accreditation.</td>
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<td>1</td>
</tr>
<tr>
<td>2. Initiate, through the Dean’s office, a request of all programs not currently holding a SPA accreditation to discuss potential accreditations and whether program faculty wish to apply.</td>
<td>2</td>
<td>1</td>
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Goal 4: **Strengthen and expand graduate programs in the College to support the University’s research and grants/contracts mission components.**
**Rationale:** On August 30, 2002, an ad hoc university committee, the Research Opportunities Review Committee, noted that the “potential to increase research grants, training grants and contracts exists in many, if not most, disciplines on the WSU campus.” The ad hoc committee went on to say that “Research productivity and funding should be made a priority for deans and department chairs in the same manner as credit hour production, both by establishing expectations for performance and by providing incentives for achievement…” The College of Education has “areas of opportunity” (e.g., special education was specifically noted in the committee’s report) and is passing through a period of time where a number of senior faculty members are retiring. Thus options become available with respect to this goal.

**Objective A:** Establish new and strengthen current graduate programs.

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<th>Strategies</th>
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<tbody>
<tr>
<td>1. Conduct a detailed analysis of current graduate programs, identify areas of high need not currently served, and create new graduate programs, as necessary, at both masters and doctoral levels to address identified needs.</td>
<td>3-4</td>
<td>3-4</td>
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<tr>
<td>2. Conduct a detailed analysis of current graduate programs, identify those with potential for growth given current market shortages of professionals in relevant fields, and support such growth financially.</td>
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**Objective B:** Create collaborative scholarship opportunities through skillful hiring practices, incentives, and professional development.

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<th>Strategies</th>
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<tbody>
<tr>
<td>1. Conduct as many national (and international, when appropriate) faculty position searches as possible at open rank and make special efforts to hire research-experienced faculty for whom continued research efforts are an expectation.</td>
<td>1</td>
<td>2-3</td>
</tr>
<tr>
<td>2. Create an endowed faculty position for Research and Teaching that will entail, among other requirements, consultation and support in the areas of statistics and qualitative and quantitative research design.</td>
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<td>4</td>
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<tr>
<td>3. Provide a structured college-wide new faculty mentoring system that pairs teaching and scholarly productive senior faculty members with new faculty.</td>
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<tr>
<td>4. Expand funding for graduate research assistants (GRAs).</td>
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<tr>
<td>■ Incorporate GRAs in grant proposals [both research and personnel preparation grants can often include funding for research assistants].</td>
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<td>2</td>
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<tr>
<td>Strategies</td>
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<tr>
<td>1. Use research overhead (indirect) funds to support or partially support GRAs.</td>
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<td>2</td>
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<tr>
<td>Request GRAs in university start-up funding for new faculty.</td>
<td>2-3</td>
<td>2</td>
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<tr>
<td>5. Provide opportunities for faculty professional development.</td>
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<tr>
<td>- Initiate College supported professional development activities.</td>
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<td>1-2</td>
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<tr>
<td>- Provide opportunities for faculty to apply for registration and housing funds needed to attend professional conference pre- and post-session professional development opportunities at conferences for which they receive travel funding according to departmental/college procedures.</td>
<td>1-2</td>
<td>2-3</td>
</tr>
<tr>
<td>6. Negotiate temporarily adjusted faculty teaching and/or service loads when large-scale research or personnel preparation grant opportunities appear possible within a reasonable time frame. Such grants should then contain provisions for faculty/staff time buyouts where appropriate.</td>
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**Objective C: Develop collaborative research centers and teams.**

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<th>Strategies</th>
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<tbody>
<tr>
<td>1. Continue to develop and support research/evaluation/professional development based Centers within the College consistent with the university’s mission and specifically focused on both internal and external collaborative efforts. Current examples include (a) the Center for Physical Activity and Aging (CPAA), (b) the Center for Research &amp; Evaluation Services (CRES), and (c) a proposed Center for the Study and Support of School Improvement (CS³I).</td>
<td>3</td>
<td>1-3</td>
</tr>
<tr>
<td>2. Facilitate collaborative efforts both within and outside the College of Education by maintaining a continuously updated searchable data base of faculty professional skills and activities including academic areas of expertise, research/scholarly interests, publications, presentations, and funded grants.</td>
<td>1-2</td>
<td>2</td>
</tr>
<tr>
<td>3. Support joint sabbatical leaves for faculty who share common research/scholarship interests and have demonstrated successful collaborative activities in the past.</td>
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**Objective D: Increase both internal and external grant funding support.**

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<td>3</td>
<td>1-3</td>
</tr>
<tr>
<td>2. Facilitate collaborative efforts both within and outside the College of Education by maintaining a continuously updated searchable data base of faculty professional skills and activities including academic areas of expertise, research/scholarly interests, publications, presentations, and funded grants.</td>
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<td>2</td>
</tr>
<tr>
<td>3. Support joint sabbatical leaves for faculty who share common research/scholarship interests and have demonstrated successful collaborative activities in the past.</td>
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1. Identify faculty interests across the College to support collaborative endeavors in preparing grant proposals.

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2. Provide professional development sessions for faculty in preparing proposals for specific funding sources (e.g., how to write proposals for NIH, OSEP).

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3. Provide consultants/mentors who can assist in writing, reading and editing grant proposals.

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<th>Implementation</th>
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4. Explore and develop collaborative partnerships across/among in-state and out-of-state universities, since many granting sources encourage multi-university participation.

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**Goal 5:** Ensure a technology rich culture in which administrators, students, faculty, and staff work together to (a) pursue innovation and excellence, (b) promote intellectual exploration, and (c) enhance learning.

**Rationale:** Technology and information literacy skills are essential for 21st century learners. In order to prepare professionals to live, work, and succeed in a digital world, technology must be appropriately and ethically incorporated and modeled in every aspect of teaching, scholarship, and service.

**Objective A:** Ensure innovation and information literacy skills permeate COE teaching, learning, research, service, and administrative activities through the availability and utilization of 21st century technologies.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Ease of Implementation</th>
<th>Cost of Implementation</th>
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</thead>
<tbody>
<tr>
<td>1. Create and nurture a culture where innovation, collaboration, and learning are facilitated by pervasive technology.</td>
<td></td>
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</tr>
<tr>
<td>▪ Provide access to 21st century technology tools and resources to enable faculty, staff, and students to accomplish their teaching, learning, research, and productivity goals.</td>
<td>1</td>
<td>3-4</td>
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<tr>
<td>▪ Provide ongoing, accessible technology training and support to faculty and staff to support teaching, learning, research, and productivity.</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>▪ Integrate and model appropriate technologies in all aspects of teaching, learning, research, and productivity.</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>▪ Utilize action research to ensure that we continually meet all standards for information literacy and technology.</td>
<td>3</td>
<td>1</td>
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</table>
Recognize and publicize innovative uses of technology in the College.

**Objective B:** Provide the funding and support necessary to accomplish Objective A.

<table>
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<tr>
<th>Strategies</th>
<th>Ease of Implementation</th>
<th>Cost of Implementation</th>
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</thead>
<tbody>
<tr>
<td>1. Provide annual COE budget allocation to support the information literacy and technology goals of the College.</td>
<td>3</td>
<td>3-4</td>
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<tr>
<td>Seek internal and external funding for technology maintenance, support, and new initiatives.</td>
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<td>3</td>
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**Goal 6: Develop and maintain collaborative relationships, locally and globally, that enrich the College mission.**

**Rationale:** Collaborative relationships that mutually share resources and innovative knowledge are essential for maintaining programs that keep pace with the needs of global learners. Collaboration can lead to enhanced availability of expertise, knowledge of other cultures, and understanding/appreciation of diversity. Established partnerships, developed from beneficial collaborative relationships, offer ways to create long-term mutual support.

**Objective A:** Encourage and support collaborative relationships with local individuals and institutions.

<table>
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<tr>
<th>Strategies</th>
<th>Ease of Implementation</th>
<th>Cost of Implementation</th>
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<tbody>
<tr>
<td>1. Create and support a collaborative culture among departments within the College of Education.</td>
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<td>1</td>
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<tr>
<td>Cross list relevant classes among departments.</td>
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<tr>
<td>Seek and apply for grant opportunities that require cross-departmental collaborations</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. Pursue collaborative relationships between the College of Education and other WSU Colleges.</td>
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<tr>
<td>Seek and apply for grants that require cross-college collaborations.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Support/promote activities that use services available from established WSU/College Centers/Institutes that already incorporate cross-college collaborations.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Explore opportunities to establish new Centers requiring cross college collaborations.</td>
<td>2-3</td>
<td>2-3</td>
</tr>
<tr>
<td>3. Create and support local external collaborative relationships.</td>
<td></td>
<td></td>
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<tr>
<td>Work with constituents of various college programs (e.g., principals, counselors, health related professionals, etc.) to identify/address mutual needs and opportunities.</td>
<td>1</td>
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<tr>
<td>Work with personnel from other higher education institutions to identify/address mutual needs and potential collaborations.</td>
<td>2-3</td>
<td>2-3</td>
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<tr>
<td>Host state professional association meetings, conferences, events.</td>
<td>2-3</td>
<td>3-4</td>
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<tr>
<td>Coordinate shared information meetings with various program constituents.</td>
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**Objective B:** Encourage and support collaborative relationships with individuals and institutions in a global setting.

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<tr>
<th>Strategies</th>
<th>Ease of Implementation</th>
<th>Cost of Implementation</th>
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<tbody>
<tr>
<td>1. Pursue collaborative scholarly relationships between the College of Education and other universities, professional organizations or other public/private entities in a global setting.</td>
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<tr>
<td>■ Seek grants that support mutually beneficial projects.</td>
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<td>2</td>
</tr>
<tr>
<td>■ Participate in joint research projects that create knowledge beneficial to global learning (or that improve practice in applicable settings).</td>
<td>2</td>
<td>2</td>
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<tr>
<td>■ Pursue opportunities to bring international faculty to WSU as visiting scholars.</td>
<td>2</td>
<td>1-3</td>
</tr>
<tr>
<td>2. Provide faculty and students with global educational experiences.</td>
<td></td>
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<tr>
<td>■ Seek opportunities for faculty and students to participate in global educational interactions (e.g., shared teaching of classes for universities, professional organizations or other public/private entities; participation in electronic discussion groups and projects with students in global settings).</td>
<td>2-3</td>
<td>2-3</td>
</tr>
<tr>
<td>■ Pursue opportunities for faculty and students to study abroad.</td>
<td>1-3</td>
<td>1-3</td>
</tr>
<tr>
<td>■ Pursue opportunities to bring international students to WSU to further their education in collaboration with their home universities.</td>
<td>2-3</td>
<td>2-3</td>
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Finalized by Committee 12/17/07
1.001/College Organization and Governance

1.002/College of Education Representation, Faculty Senate

1.003/College of Education Long Range Planning

1.004/College of Education Representation, Graduate Council

1.005/College of Education Representation, Faculty Senate
A. Introduction

The College of Education of the Wichita State University is governed by the State Board of Regents which appoints the President, other University administrators and faculty members.

The College of Education is the University unit primarily responsible for the preparation of professional educators and personnel in related disciplines. The College offers programs at baccalaureate and graduate levels as well as sequences leading to state certification or endorsement, and assumes monitoring responsibilities for related programs that offer school certification sequences outside the College of Education.

The College of Education is composed of five departments and also houses the Director’s Office of the Kansas North Central Association.

B. Governance

Governance procedures, as described throughout this document, provide for organized faculty participation in setting policy. The faculty in the Department of Curriculum and Instruction and the Undergraduate Teaching Programs Committee are the policy forums for the undergraduate teacher preparation program. Subject to University policies, the Undergraduate Teaching Programs Committee makes recommendations to the Assistant Dean and the Dean regarding curricula, academic standards and degree requirements. The graduate faculty in each department housing a graduate program and the College of Education Leadership Team (COE LT) are the primary policy forums for graduate teacher education and other graduate programs. The College Curriculum Committee is the review and transmittal forum to the Dean of the College of Education for all changes in college programs.

C. Organization

1. Faculty

Faculty are those persons with the rank of instructor, assistant professor, associate professor, or professor, with some portion of their continuing full-time University appointment as a faculty member within the College of Education.
2. Administrators

The chief administrative officer of the College of Education is the Dean, appointed in accord with University regulations.

Dean
The Dean, as chief administrative officer, is responsible to the Provost & Vice President for Academic Affairs & Research for the leadership and general management of the college and serves at the pleasure of the University President. Dean responsibilities are described in the Wichita State University Policies & Procedures Manual (http://webs.wichita.edu/inaudit/tablepp.htm) 2.041. A more specific listing of responsibilities appears in Appendix A.

In accord with University regulations, the Dean appoints, and may empower as agents, associate deans, assistant deans, directors, coordinators, and administrative assistants.

Associate Dean
The Associate Dean is responsible to the Dean. In addition to providing applied leadership with day-to-day operation of the College, in concert with the Dean, the Associate Dean may be involved administratively, at the request of the Dean, in any operation within the College and serves at the pleasure of the Dean. The Associate Dean also is the Dean’s representative in leadership/operational matters of the Teacher Education Unit. A more specific listing of responsibilities appears in Appendix A.

Assistant Dean
The Assistant Dean is responsible to the Dean. In addition to providing leadership in the areas of student support services, school/agency partnership development and liaison and undergraduate academic operations, the Assistant Dean provides administrative support for the Dean and may be involved, at the request of the Dean, in other operations within the College and Teacher Education Unit. A more specific listing of responsibilities appears in Appendix A.

Department Chair
The Department Chair is the front-line administrator in dealing with programs, faculty and student matters, and is responsible to the Dean. Specific university policy and procedures concerning

1.2
the role of Department Chair appears in the WSU Faculty Handbook [http://webs.wichita.edu/senate/handbook/](http://webs.wichita.edu/senate/handbook/) (2.05). A more specific listing of responsibilities appears in Appendix A.

Other

Other college administrative support positions currently in place include Assessment Coordinator, Assistant to the Dean, Licensure Specialist, and Placement Coordinator. A specific listing of responsibilities appears in Appendix B.
4. Standing Committees

Meetings of all standing College committees are considered open to all faculty, staff and students to attend, except for the Faculty Personnel Committee and the Retrenchment Advisory and Appeals Committee. Any standing committee dealing with personnel-sensitive subjects may declare executive session in which only committee members may be present. (Approved by COE Faculty April 28, 2005)

Current membership listing in Appendix C.

College of Education Leadership Team

The College of Education Leadership Team is a unit in the college with the following purpose and authority, composition, and responsibility:

a. **Purpose and Authority.** The COE Leadership Team shall advise and assist the dean with the governance and management of the college. The COE Leadership Team functions within the broad framework of university policy as formulated by the Faculty Senate, the university administration, and the Kansas Board of Regents. All actions pertaining to the governance of graduate or advanced programs shall be subject to the approval of the graduate dean and the Graduate Council, and the Provost & Vice President for Academic Affairs & Research and/or the president of the university.

b. **Composition.** The COE Leadership Team shall be comprised of the following: (1) the dean, (2) each associate dean, (3) the Chair or one voting representative from each department, (4) Assistant to the Dean and (5) one representative of non-instructional staff (Approved by COE faculty 10/7/97).

c. **Responsibility.** The COE Leadership Team shall be responsible for providing leadership in the conduct of academic programs in the college by advising and assisting the dean with the following specific functions:

1) Formulating appropriate goals, standards, policies, and procedures in college matters relevant to programs, personnel, organization and students.

2) Systematically administering and coordinating College programs.
3) Planning and executing appropriate strategies for professional development.

4) Introducing, discussing and resolving administrative matters essential to the daily operation of the college.

5) Other matters as determined by the dean.

The Committee maintains open communication to faculty/staff on its activities through pre-meeting distribution of agendas and post-meeting distribution of minutes.

d. **Meetings.** The COE Leadership Team ordinarily shall meet at least on the first and third Thursdays of each month during the academic year, as necessary during the summer session, and subject to call for special meetings at the discretion of the dean.

e. **College of Education Leadership Team Actions.** Proposed policy changes that broadly impact faculty or staff shall either (a) be referred, as relevant, to a collegewide faculty meeting or staff association meeting (with recommendation and rationale) or (b) be considered by each department faculty or staff association and feedback provided to the COE Leadership Team which, after considering such feedback, shall determine what its policy recommendation to the dean shall be. The Dean will apprise the Leadership Team of the disposition of its recommendations.

Amended by COE Faculty April 28, 2005

**Accreditation Steering Committee**

The Accreditation Steering Committee is an accreditation coordinating unit in the college with the following purposes, composition and responsibilities:

a. **Purpose and Authority.** The Accreditation Steering Committee shall provide broad leadership and coordination for accreditation compliance and preparations in the college.

b. **Composition.** The Accreditation Steering Committee shall be comprised of (1) the dean, (2) each associate dean, (3) assessment coordinator, and (4) at least 4 other members (C&I department chair and three faculty members with broad experience/expertise in accreditation, especially KSDE/NCATE), appointed by the Dean. There are no terms for membership.
c. **Responsibility.** The Accreditation Steering Committee shall be responsible for:
   (a) addressing all matters related to continuing or new accreditation within the college, especially KSDE/NCATE, (i) that are not logically addressed by other groups or (ii) that have a broad impact on accreditation readiness, and
   (b) serve as the leadership core for collegewide accreditation review preparations.

d. **Meetings.** The Accreditation Steering Committee shall meet at least one time per year at the discretion of the dean.

e. **Committee Actions.** The Committee shall work with appropriate individuals or groups to meet its purposes.

Curriculum Committee

The Curriculum Committee is a duly authorized academic committee of the University with the following purpose and authority, composition and responsibilities.

a. **Purpose and Authority.** The Curriculum Committee is responsible for reviewing and recommending to the Dean on all curricular matters for the College of Education.

b. **Composition.** The Curriculum Committee includes one representative from each department and one member of the College of Education Leadership Team who is non-voting. Faculty representatives are elected by the faculty of their department for a three year term. Chairs are not eligible for election. The Chair of the Committee is elected annually (usually in the spring preceding the chair term) from among the membership of the committee.

c. **Responsibility.** The Committee recommends to the Dean approval/disapproval of all actions (proposals, revisions, or deletions) in graduate or undergraduate courses, degree programs, or certification areas initiated by faculty and forwarded by the department chair. The Committee membership is responsible for reviewing actions brought by individuals within their respective departments with other individuals directly concerned with the matter before a vote by the committee is taken.
d. **Meetings.** The Curriculum Committee meets on the first Thursday of each month. Program curriculum change materials are normally due to the chair of the Committee by the 3rd Thursday of the month. The Chair may cancel meetings when there is no business for the Committee to consider.

e. **Committee Actions.** The Committee shall forward all recommendations to the Dean.

**Diversity Committee**

The Diversity Committee is a duly authorized academic committee of the University with the following purpose and authority, composition and responsibilities.

a. **Purpose and Authority.** The Diversity Committee shall conduct reviews, establish initiatives, and make recommendations on establishing and maintaining a diverse faculty and student body.

b. **Composition.** The Committee consists of at least three faculty representatives (including Faculty Associates) from across the college (appointed by the Dean for a two-year term based upon recommendations from Departments Chairs), the Assistant Dean, two students (one undergraduate and one graduate), a representative from Education Support Services, one staff member and a community member. The Chair of the Committee is elected annually usually in the spring preceding the chair term) from among the membership of the committee. Representatives from other WSU units outside the college (e.g., Admissions, Financial Aid, College of Liberal/Fine Arts) may be invited by the committee to serve ex officio.

c. **Responsibility.** The Committee promotes and maintains a plan designed to implement diversity-related goals in the College’s long-range plan, guides the implementation of policies, procedures and activities intended to attain these goals, promotes relevant college policies, interfaces with the College's Assessment Committee to evaluate and report regularly to faculty and administration on progress toward these goals, and (in concert with the College’s Leadership Team) organizes relevant professional development for faculty and staff. The Committee maintains open communication to faculty/staff on its activities through pre-meeting distribution of agendas and post-meeting distribution of minutes.

Approved by COE Faculty August 19, 2003
Amended by COE Faculty April 28, 2005
Faculty Personnel Committee

The Faculty Personnel Committee is a duly authorized academic committee of the University with the following purpose and authority, composition and responsibilities.

a. **Purpose and Authority.** Each year as scheduled by the university calendar [See WSU Faculty Handbook http://webs.wichita.edu/senate/handbook/, 3.15], the Faculty Personnel Committee will deliberate and submit recommendations to the Dean on regular cases and cases on appeal for faculty promotion and tenure. Each year as requested by the Dean, the committee also will deliberate and submit recommendations to the Dean on: (a) policies and procedures for faculty promotion and tenure; (b) credentials of probationary faculty for reappointment; (c) applications for sabbatical leave; (d) proposals for Faculty Research Grants forwarded from the departmental level for funding from the Wichita/Sedgwick County Mill Levy; (e) nominations for College of Education awards for teaching, research, and service; and (f) nominations for Outstanding Staff Award.

b. **Composition.** The Committee will consist of five members elected within each of the departments: Counseling, Educational and School Psychology (1); Educational Leadership (1); Curriculum and Instruction (2); Human Performance Studies and Sport Management (1). All full-time faculty within each department of the College except deans and department chairs are eligible to vote for department representatives. Faculty eligible to serve on this committee include all tenured faculty members holding full-time rank as Associate Professor or above. No faculty member can serve on the committee when his/her own credentials are being considered for promotion in rank or Professor Incentive Review or serve for more than two consecutive terms.

Members will be elected for three year terms. Two members are elected each year except the third when one member shall be elected. Each department will elect an alternate whose major responsibility shall be to function as a member of the Committee in instances of prolonged absence or resignation of a regular Committee member. To lead its deliberations, the Chair of the Committee is elected biennially to a two-year term (usually in the spring preceding the chair term) from among the membership of the Committee; by virtue of election as Chair, a member’s term may be extended by one year to accommodate the full chair term and delay department member election by one year. (Approved by COE Faculty April 28, 2005)
A vice-Chair and a secretary shall be elected annually at the first meeting of the fall semester. The Chair's responsibilities will include scheduling Committee meetings, establishing the agenda, disseminating results of Committee action to the Dean, meeting with the Dean and a candidate (if requested) to discuss the recommendation, and serving on the University Tenure, Promotion and Academic Freedom Committee. The vice-Chair will serve when the Chair is absent or when the Chair has a conflict of interest. Responsibilities of the secretary include preparing ballots and keeping a record of Committee deliberations and actions. Distribution of meeting minutes shall be restricted to the Dean and to primary members of the Committee.

c. Responsibilities. When primary and secondary files for promotion and tenure, along with supplementary materials, are presented to the Committee for evaluation, the task of the Committee will be to evaluate the materials as presented. It is in the best interest of the candidates to seek counsel and advice from the Department Chair in the preparation of the documents. If the Committee discovers that information is lacking in a dossier, it can ask the Dean to acquire the information. The Dean must provide the candidate a copy of added material and allow the candidate to write a rebuttal.

During and after the deliberations of the Committee on faculty promotion and tenure and all other personnel matters referred to it, members of the Committee are bound to the strictest standards of professionalism and confidentiality, and votes will be by written secret ballot. Except for members who have declared a conflict of interest, all committee members including the Chair and secretary must vote on all recommendations for which they are present to hear deliberations. The Committee will submit its written recommendations to the Dean, including the distribution of votes for each recommendation and the rank order of all candidates, as appropriate.

d. Meetings. The Committee will be elected in the spring and will meet during the academic year at times deemed reasonable in terms of University deadlines appropriate to its purpose.

Amended by COE Faculty October 25, 2001
Retrenchment Advisory and Appeals Committee

The Retrenchment Advisory and Appeals Committee is a duly authorized academic committee of the University with the following purpose and authority, composition and responsibility.

a. **Purpose and Authority.** The Retrenchment Advisory and Appeals Committee reviews and advises on a college plan for retrenchment should a declaration of financial exigency be necessary. The committee also participates in preventive planning for the college prior to a declared exigency, and upon request, provides advice to the Dean or Leadership Team on matters related to redistributions, reductions, or potential reductions on financial or other College resources. In the case of financial exigency, the Retrenchment Appeals and Advisory Committee hears any appeals from College tenured or probationary staff designated for termination and reports its findings to the Dean and appellant. The Committee maintains confidentiality with respect to the names of individuals designated for termination to the extent permitted for the adequate fulfillment of its charge.

b. **Composition.** Elected faculty representatives (elected by tenured and untenured faculty from each department) serve staggered three year terms (Approved by the COE faculty 10/7/97). Faculty eligible to serve on this committee include all full-time tenured faculty members holding rank as Associate Professor or above. The college affirmative action officer is a non-voting member. The Chair of this committee is elected from among the members and serves on the University Advisory and Appeals Committee for Retrenchment.

c. **Responsibility.** According to WSU policy, responsibilities include (1) regularly reviewing the status of the college and its various departments in relation to those aspects relevant to possible financial exigency, (2) participating in preventive planning with the college prior to a declared exigency, (3) reviewing college and departmental plans for retrenchment should a declaration of financial exigency be necessary, and (4) serving as an appeals committee as described in the University Policy and Procedures Manual, Section IV.M.

d. **Meetings.** Meets as set by the committee or by special call of the Dean.

Approved by COE Faculty May 13, 1999
Amended by COE Faculty April 28, 2005
Technology Committee

The Technology Committee is a duly authorized committee with the following purpose and authority, composition and responsibility.

a. **Purpose and Authority.** The Technology Committee shall conduct reviews, take actions (as requested by the Dean, Leadership Team or faculty) and make recommendations (to the Dean, Leadership Team or faculty) on matters relative to the use of technology in curriculum and instruction and as a tool of organizational individual productivity.

b. **Composition.** The Committee will consist of at least three faculty representatives from across the college (appointed by the Dean for staggered two-year terms based upon recommendations from Department Chairs, one staff member, the Associate Dean, and a representative of the College Technology Center. (Amended by COE Faculty April 28, 2005) The Chair of the Committee is elected annually (usually in the spring preceding the Chair term) from among the membership of the committee.

c. **Responsibility.** The Committee promotes appropriate uses for technology, develops and updates a college technology plan, organizes (in concert with the College’s Leadership Team) appropriate faculty/staff development, advocates for needed technology equipment, support and funding, promotes relevant college policies, and serves in an advisory capacity for technology-related decisions and initiatives (e.g., collegewide funding proposals). The Committee maintains open communication to faculty/staff on its activities through pre-meeting distribution of agendas and post-meeting distribution of minutes.

d. **Meetings.** The Committee normally meets once each month.

Approved by COE Faculty 4/9/98
Amended by COE Faculty September 23, 2004
Amended by COE Faculty April 28, 2005
1.002/College of Education Representation, Faculty Senate

The representation formula shown below is consistent with the Faculty Senate Constitution. Terms begin on June 1. Further information on WSU’s Faculty Senate Constitution.

Representation on Faculty Senate is a reflection of the College and representatives are elected based on the size of each department faculty eligible for membership on faculty senate. Terms are for three years with alternating rotation. Curriculum and Instruction will have a continuous representative. Counseling, Educational and School Psychology and Health Performance Studies will combine to elect one representative for both departments. Educational Leadership and Sports Management will also combine to elect one representative for both departments. Representation for each department will be on an alternating basis.

The electorate for each of these positions includes all eligible voting members from within the electing unit.

Each year the Education Faculty Senators will elect from among themselves, one individual to serve as lead member of the College delegation. That person will be responsible for coordinating (a) meetings of the College's senators and (b) meetings of the Education faculty collectively called by College of Education senators.

Approved by COE Faculty January 27, 1987
Confirmed by COE Faculty February 5, 1991
Amended by COE Faculty October 8, 1998
Amended by COE Faculty April 28, 2005
The College of Education affirms the importance of planning in the long-range development of the college. To that end the college has established a mission statement, and seeks to attain that mission through establishing, maintaining and monitoring progress toward related goals and action statements. As guidance for planning, goals and action statements are to be consistent with the University mission, policies and procedures. Together with the college's mission statement, goals and actions statements are adopted by the faculty and staff of the college. In the spirit of collegiality and collaboration and as a basic principle, there is broad participation by constituents in their development, refinement and revision.

While the college's mission statement gives broad direction for the college (identifying purpose, beliefs, and commitments), goals and action statements provide the more specific substance to that direction. Goals and action statements identify the particular emphases at a given point in time and shift to meet emerging circumstances, challenges and opportunities. College goals and action statements serve as a guide for particular goals and actions set by departments, programs, and individuals. They are not, however, intended to restrict the establishment of idiosyncratic goals or activities that support attainment of the overall college mission.

Formal review of the college mission statement, goals and action statements occurs at least once every five years, at least one year prior to the NCATE on-site visit. However, modifications, additions or deletions in these may be made at any time by submitting such proposed changes to college faculty and staff through the Leadership Team. Insofar as possible and relevant, the Leadership Team is responsible for ensuring broad input from constituents as part of the deliberation process.

College units and individual faculty/staff establish annual goals as part of the personnel performance appraisal process. These are to be keyed to college and department goals, as appropriate. College unit goals are to be consistent with the college mission and goals and adopted in sufficient time to guide individual goal setting by faculty and staff, typically early in the fall (for the following calendar year).

The Leadership Team is responsible for monitoring (i.e., tracking) collective efforts toward attaining adopted college goals. They make periodic progress reports to faculty, staff and college advisory council.

Adopted by COE faculty and staff on 2/22/01
1.004/College of Education Representation, Graduate Council

The College of Education has two representatives on the Graduate Council. Qualifications, electorate and terms are set and elections conducted by the Graduate School. These representatives are selected from among department graduate faculty as follows:

a. Department of Counseling, Educational and School Psychology, Department of Human Performance Studies, and Department of Sport Management (1 representative)
b. Department of Curriculum and Instruction and Department of Educational Leadership (1 representative)

Graduate Council representatives ordinarily are given the opportunity to report on activities and concerns of the Council at Collegewide Faculty meetings and may organize special meetings or special mechanisms to secure input from Education faculty.

Approved by COE Faculty April 28, 2005
Approved by the Graduate Council, May 5, 2005
1.005/College of Education Representation, Faculty Senate

Guidelines:
Ensure representation is a reflection of the College and elect representatives based on size of each department faculty eligible for membership on faculty senate. Terms are for three years with alternating rotation. Curriculum & Instruction will have a continuous representative. Counseling, Educational and School Psychology and Health Performance Studies will combine to elect one representative for both departments. Educational Leadership and Sports Management will also combine to elect one representative for both departments. Representation for each department will be on an alternating basis.

For the 2009-2010 academic year, the following process is proposed:

a. Position one (EL/SM): since Educational Leadership’s current membership on faculty senate does not expire until 2010, that position will continue. During Spring 2010, the newly elected representative will come from the Sports Management department.

b. Position two (CESP/HPS): Since HPS is currently being represented, the 2009-2010 representative will be elected from CESP.

c. Position three (CI): Current senator will continue appointment through June 2010.

Current senators are Frank Rokosz, term expires June 2009; Johnnie Thompson, term expires June 2010; Lori Miller, term expires June 2009; and Jo Bennett, expires June 2010.

Candace Wells suggested implementing an alternating process that would ensure representation from all departments on a rotating basis.

Approved by COE Faculty March 26, 2009
Chapter 2/Personnel

2.001/University Procedures Governing Recruitment and Appointment of Unclassified Personnel (Approved 10/18/91)

2.002/Procedures for Recruiting Faculty (Approved 10/18/91)

2.003/Policy on Granting of Tenure and Rank During the Search and Hire Process

2.004/University Spoken English Language Competency Policy and Procedures

2.005/Policy Statement on Faculty Load

2.006/Faculty Consultation and Outside Work (Approved 10/18/91)

2.007/Tenure, Promotion and Appeals Policy, University

2.008/College Policy on Obtaining External Letters of Review for Candidates for Tenure and/or Promotion (Approved 10/18/91)

2.009/Policy for the Review of Candidates for Tenure and/or Promotion in Departments Having Fewer than Three Eligible Faculty Members for a Departmental Review Committee (Approved 10/18/91)

2.010/Evaluation of Non-Tenured Faculty

2.011/College Policy Statement on Faculty Performance Appraisal and Salary Adjustments

2.012/Policy for College of Education Teaching, Research, and Service Awards

2.013/Policy for College of Education Outstanding Non-Instructional Staff Award

2.014/Practica and Research Activities in the Schools

2.015/Policy on Faculty Travel Allocations

2.016/Annual Leave Policies, University

2.017/Salary and Selection Policy for Lecturers and Temporary Faculty

2.018/Policy on Teaching Evaluations

2.019/Grievance Policy

2.020/Resignation Procedures
2.021/Evaluation of Department Chairs

2.022/Selection and Appointment of Department Chairs

2.023/College Framework for Tenure and Promotion Criteria

2.024/Untenured Faculty Expectations

2.025/Faculty Scholarship Support Award

2.026/Policy on In-State Travel
2.001/University Procedures Governing Recruitment and Appointment of Unclassified Personnel

PLEASE REFER TO THE WICHITA STATE UNIVERSITY POLICIES & PROCEDURES MANUAL (http://webs.wichita.edu/inaudit/tablepp.htm), Section 1.5 FOR A GENERAL DESCRIPTION OF THESE PROCEDURES.

PLEASE REFER TO THE CURRENT WSU UNCLASSIFIED PROFESSIONAL HANDBOOK FOR FILLING VACANT UNCLASSIFIED POSITIONS FOR SPECIFIC PROCEDURES RELATED TO FACULTY RECRUITMENT AND CANDIDATE INTERVIEWS.
2.002/Procedures for Recruiting Faculty (May 2008)

Position Approvals

1. Department Chair requests a position and seeks approval from the Dean to fill the position.

2. Once authorized, the Department Chair sends completed Request to Fill Form (OHR 100) to the Dean's Office. The Dean forwards the form to the Provost & Vice President for Academic Affairs & Research for approval.

Search Committee/Chair Appointments

1. Department Chair recommends Search Committee Chair and members to the Dean. (It is preferred that there be no fewer than three members and no more than five. Every effort must be made to develop a diverse committee.

2. Department Chair and the Dean agree on a Chair of the Search Committee. After consulting with the proposed Chair of the Search Committee, the Dean officially appoints committee members and Chair.

Position Description/Advertisements/Nominations

1. Department Chair and department faculty develop a position description, selection criteria, applicant screening instrument(s), advertisement(s), and search/recruitment plan all of which are sent to the dean for approval. The search/recruitment plan should identify special efforts to secure applicants from under-represented groups. If the dean approves these items, Step 1 of the AAO-1 Search Process Report is filled out and a copy of the signed OHR 100, the position description, a search plan and proposed advertising is forwarded to the Senior Associate Provost for review and approval not less than two (2) weeks in advance of the anticipated date of placing a job advertisement. A set of documents is required for each position to be filled.

2. When the Senior Associate Provost has approved all documents, the materials will be returned to the search committee chair along with EEO letters and envelopes. These letters and envelopes should be taken to the Dean’s Office along with the approved documents. The Dean's Office will copy the AAO-1 form and the approved documents. EEO letters and agency mailings will be sent from the Dean's Office.

3. After all approvals are received, the position will be advertised as approved in the search/recruitment plan. Advertisements are submitted by the Dean’s
Office. This does not preclude departments/committees/faculty from circulating copies of approved advertisements by electronic mail or at professional conferences/meetings.

4. The Search Committee Chair encourages faculty to nominate qualified candidates for the position to whom they would like materials sent. Departmental faculty also identify the top 20 programs in their discipline, and the Search Committee Chair sends materials to department Chairs and/or directors to solicit applications/nominations.

Screening Procedures

1. All applications are received by the Dean’s Office. Official files are established, acknowledgments and EEO letters are sent, follow-up on incomplete applications are sent, and master lists of completed applications are maintained. The Dean's Office is the official repository for all applicant files.

2. At its initial meeting (or soon thereafter) the Search Committee develops appropriate procedures and evaluation instruments for the application review. Note: Search Committees are urged to develop interview questions and feedback forms at this time.

3. The Search Chair takes possession of the search files and the Search Committee screens candidate applications against selection criteria, identifies the top two to four candidates, and (a) contacts them to confirm interest and availability, (b) requests permission to contact references and others familiar with their professional credentials, and (c) solicits the names of several such additional persons. The same number of references should be contacted for each applicant. A uniform set of position/criteria-related questions form the core of the reference checks. The Search Committee may also conduct telephone interviews of top candidates, using a core of questions consistent across interviews and based upon position criteria.

4. Within about two weeks of the date screening begins, the Search Committee recommends candidates (usually two to four), including a commentary as to how the candidate meets the advertised qualifications for the position, and Step 2 - Evaluation/Interview Selection of the AAO-1 form to the Department Chair to be considered for an invitation to interview. Within 2 additional days, the Department Chair forwards the committee's recommendation for interviews to the Dean, along with his/her own independent recommendation.
Interviews

1. In consultation with the Search Committee Chair and the Department Chair, the Dean approves candidates to be invited for interview.

2. Step 2 of the Affirmative Action Report (AAO-1) is signed by the Dean and is sent (with copies of all applicant resumes) to the Senior Associate Provost for approval and to request permission to interview.

3. When the AAO-1 form is approved by the Senior Associate Provost, the form is returned to the Search Chair who schedules interviews and completes requests for official hospitality (see detailed instructions and forms on-line at: http://webs.wichita.edu/?u=academicaffairs&p=/PVPAARForms/OfficialHospitality/). The Search Committee Chair creates and distributes the interview schedule for each candidate to all faculty members in the college. Vitae of candidates will be available in the Dean’s Office and in all departmental offices. Candidates should be scheduled to meet with the Dean twice (a welcoming interview and an exit interview), they should also have courtesy interviews with the Associate Deans and with the Provost & VPAAR (or designee).

4. The Search Committee prepares (in advance of the visits) a list of position/criteria-related questions to be asked of all candidates, develops a rating sheet based on these questions, and organizes interviews. During the interview, the Committee’s primary role is to convince candidates to come to WSU and to again assess the candidates and their fit for the position, based on their qualifications.

Selection

1. Within 2 days of the last interview, the Search Committee Chair gives to the Department Chair, for each interviewee: The Search Committee’s assessment of the candidate(s) (making certain to use the language of the advertised selection criteria), an analysis and copies of faculty and student (if students meet with the candidate) feedback forms, and the Committee’s evaluation of the candidate as "acceptable" or "unacceptable." (Where tenure or rank above Assistant Professor are probable, the Committee consults with Department faculty according to COE policy and transmits their recommendation/s at the same time.) Within 2 additional days, the Department Chair shares this information with the Dean, along with his/her own recommendations. The Dean considers all recommendations and decides who among acceptable candidates will be offered the position (this may include further consultation/dialog). Step 3 of the AAO 0-1 form is completed at this time. All signatures must be obtained and approved by the Senior Associate Provost before an offer may be made.
2. The Dean solicits a statement of specific position expectations from the Department Chair.

Offer

1. Upon approval from the Senior Associate Provost, the Dean or his/her representative will contact the candidate and extend the offer of employment and commence negotiations.

2. When an oral agreement has been reached, the Dean will send an official letter offering employment to the candidate (including the expectations statement), requesting written acceptance. (See Appendix D for framework for the offer letter and suggested content for expectational statement.) Upon written acceptance of employment by the candidate, an OHR 300 (Appointment Recommendation) is generated by the Dean’s Office and forwarded to Academic Affairs for signatures. A copy of the signed offer letter and a vita should accompany the form.

Closure

1. The Chair of the Search Committee is responsible for submitting official hospitality reimbursement forms for all candidates' and Committee members’ expenses to the Department Chair and the Dean for signatures. The forms are then forwarded to Academic Affairs Official Hospitality for reimbursement within funding guidelines.

2. Once the candidate accepts the position (or the search is closed), the Search Committee Chair, with assistance from the Dean's Office Staff, notifies all unselected applicants of the status of the search.

3. All materials of the search committee, vitae of candidates, and copies of all affirmative action forms must be maintained for a period of three years. In the College of Education all search materials are maintained at the department level. (Before putting search materials in storage, each folder should be examined by the Department Chair and all irrelevant items be removed.)

4. Appropriate announcement(s) are made to faculty, staff, and Academic Affairs; and “thank yous” sent to The Search Committee Chair and Committee Members (by the Dean and the Department Chair).
2.003/Policy on Granting of Tenure and Rank During the Search and Hire Process

The University policies in the WSU Faculty Handbook http://webs.wichita.edu/senate/handbook/ suggest in section 3.134 that the award of tenure with initial appointment shall be initiated by the tenured faculty of the relevant academic department in accord with college and university guidelines in force at the time. It is the feeling of the Faculty Personnel Committee that a faculty review should take place whenever tenure or advanced rank is being considered.

To expedite the process during the search the committee suggests: The names submitted to the chair and/or dean for possible hire interview will be forwarded to the dean with votes for tenure and rank, when appropriate.

1. The search committee, when they realize the candidate may wish to be granted tenure or advanced rank at the time of hire, will make that fact known to the department chair.

2. The department chair will convene those eligible to vote on awarding tenure and/or rank and appoint a chair.

3. That committee will review the vita in question with regard to the criteria and guidelines for tenure and/or rank in order to make a recommendation to the dean. This recommendation will accompany the search information and recommendations.

4. The department chair will make a separate recommendation and forward both recommendations to the dean

5. The dean will advise the chair of the COE Faculty Personnel Committee of the recommendations for tenure and/or rank.

6. The chair of the COE FPC will review the recommendations of the department faculty, checking to see that the guidelines and criteria have been followed--unless there is concern about the recommendation, at which time the full committee will be convened. The FPC chair’s review will constitute the COE Faculty Personnel Committee’s recommendation to the dean.

Adopted by COE Faculty December 11, 1997
2.004/University Spoken English Language Competency Policy and Procedures
(Effective 5/20/88)

The University's spoken English language competency policy and procedures applies to all faculty and graduate teaching assistants and brings the University into compliance with existing Board of Regents policy on spoken English.

Any new faculty member or graduate teaching assistant who has not been assessed for spoken English competency prior to June 1, 1988, must have his/her spoken English competency assessed in accordance with policy and procedures.

Questions about the policy and procedures should be directed to the Office of the Provost & Vice President for Academic Affairs & Research.
2.005/Policy Statement on Faculty Load

All faculty in the College of Education are expected to teach and engage in scholarly/creative activities as well as contribute to their department/program through such activities as committee work, membership on thesis/dissertation committees, advising, etc. While non-teaching activities are considered as part of a faculty member’s overall load, unless otherwise determined by the chair, formal teaching load credit is not normally adjusted in recognition of such activities. Where onerous time/effort are required, special teaching load credit may be given for development and maintenance of innovative instructional practices such as on-line course delivery, electronic support of students, team teaching, and site-based programs. In addition to teaching-related activities, department chairs have discretion to recognize approved alternate activities as part/in lieu of teaching load credit. In assigning teaching load credit for such non-instructional activities, department chairs are guided by departmental load policy that is (a) consistent with University policy and with principles contained in this policy and (b) approved by the Dean. Implementation of departmental load policy is contingent upon available resources. Alternative activities considered for load credit that are not specified in departmental policy are subject to Dean’s approval.

WSU policy (WSU Faculty Handbook [http://webs.wichita.edu/senate/handbook](http://webs.wichita.edu/senate/handbook), section 5.111) states that standard teaching load “normally shall be the equivalent of a 12-hour maximum” per semester. In the College of Education, 18 load credits for instructional activity per Academic Year (AY) is considered a normal load for full-time faculty. Reduced scholarship or increased service expectations, for example, may result in upward adjustments to this number. As a general rule, College of Education department chairs will use 45 clock hours of faculty work time as the equivalent of one load credit.

The following principles provide standards for establishing department policy for assigning faculty load policy:

1. Load credits assigned for chairing theses and dissertations would be credited as follows:
   - 3 load credits (maximum) are given per student, based upon at least 15 dissertation SCH.
   - 2 load credits (maximum) are given per student, based upon at least 4 thesis or thesis-equivalent SCH.
   - The maximum load credits for chairing are regardless of how many semesters or SCH in which a student enrolls.

   The department chair may disperse thesis or dissertation load credits throughout the writing process or upon completion by the student.
2. In various Education programs a special research project (thesis/culminating project/portfolio/work sample) is required of students. Unless work load is given within assigned faculty teaching load, such projects will be recognized with load credit as follows:

- The 45 clock hours of faculty work time per load credit, as negotiated with the department chair.
- A maximum load credit assigned per student for supervision of such projects are set by the department chair.

3. Recognition of clinical experience/internship supervision with load credits will use the 45 clock hours of faculty work time per load credit rule for establishing the number of students supervised on load credit. For example, to get one load credit for supervising five interns would assume that each student is receiving nine clock hours of supervision. Each department chair establishes the maximum load credit permissible for supervision in any given semester, based upon such issues as budget, faculty availability, curriculum needs, and student demand.

Approved by COE faculty, 9/25/03
2.006/Faculty Consultation and Outside Work

PLEASE REFER TO WICHITA STATE UNIVERSITY POLICIES & PROCEDURES MANUAL (http://webs.wichita.edu/inaudit/tablepp.htm), section 4.11.

Procedures for Implementing the University Policy on Consulting and Outside Work

Section 4.11 of the Wichita State University Policies & Procedures Manual (http://webs.wichita.edu/inaudit/tablepp.htm) is explicit in defining appropriate activities and encourages a reasonable amount of personal, professional activity outside the university. This is, of course, after one's full-time responsibilities to the university have been met.

In the College of Education --

1. Any regular or recurring consulting or outside work requires the prior approval of the faculty member's Chair.

2. "Reasonable time limits" (commensurate with appointment) is defined as no more than an average of one day per week during the academic year.

3. As with sickness or any other emergency, a faculty member who will miss a class must notify the department Chair in advance, and specify provisions for meeting the member's responsibilities to the class.

4. On May 1 of each academic year, the department Chair will send the attached form to each faculty member. This form will be forwarded to the Dean's office by May 15.
To: (Department Chair)  
From: Faculty Member  
Date: May 1, 20__  
Subject: Outside Work  

I certify that I have not spent more than an average of one day a week on consulting or outside work during this academic year.

(signature)  
(Faculty Member's typed name)
2.007/Tenure, Promotion and Appeals Policy, University

PLEASE REFER TO WSU Faculty Handbook [http://webs.wichita.edu/senate/handbook/], CHAPTER 4.

To guide College of Education faculty in the preparation of Tenure & Promotion materials, the Faculty Personnel Committee has prepared an annotated description of the Primary Dossier. This description will be reviewed periodically by the FPC in consideration of any emerging changes in policy or of feedback received on its utility. See Appendix D.

Wichita State University Policies & Procedures Manual ([http://webs.wichita.edu/inaudit/tablepp.htm](http://webs.wichita.edu/inaudit/tablepp.htm)), 3.15 (Tenure and Promotion Calendar)

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>2nd</td>
<td>Friday Deadline for faculty records manager to notify deans of faculty scheduled for mandatory tenure review with copies to institutional planning and analysis.</td>
</tr>
<tr>
<td>April</td>
<td>1st</td>
<td>Friday Deadline for dean of college to notify faculty scheduled for mandatory tenure review with copies to Provost &amp; Vice President for Academic Affairs &amp; Research.</td>
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<td></td>
<td>3rd</td>
<td>Friday Deadline for faculty applying for promotion and/or early tenure review to notify chair.</td>
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<tr>
<td></td>
<td>3rd</td>
<td>Friday Deadline for candidates requesting external review to notify chair and dean.</td>
</tr>
<tr>
<td>May</td>
<td>1st</td>
<td>Friday Deadline for chair to notify dean of faculty applying for tenure and/or promotion.</td>
</tr>
<tr>
<td></td>
<td>3rd</td>
<td>Friday Deadline for sending initial request for external reviews, if any are to be solicited.</td>
</tr>
<tr>
<td></td>
<td>3rd</td>
<td>Friday Deadline for dean of college to notify vice president for academic affairs and research of faculty scheduled for early tenure review and/or promotion.</td>
</tr>
<tr>
<td>June</td>
<td>1st</td>
<td>Friday Deadline for course data to be mailed to applicants for tenure and/or promotion.</td>
</tr>
<tr>
<td>September</td>
<td>2nd</td>
<td>Friday Deadline for completion of basic documents and secondary dossiers.</td>
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</tbody>
</table>
2nd Friday Deadline for chair to notify eligible faculty tenure and/or promotion files are available for review.

October 1st Friday Deadlines for departmental reviews and votes on tenure and/or promotion.

2nd Friday Deadline for department to notify dean of recommendations, and within two (2) working days after the department’s notification, the dean will notify nominees of the department’s recommendation, the chair’s independent recommendation, and the candidate's right to appeal a negative decision.

3rd Friday Deadline for candidates to sign departmental cover sheet in dean’s office indicating they have reviewed all documents being forwarded by the department.

4th Friday Deadlines for submission of appeals of or rebuttals to department-level recommendations to the dean.

4th Friday Deadline for inclusion of letters from external reviewers.

November 3rd Friday Deadline for college committee to transmit recommendations to dean.

December 1st Friday Deadline for dean to notify candidates and department chairs of committee’s and dean's independent recommendations and the candidate’s right to appeal a negative decision or to rebut an evaluation statement.

2nd Friday Deadline for candidates to sign college cover sheet in the dean’s office indicating that they have reviewed all documents being forwarded by the college and within two (2) working days after the signing, the dean will transmit materials to the vice president for academic affairs and research.

3rd Friday Deadline for Provost & Vice President for Academic Affairs & Research to transmit materials to university tenure and promotion committee.

3rd Friday Deadline for appeal of or rebuttal to college-level recommendations to Provost & Vice President for Academic Affairs & Research.
3rd Friday Deadline for adding materials to the secondary dossier.

January 3rd Friday Deadline for university tenure and promotion committee to report recommendations to Provost & Vice President for Academic Affairs & Research and to notify candidates and department chairs of the committee’s recommendations and the candidate’s right to rebut the committee's evaluation.

4th Friday Deadline for submission of rebuttal statements by candidates to the Provost & Vice President for Academic Affairs & Research of the university committee's evaluation.

February 3rd Friday Deadline for notification of candidates of recommendations to be made by the vice president for academic affairs and research to the president.

4th Friday Deadline for university committee to identify problems in tenure policies and tenure and promotion guidelines for the faculty affairs committee.

March 1st Friday Deadline for appeals, rebuttals, and/or petitions to the president of negative recommendations.

April 1st Friday Final transmittal of Wichita State University decisions to the candidates.

Revision Date:
September 29, 1998
April 16, 1999
October 4, 2001
2.008/College Policy on Obtaining External Letters of Review for Candidates for Tenure and/or Promotion

Policies are outlined in Section 4.18, The Use of External Evaluation, Wichita State University Policies & Procedures Manual ([http://webs.wichita.edu/inaudit/ch4_18.htm](http://webs.wichita.edu/inaudit/ch4_18.htm)). The calendar is outlined in Section 4.16, Tenure and Promotion Calendar.

The dean's office is responsible for obtaining all reviews in accordance with university procedures. The same questions are asked of all reviewers. External reviewers are asked to comment on (1) the originality and creativity displayed in the candidate's research, scholarship, or creative work and (2) the significance of the work and its impact on the field. Reviewers are specifically instructed not to remark on the promotability or tenurability of candidates. Candidates will receive a copy of the reviews which are also placed in their secondary dossiers. Candidates are permitted to provide comments or rebuttals to the letters.

No later than one month prior to the deadline for inclusion of letters from external reviewers, a survey of reviews received is conducted to ensure at least three external reviews have been received for each candidate for whom external reviews have been solicited. In those cases where three reviews are not evident, contact will be made with reviewers in an attempt to determine if receipt is to be expected. In cases where receipt of the minimum number of reviews is indeterminate or cannot be expected, the dean will solicit other reviews in rotating order from individuals on both lists. In any case, where three external reviews are not forthcoming by the deadline, a note will be included in the record by the dean describing efforts undertaken to secure reviews and the outcome status.

Wichita State University Policies & Procedures Manual ([http://webs.wichita.edu/inaudit/ch4_18.htm](http://webs.wichita.edu/inaudit/ch4_18.htm)), section 4.18, The Use of External Evaluations:

"The use of external reviews is required in all promotion and tenure reviews to demonstrate earned recognition in professional circles. External reviews are not part of the Professor Incentive Review process. The dean's office will assume responsibility for obtaining the reviews in accordance with the procedures described below. The same questions will be asked of all reviewers. In general, the dean may ask reviewers to comment on (1) the originality and creativity displayed in the candidate’s research, scholarship, or creative work and (2) the significance of the work and its impact on the field. Reviewers will be specifically instructed not to remark on the promotability or tenurability of candidates. Candidates will receive a copy of the reviews which identifies the reviewer. If they wish to do so, candidates may provide their written rebuttal to the external reviews in the primary dossiers.

External reviewers should be distinguished scholars or recognized authorities in their fields capable of providing an unbiased professional assessment of the quality of the candidate’s work.
The process for obtaining external reviews should be started at least two months before the campus review begins. The following process should be followed for external reviews:

1. The candidate will give the departmental chair the names and addresses of five potential external reviewers, six sets of reprints or copies of work that the candidate believes best represents his/her research, scholarship, or creative work, and six copies of a complete bibliography that clearly delineates the candidate's research, scholarship, or creative work. Any material that the candidate wishes to have returned should be so marked.

2. The department chair will forward to the dean information provided by the candidate along with five additional names and addresses of potential external reviewers. The department chair may wish to seek the counsel of the faculty in developing this list. For cause, the candidate may challenge to the dean the names selected by the department chair.

3. The dean will draw by lot three reviewers from each list of names supplied. Individual colleges shall develop their own policies regarding pursuit of non-responding or late evaluators; these policies shall be applied consistently whenever external review is sought. If fewer than three responses are obtained within a reasonable time, the dean may send additional requests for reviews to other persons named on the original lists, in rotating order from both lists.

4. The dean will send to each reviewer a letter requesting a professional opinion of the quality of the candidate's work following the guidelines stated above, along with the material supplied by the candidate.

5. Copies of the reviewers' comments will be returned to the department chair and the candidate immediately upon receipt by the dean. The department chair will add the reviews to the candidate's primary dossier. The chair, in consultation with the candidate, will place in the primary dossier a brief summary of the reviewers' academic credentials. Candidates are permitted to place in the primary dossier comments on or rebuttals to the letters provided by reviewers.

6. Reviews can be added to the candidate's primary dossier up until the time that the college committee begins its deliberations on the candidate.”
Dear ______________________________:

(Candidate’s Name) has requested an external review as part of the review process for (tenure/promotion) at Wichita State University. University policy limits the content of this evaluation to review of the candidate’s work with no remarks on the promotability or tenurability of the candidate.

I am including reprints or copies of work that the candidate believes best represent (his/her) research, scholarship, or creative work and a complete bibliography clearly delineating the candidate’s research, scholarship, or creative work. (We request that you return those copies so marked). We would like you to comment on (1) the originality and creativity displayed in the candidate’s research, scholarship, or creative work and (2) the significance of the work and its impact on the field.

Please return your comments to me by (second Friday in September). Copies of your comments are to be returned to (candidate and the department Chair) and will be placed in the candidate’s secondary dossier.

(A Thank You Paragraph)

Sincerely,

________________________, Dean
College of Education
2.009/Policy for the Review of Candidates for Tenure and/or Promotion in Departments Having Fewer than Three Eligible Faculty Members for a Departmental Review Committee

Selection of Reviewers

From a roster of eligible College of Education faculty, the Chair of the Faculty Personnel Committee will forward to the department Chair the names of seven persons who have been recommended by the Faculty Personnel Committee and who have agreed to serve. The list must include the name(s) of persons from the candidate’s department who hold the appropriate rank. Department Chairs and Assistant/Associate Deans, except for the chair of a reviewed individual’s department (who conducts an independent review), are eligible for service.

Selection of the Review Committee

From the list recommended by FPC, the department chairperson will choose a committee of five, including the department member(s) who the appropriate rank. No more that two external members may be from the same department, and no more than one member shall be a currently serving Department Chair or Assistant/Associate Dean.

Amended by the FPC on 9-6-06
2.010/Evaluation of Non-Tenured Faculty

PLEASE REFER TO WSU Faculty Handbook http://webs.wichita.edu/senate/handbook/
SECTION 3.132/ANNUAL EVALUATION OF NONTENURED FACULTY.

The following paragraph governs the departmental process for the evaluation of nontenured faculty.

In order to ensure as consistent a review process as possible prior to tenure decision, the annual review of probationary members of a department is to be conducted exclusively by the tenured members of the department or the elected tenure committee of the department. The Chair of the department will be present. Abstentions will not be registered except when a faculty member declares he/she has a conflict of interest concerning a case. The Chair of the committee of tenured members records the evaluation and the vote of the group. The department Chair shall provide a separate evaluation and recommendation. The vote count, evaluations and the recommendation will be shared with the person being reviewed who shall be afforded the opportunity to submit a written rebuttal to the evaluations. In departments where two or fewer members are tenured an ad hoc review committee, consisting of tenured faculty members who might be involved in the ultimate tenure decision, shall be appointed by the dean of the appropriate college. Untenured Chairs shall not participate in their own reviews.
2.011/College Policy Statement on Faculty Performance Appraisal and Salary Adjustments

Salary adjustments for faculty at Wichita State University are based on performance. To ensure a fair and equitable process, the faculty has adopted this policy to govern the appraisal of performance and the award of salary adjustments in the College of Education. Each department is responsible for establishing written policies and procedures for the annual performance appraisal of faculty and for recommending salary adjustments. As a minimum, department policies must specify and related procedures must show how the results of annual performance appraisals are the primary basis for recommended individual salary adjustments. Consistent with the university policy (3.261.D), department performance appraisals are to include assessment of success in attainment of agreed upon individual performance goals.

Department policies and procedures on annual performance appraisals and salary adjustments are to be periodically reviewed by the College Faculty Personnel Committee. The Department Chair is responsible for ensuring a positive relation between annual performance appraisals and salary recommendations, for recommending salary adjustments to the Dean, and for making explicit the relationship between performance appraisals and salary recommendations. The Dean is responsible for monitoring the relationship between department salary recommendations and performance appraisals. Before forwarding recommendations to the Provost & Vice President for Academic Affairs & Research and Research, the Dean may ask the Department Chair for clarification where that relationship is not clearly present and no acceptable justification provided.

Performance Appraisal

Typically, faculty performance is evaluated in three areas: (1) teaching (40%), (2) research, scholarly, or creative activity (40%), and (3) service (20%). Quality of performance in administration for those faculty holding an administrative appointment is evaluated separately for salary adjustments.

The department Chair may negotiate with faculty, exceptions to the weights given to research, teaching and service based on faculty expertise, program needs, and the equitable contribution of units and departments to the mission of the college.

Indicators of quality performance in (1) teaching, (2) research, scholarly, or creative activity, and (3) service will be determined by each department subject to approval by the Chair, Dean and Provost & Vice President for Academic Affairs & Research. These indicators must be reliable and valid measures of performance.

Although faculty performance is reviewed annually on a calendar year basis, a department may choose in its policy to include as many as two years in the review, as long as the period of time is consistent for all faculty.
Each year the Provost & Vice President for Academic Affairs and Research sets due dates for critical elements of the annual faculty performance review process. Once these dates have been issued, the College of Education Dean’s Office sets a calendar of College of Education due dates to guide the process and to meet institutional deadlines. These dates appear annually in Appendix F of the COE Policies & Procedures Handbook.

Each faculty member will submit his/her (a) completed University Faculty Activity Record (FAR) to the department Chair (in accordance with the date set in Appendix F), usually early in the Spring Semester, (b) reflective self-evaluation statement of progress toward professional goals for the review period, and (c) proposed goals for the following year (keyed to college and department goals and to conceptual framework/guiding program document principles, where relevant). These documents should be available for review in the Chair’s office, or a designated, secure place. All department faculty, regardless of rank or tenure status, are eligible to review every faculty member’s FAR (other than his/her own) by an agreed-upon departmental or unit procedure (in line with University policy).

Rating scales of performance used by departments for FARs must, at a minimum, provide for differentiation among acceptable and unacceptable levels of performance.

Review of faculty progress toward professional goals is conducted by the Chair. As part of that review, the Chair considers progress toward goals and any unfolding circumstances/events during the review period that may have impacted progress toward those goals.

The Chair will use FAR and goals progress evaluations to prepare a narrative summary. The Chair shall discuss the specific results of the evaluation with each person evaluated no later than the date set in Appendix F (usually around March 1), provide a distribution of ratings assigned to all faculty in the department, and work with each person to establish a set of goals for the following year. In working with faculty to set annual goals, Chairs consider the number and quality of goals proposed as well as their relation to department/college goals and conceptual framework/guiding program document, where relevant.

Annual evaluation paperwork is due to the Dean’s office in accordance with a date set in Appendix F.

If a faculty member believes the evaluation is unfair, she/he has until the date established in Appendix F (usually the Friday before spring break) to submit an appeal of the rating to the department Chair, who will forward the appeal to the Dean. The Dean will ask the Faculty Personnel Committee to make a recommendation in accordance with a date set in Appendix F. The Dean’s decision on the appeal will be transmitted to the faculty member within 5 days.

Within one month of the deadline for sending performance appraisal paperwork to the Dean’s Office, the Chair will forward to the college’s Professional Development Committee (with
copy to the Dean) a report listing topics arising out of the reviews for consideration as possible college-level professional development activities.

**Salary Adjustments**

Annual evaluation ratings will be used as a basis for individual pay recommendations by the Department Chair to the Dean. When salary monies are made available to the Chair, the Chair will have two weeks to inform each faculty member of the link between her/his evaluation and the salary adjustment recommendation. Salary adjustment recommendations in dollar amounts will be consistent for all individuals at the same level of performance within the department.

Adopted by COE Faculty, 1996
Revised by COE Faculty, 4/22/04
2.012/Policy for College of Education Teaching, Research, Service and Technology Innovation Awards

The Awards. The recipient of an award for teaching, research, service, or technology innovation will receive a cash honorarium and photographs of award winners will be displayed in Corbin Education Center.

Description of Categories

The teaching award should recognize documented evidence of classroom performance. Evidence may include any of several student evaluation or perception forms, peer evaluations, and administrators’ observations.

The research award should recognize either published or creative work, and may include both data-based research and conceptual publication.

The service award should recognize activities ranging from the departmental to the national level. Activities may include advising, recruitment, or leadership in student activities. Service to the College or to the University may include elected, appointed, or voluntary activities that have some special impact on the university community. Service to the professional educational community may be local, state, or national in scope.

The technology innovation award recognizes innovative use of technology either as an element of pedagogy (i.e., approach to instruction) or as the subject of instruction (i.e., innovative uses of technology within a profession for which a student is being prepared).

Nominations for awards

Department Chairs, faculty and academic professional staff may nominate members of the College of Education faculty and academic staff for awards in any or all four categories. They need not nominate anyone, they may not nominate themselves, and they may not nominate the same individual for more than one category. They may nominate more than one person for a single category. For each nominee, they should forward a one-page narrative to the Chair of the Faculty Personnel Committee. Supporting evidence should be attached. The evidence should be limited to the preceding five years with an emphasis on the most recent years. An award winner may be eligible for nomination in the same category after 3 years. The Chair of the Faculty Personnel Committee will provide the names of ineligible persons in the call for nominations. (To assist the Chair, a list of award winners follows this policy.)

All nominations and support documentation are considered active for two years and, excluding award recipients, will be considered by the Faculty Personnel Committee in both years. The
Faculty Personnel Committee may request updated documentation (e.g., SPTE scores) from relevant department chairs for nominees in the second year of consideration.

Students may nominate faculty members from any department in the College of Education for the teaching award through the following procedure.

Procedure for nomination by students for a teaching award:

The Faculty Personnel Committee will send the following letter to a random sampling of 5% of College of Education undergraduate students and 5% of graduate students who are currently enrolled full-time or part-time. For student nominations for the college teaching award, the relevant department chairs will be asked by the Faculty Personnel Committee to provide a letter, SPTE scores or other added support documentation.

Selection of award winners

Evaluation of nominations made by department chairs, faculty, and staff for teaching, research, and service awards will be based upon criteria established for each award as supported by evidence provided by the nominator, together with the nominator's narrative as related to those criteria. Evaluation of the nominations by students for the teaching award will include students' written justifications for their nominations. Criteria for the technology innovation award are established by the College Technology Committee; criteria for other awards are established by the Faculty Personnel Committee.

The Faculty Personnel Committee will make only one award in each category, but need not recommend an award in any category. FPC selection of the recipient for the technology innovation award will include input from the College Technology Committee.

The two most recent eligible recipients of the college teaching award will serve as the College of Education’s nominees for the WSU Excellence in Teaching Award. Nomination packets for these individuals for the WSU award will be prepared jointly by the relevant department chair in collaboration with the Faculty Personnel Committee and submitted through the dean.
Dear College of Education Student:

You are one of a few randomly selected College of Education students being asked to nominate a teacher for the (year) outstanding teacher in the College. We urge you to take advantage of this opportunity. Faculty members in every department are eligible. However, __________, __________, and __________ are ineligible because they have won the award during the past 3 years.

Faculty consider it a real honor to be selected as an outstanding teacher from a college of educators. The winner of this award receives a cash honorarium, his or her photograph is displayed in Corbin Education Center, and, if eligible, serves as a nominee from the College for the WSU Excellence in Teaching Award.

Please keep in mind that your nomination should reflect meritorious activity in teaching. This activity could include advisement, availability to students, knowledgeability, specific classroom practices, and teaching style.

Thank you in advance for your assistance.

******************************************************************************

I nominate __________________ for the (year) College of Education Teaching Award. (______________, ____________, and ____________ are ineligible because they have won the award during the past 3 years.)

Justification:

Print name: __________________________

Signature: ____________________________

Please return to the following address no later than ____________.

__________________________ Chair
College of Education Faculty Personnel Committee
Campus Box ______
Wichita State University
Wichita, KS 67260-0000

Amended by the FPC on April 16, 1992.
Approved by the College of Education faculty on April 16, 1992.
Revised by the Leadership Team 11/11/04
Amended by COE Faculty 4/28/05
Amended by COE Faculty 4/24/07
<table>
<thead>
<tr>
<th>Year</th>
<th>Teaching</th>
<th>Research</th>
<th>Service</th>
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</thead>
<tbody>
<tr>
<td>1991</td>
<td>Tonya Huber</td>
<td>Charles Romig</td>
<td>Nancy Millett</td>
</tr>
<tr>
<td>1992</td>
<td>Ken Burk</td>
<td>Harold Edwards</td>
<td>Clara Johnson</td>
</tr>
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<td>1993</td>
<td>Ruth Hitchcock</td>
<td>Marlene Schommer</td>
<td>Dennis Kear</td>
</tr>
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<td>1994</td>
<td>Twyla Sherman</td>
<td>Linda Bakken</td>
<td>Candace Wells</td>
</tr>
<tr>
<td>1995</td>
<td>Dixie Petersen</td>
<td>Joseph Mau</td>
<td>Dennis Potthoff</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Sue Bair</td>
</tr>
<tr>
<td>1996</td>
<td>Ray Hull</td>
<td>Barbara Hodson</td>
<td>Marsha Gladhart</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brian Stone</td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>Ruth Hitchcock</td>
<td>Carol Furtwengler</td>
<td>Peggy Anderson</td>
</tr>
<tr>
<td>1998</td>
<td>Charles Romig</td>
<td>Lori Miller</td>
<td>Linda Bakken</td>
</tr>
<tr>
<td>1999</td>
<td>Catherine Yeotis</td>
<td>Marlene Schommer</td>
<td>Robert Alley</td>
</tr>
<tr>
<td>2000</td>
<td>EAS Team</td>
<td>Lisa Scott Trautmann</td>
<td>Jeri Carroll</td>
</tr>
<tr>
<td>2001</td>
<td>Robert Lane</td>
<td>Michael Rogers</td>
<td>Barbara Hodson</td>
</tr>
<tr>
<td>2002</td>
<td>Harold Edwards</td>
<td>Joseph Mau</td>
<td>Orpha Duell</td>
</tr>
<tr>
<td>2003</td>
<td>Zarin Mehta</td>
<td>Barbara Hodson</td>
<td>Julie Scherz</td>
</tr>
<tr>
<td>2004</td>
<td>Marlene Schommer-Aikins</td>
<td>Ray Calabrese</td>
<td>Catherine Yeotis</td>
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<td>2005</td>
<td>Candace Wells</td>
<td>Mara Alagic</td>
<td>Ruth Hitchcock</td>
</tr>
<tr>
<td>2006</td>
<td>Clay Stoldt</td>
<td>Mike Rogers</td>
<td>Dennis Kear</td>
</tr>
<tr>
<td>2007</td>
<td>Jeremy Patterson</td>
<td>Kay Gibson</td>
<td>Linda Mitchell</td>
</tr>
<tr>
<td>Year</td>
<td>Teaching</td>
<td>Research</td>
<td>Service</td>
</tr>
<tr>
<td>------</td>
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<td>------------------</td>
</tr>
<tr>
<td>2008</td>
<td>Michael Rogers</td>
<td>Mark Vermillion</td>
<td>Rich Bomgardner</td>
</tr>
<tr>
<td>2009</td>
<td>Frank Rokosz</td>
<td>Kim McDowell</td>
<td>Ruth Bohlken</td>
</tr>
</tbody>
</table>
2.013 Policy for College of Education Outstanding Non-Instructional Staff Award

Each year the College of Education gives recognition and a monetary award to honor one outstanding non-instructional staff member in the College. The chosen employee is recognized during the same ceremony at which faculty recognition is given to teaching, research, and service award recipients. If the College is given the opportunity to nominate a non-instructional staff member for a University award, a nominee will be selected from the pool of persons who have received the college award within the last three years.

Nomination Process

The Faculty Personnel Committee (FPC) calls for nominations. Eligible candidates include classified staff and unclassified professionals who do not have teaching responsibilities.

Faculty members, academic professional staff and non-instructional staff members may nominate eligible persons for this award. They need not nominate anyone, they may not nominate themselves, nor may they nominate more than one individual for this award. For each nominee, the person making the nomination should forward a one page narrative to the Chair of the Faculty Personnel Committee, with supporting evidence attached. An award winner will not be eligible for nomination again for 3 years. The Chair of the Faculty Personnel Committee will provide the names of ineligible persons in the call for nominations. (To assist the Chair, a list of award winners follows this policy.)

All nominations and support documentation are considered active for two years and, excluding award recipients, will be considered by the Faculty Personnel Committee in both years. The Faculty Personnel Committee may request updated documentation from relevant department chairs for nominees in the second year of consideration.

The FPC will review the nominees and select the award winner.

Criteria for Selection

Candidates for the award must:

1. Be full-time non-instructional staff members in the College for at least one calendar year at the time of the nomination and not have won the award during the last two times it was awarded. (A list of award winners follows this policy.)
2. Maintain a professional, friendly, let-me-help you atmosphere for all visitors who enter the office.
3. Be proactive in helping others (including Chair/Director, faculty, staff members, and students).
4. Work well with other staff and university units.

Approved by COE Faculty 4/8/99
Amended by COE Faculty 4/28/05
## College of Education Outstanding Non-Instructional Staff Awards

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>Claudia Keller</td>
<td>Dean’s Office</td>
</tr>
<tr>
<td>1997</td>
<td>Diane Tangeman</td>
<td>Health and Physical Education</td>
</tr>
<tr>
<td>1998</td>
<td>Pat Josephson</td>
<td>Communicative Disorders &amp; Sciences</td>
</tr>
<tr>
<td>1999</td>
<td>Joann Loquist</td>
<td>Student Service Center</td>
</tr>
<tr>
<td>2000</td>
<td>Pat Kieffer</td>
<td>Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>2001</td>
<td>Karen Reynolds</td>
<td>Dean’s Office</td>
</tr>
<tr>
<td>2002</td>
<td>Johanna Hutmacher</td>
<td>Communicative Disorders &amp; Sciences</td>
</tr>
<tr>
<td>2003</td>
<td>Mary Myers</td>
<td>Kinesiology &amp; Sport Studies</td>
</tr>
<tr>
<td>2004</td>
<td>Wanda Hughes</td>
<td>Dean’s Office</td>
</tr>
<tr>
<td>2005</td>
<td>Valerie Peck</td>
<td>Counseling, Educational &amp; School Psych</td>
</tr>
<tr>
<td>2006</td>
<td>Joann Loquist</td>
<td>Education Support Services</td>
</tr>
<tr>
<td>2007</td>
<td>Sherena Langley</td>
<td>Education Support Services</td>
</tr>
<tr>
<td>2008</td>
<td>Mary Myers</td>
<td>Sport Management</td>
</tr>
<tr>
<td>2009</td>
<td>Patrick Hutchison</td>
<td>Dean’s Office</td>
</tr>
</tbody>
</table>
2.014/Practica and Research Activities in the Schools

Practica
All teacher education practica and student teaching assignments are arranged by the Coordinator of Placements. See sections 4.002 and 4.003 for the Student Teaching and Practica/Internship Placement Policy.

Research
After clearance with the WSU Institutional Review Board (IRB), faculty requests to conduct research in the Wichita Public Schools should be submitted to the department Chair, then to the Associate Dean who will forward the request to the Executive Director of Quality Improvement Services (201 N. Water, Wichita, KS 67202; 316-833-4731)

Graduate students who wish to conduct research in the schools follow the same procedure except that they must have advisor and department Chair approval prior to sending the request to the Associate Dean.
2.015/Policy on Faculty Travel Allocations

General Information

PLEASE REFER TO THE WICHITA STATE UNIVERSITY POLICIES & PROCEDURES MANUAL (http://webs.wichita.edu/inaudit/tablepp.htm), section 4.03 (TRAVEL POLICIES AND PROCEDURES)

A travel policy is developed by each department's faculty. The policy is maintained by the Chair after approval by the Dean. The department Chair will distribute, explain, or review the departmental travel policy at the beginning of each academic year. Copies of these policies are available in the departmental offices as well as the dean's office. Appropriate forms for filing travel requests are available in each department office.

1. Related University Policy on Travel (section 4.03)

All travel approved by Wichita State University is intended to benefit the state in one of the following ways: (1) to assist the University in securing a federal or private grant to enrich its academic and research program, thereby benefitting its students and the state; (2) to enable a member of the faculty to contribute the results of research and scholarship to the critical review of other scholars, thereby ensuring the productive use of the fruits of his/her work; (3) to enable a member of the faculty to keep abreast of the ongoing work in his/her field by participating with peers in workshops, colloquia, seminars and other meetings designed to enhance the faculty member's ability as a teacher, scholar, and researcher.

2. College Policy on Travel

For purposes consistent with University travel policy (section 4.03), funds assigned to the college expressly for faculty travel are allocated to departments in support of faculty travel associated with formal scholarship expectations. Allocations are made on a per faculty member (pro rata) basis in relation to the available funding pool. For purposes of the allocation, “faculty member” is defined to include (a) any tenured or tenure-eligible faculty member or (b) any unclassified professional who carries a formal scholarship expectation (e.g., 40-40-20) for the ensuing academic year.

Departments set their own policies specifying procedures and eligibility for individual travel awards.

Other funds for travel may be directly assigned to any college unit and are not subject to the distribution formula herein described.

[Note: This revised policy shall become effective for the 2005 Academic Year.]

Revised by the LT, 8/25/05
2.016/Annual Leave Policies, University

PLEASE REFER TO SECTION 4.04 (LEAVE POLICIES), WSU Faculty Handbook
http://webs.wichita.edu/senate/handbook/.
2.017/Salary and Selection Policy for Lecturers, Graduate Teaching Assistants, and Temporary Faculty

Lecturers and Graduate Teaching Assistants

Faculty in the College of Education believe that strong qualified practitioners have an appropriate instructional role in professional programs. Whether they are current/recent practitioners (hired as lecturers or temporary faculty) or graduate program candidates (hired as graduate teaching assistants) pursuing advanced preparation, such individuals bring practical expertise and the perspective of strong and recent professional experience to College programs. Indeed, the presence of a relatively large pool of such talented and accessible professionals is part of the "Metropolitan Advantage" that WSU enjoys. In the case of graduate teaching assistants, an added advantage is that the teaching responsibility can become part of that individual's advanced academic/professional preparation. Given the appropriateness and advantage of involving outstanding practitioners as instructors in professional preparation programs, it is ordinarily expected that most College programs will involve lecturers, temporary faculty, or graduate program candidate instructors in teaching at least one course in the program.

While there are significant advantages to involving outstanding practitioners, over-reliance upon lecturers, temporary faculty, and graduate teaching assistants can compromise program integrity and continuity. As such, each department establishes in policy ideal levels of lecturer, temporary faculty, and graduate student instructor usage for each program.

Each department is also responsible for establishing minimum qualifications, hiring procedures and appropriate staff development/expectations for lecturers, temporary faculty and graduate teaching assistants, as well as procedures for supervising and monitoring instruction and, insofar as possible, for ensuring a successful teaching and learning experience in program courses. Department Chairs are responsible for monitoring established target levels of lecturer, temporary faculty, and graduate program candidate instructor usage, for securing and maintaining a high quality lecturer pool, for following Graduate School policy on hiring graduate teaching assistants, and for ensuring department policy is followed on hiring and providing staff development/expectations.

Department policy must specify minimum qualifications of those hired to teach and/or supervise, ordinarily including academic (at least a masters degree) and experience qualifications relevant to the area of instruction and/or supervision. Instructor qualifications must also conform to Graduate School requirements insofar as apply.

This policy also identifies preparation and expectations for those hired to teach and/or supervise. At a minimum, those expectations should include (a) preparation on the conceptual framework, guiding program document (if any) and college mission/vision, and (b) expectations to follow the course syllabus, conduct instruction/supervise consistent with the conceptual
framework and guiding program document (if any), provide accreditation information and assessment data and conduct a course evaluation by students/candidates (e.g., SPTE II).

Standard procedures for hiring graduate teaching assistants and for securing and maintaining a high quality lecturer pool are developed by each department and, after approval by the Dean, are maintained by the Department Chair.

Procedures for securing and maintaining lecturer positions will, in part, be based on an annual advertisement in the Wichita Eagle during the month of April, which will include faculty input/involvement in the selection process, and will be subject to annual review by an appropriate departmental faculty group (e.g., department faculty personnel committee), whose report will go to department faculty, the Department Chair and the Dean. Student/candidate evaluation of lecturers, temporary faculty, and graduate teaching assistants' teaching effectiveness must be consistent with Policy 2.018 and is to be used as an employment factor to ensure high quality teaching.

**Salary**

The salary for a beginning full-time (20 hours per week) graduate teaching assistant is $7000 per academic year.

Salaries for lecturers reflect qualifications and experience of the individual and need/availability of the particular expertise. For salary purposes, part-time lecturers are assigned as one of three levels: Level I, II or III. Each level connotes differential salary as determined by qualifications and experience teaching in higher education or providing staff development. Ordinarily these levels are defined as follows:

- **Level I** ($500 per credit hour)--masters degree, or doctoral degree and little experience/documented effectiveness teaching in higher education or conducting staff development.
- **Level II** ($600 per credit hour)--(a) masters degree, or doctoral degree, at least five years experience, and documented effectiveness in teaching in higher education or conducting staff development, or (b) demonstrated expertise in a field where few alternative resources exist.
- **Level III** ($700 per credit hour)--Same as Level II plus significant experience teaching for WSU with demonstrated exceptional performance as an instructor over (at least) a 10 year period; or a) demonstrated a national reputation in his/her field and b) have extensive experience working in higher education. (Exceptions to the above shall be approved by the Dean.)

Standard procedures for assigning and changing the salary level of lecturers is developed by each department and, after approval by the Dean, is maintained by the department chair. Such procedures will include faculty input/involvement and will be subject to annual review by an
appropriate departmental faculty group (e.g., department faculty personnel committee), whose report will go to department faculty, the department chair and the Dean.

Temporary Faculty

Occasionally the situation justifies the hiring of temporary faculty. Broad latitude must be granted in the hiring of temporary faculty, since circumstances of the position and availability of candidates may vary widely. However, in an effort to avoid systematic differences across departments or sub-disciplines, certain guidelines are provided. Ordinarily, full or part-time temporary faculty (9 months) will be hired at the pro rata portion of 90 percent of the prevailing initial salary for Assistant Professors (with no prior service credit) in that department or sub-discipline at WSU. A salary recommendation and rationale is prepared by the Department Chair and must be approved by the Dean. Circumstances or qualifications may dictate an amount lesser or greater than this amount.

For example, barring any unusual circumstances, with a prevailing initial salary for new assistant professors in a particular department at $35,000, a full-time temporary faculty member would ordinarily be offered a salary of $31,500.

Approved for implementation by the Leadership Team 4/14/98
Modified 7/16/98 approved by general faculty December 10, 1998
Modified by the Leadership Team 8/12/99, 9/18/03 and 11/11/04.
2.018/Policy on Teaching Evaluations

In accordance with WSU policy on faculty evaluation (WSU Policies & Procedures Handbook, 4.22), all faculty with at least half-time appointments (and unclassified professionals with at least 50 percent teaching workload) are to be evaluated at least once a year. By WSU policy, formal evaluation of teaching is required as part of the annual review, shall include multiple sources of data - including at least student survey instrument results, and shall be based upon departmental criteria statements. Evaluation of teaching for lecturers, graduate teaching assistants and temporary faculty also are required, which departments utilize for rehire/reappointment decisions.

Survey Instruments and Other Data

Unless teaching only occurs in co-teaching situations, in the College of Education the appropriate form of the Student Perception of Teaching Effectiveness (SPTE II) must be one source of data on teaching. Faculty involved in co-teaching may use another survey instrument normed for that situation, e.g., the Individual Development and Educational Assessment (IDEA).

Other sources of data that may reflect teaching effectiveness include sample syllabi, instructional materials, samples of student work, written student comments, summaries of student interviews by peers/chairs, written peer/chair observations of teaching performance, student comments solicited by faculty committees for teaching awards, and self-reflections of teaching performance. It is the faculty member’s responsibility to summarize data presented.

Every effort will be expended to maintain confidentiality of raters in all phases of student evaluations of faculty teaching.

Instrument Administration

Timing. The appropriate form of the SPTE or other normed student survey instrument is to be given to students in regularly scheduled classes between the 13th and 16th week of fall and spring semesters.

Frequency.

For probationary faculty, all courses will be evaluated fall and spring semesters.

For tenured faculty, at a minimum the Chair will select every second or third course—stratified by graduate and undergraduate level, for administration of the SPTE II.

For lecturers, temporary faculty, and graduate teaching assistants, all courses will be evaluated every semester until the instructor has been evaluated at least three times. After that, at least one out of every three classes the instructor teaches will be evaluated.
Procedures for administering the SPTE II (except for lecturers and GTAs teaching physical education activity courses):

a) The evaluation form will be distributed and collected by a SPTE II staff person, or, if necessary, a staff person selected and trained by the department Chair. Non SPTE personnel who distribute and collect the surveys will acknowledge by their signature that they indeed conducted the survey for a particular class.

b) After the semester is completed, the SPTE staff will return to the department Chairs the SPTE II results sheet and the handwritten student comments. A copy will be made of the results sheet. The original SPTE results sheet will be returned to the instructor.

c) Handwritten student comments will be typed in the department office. The handwritten originals will be destroyed. A copy will be made of the typed comments. The original typed copy will be returned to the instructor.

d) The copy of the typed comments will be attached to the relevant copy of the results sheet. These copies will be sent to the Dean for review and returned to the department Chair for filing (in a department personnel file).

e) The department Chair will ensure that confidentiality of the written comments and numerical results is maintained.

f) The information from the SPTE II will be one source of information in tenure, promotion, salary, and contract renewal decisions. Although instructors may choose to include both sides of the SPTE results sheet in materials submitted for review, only the front side must be included along with the typed student comments.

g) Training on the use and interpretation of the SPTE II results will be provided for all college faculty. Individuals making decisions or recommendations that utilize these data (tenure, promotion, salary, and contract renewal decisions) must be trained on its interpretation or else they may not participate.

h) Correctness, comprehensiveness, and currency of course content must be assessed by other means than this form. For example, personnel committees should review course outlines, and perhaps appoint someone to visit a class or two.

I) Chairs will counsel and support faculty in improving their teaching effectiveness. The back side of the SPTE II Results sheet may be one source of information used.
Procedures for administering the SPTE II for lecturers and GTAs teaching physical education activity courses:

a) The evaluation form will be distributed and collected by a SPTE II staff person, or, if necessary, a staff person selected and trained by the department Chair. Non SPTE personnel who distribute and collect the surveys will acknowledge by their signature that they indeed conducted the survey for a particular class.

b) After the semester is completed, the SPTE staff will return to the department Chairs the SPTE II results sheet and the handwritten student comments. A copy will be made, reviewed by the Chair, sent to the Dean for review, and returned to the department Chair for filing (in a department personnel file). The original will be returned to the instructor. The PEAP Coordinator will also have access to the evaluation results.

c) The department Chair will ensure that confidentiality of the numerical results.

d) The information from the SPTE II will be one source of information in contract renewal decisions.

e) Individuals making decisions or recommendations that utilize these data (contract renewal decisions) must be trained on its interpretation or else they may not participate.

f) Correctness, comprehensiveness, and currency of course content must be assessed by other means than this form. For example, personnel committees should review course outlines, and perhaps appoint someone to visit a class or two.

g) The department Chair and/or PEAP Coordinator will counsel and support physical education activity program lecturers and graduate teaching assistants in improving their teaching effectiveness. The back side of the SPTE II Results sheet may be one source of information used.

Procedures for Other Normed Survey Instruments

a) The evaluation form will be distributed and collected by a representative of (and who is trained by) the relevant department chair.

b) Collected surveys are submitted by the chair to the appropriate scoring entity.

c) Scored and summarized survey results are returned to the department chair, who retains a copy and sends the original report to the person evaluated. If handwritten student comments are collected as a part of the instrument, those will be typed and shared with the evaluated person and original comments destroyed.
2.019/Grievance Policy

Ideally, grievances that arise between faculty members of the College of Education or between a faculty member and a member of the classified staff or an administrator should be resolved expeditiously and informally by the parties involved. In most instances this should occur within the faculty member’s department or office and should involve the Chair or immediate supervisor or, in some cases, the affirmative action officer of the college. If the dispute is still not settled, faculty members may seek resolution from a University Review Committee. See Wichita State University Policies & Procedures Manual (http://webs.wichita.edu/inaudit/tablepp.htm), section 4.052 (Grievance Procedure).
2.020/Resignation Procedures

The Wichita State University Policies & Procedures Manual (http://webs.wichita.edu/inaudit/tablepp.htm), section 3.262 (Resignation Procedures) is as follows:

"Resignations should always be submitted in writing to the faculty member's department Chair or dean. The letter of resignation will be forwarded through the dean to the Provost & Vice President for Academic Affairs & Research, who will acknowledge the resignation on behalf of the University. Unless an alternate date is specified, the effective date of a resignation shall be the termination date of the faculty member's appointment, current as of the date of submission of the resignation."

The department Chair (with the resigning faculty member) is responsible for establishing the procedure to be followed in removing any student's incomplete grade given by the faculty member.
2.021/Evaluation of Department Chairs

FURTHER REFERENCE TO DEPARTMENT CHAIR EVALUATIONS IS MADE IN SECTION 2.15 OF THE WSU POLICIES AND PROCEDURES MANUAL.

In accordance with university policy (4.22), the teaching/research faculty include all those holding half-time or more appointments at the rank of instructor or higher in which the primary duties are 50 percent or more teaching, research, and /or library service. Because chairs are faculty, chairs normally will have a minimum of 50 percent of their assignments in the areas of teaching and scholarship. For chairs, teaching includes direct student instruction, curriculum design and management, advising, etc.

In accordance with university policy, an annual evaluation of a department chair’s performance will be conducted by the Dean. According to college policy, this review will be based upon:

a) anonymous, written evaluative input from relevant department faculty/staff using a uniform college survey instrument composed of items common to all chair surveys as well as optional items unique to each chair or department,

b) a chair’s Faculty Activity Report (FAR), and
c) the Chair’s self-report and reflection on administrative and other professional activities/accomplishments related to chair goals during the review period.

Chair Evaluation Calendar

<table>
<thead>
<tr>
<th>No later than end of November</th>
<th>Chairs submit a listing of special chair/department-specific items, if elected for inclusion in the survey are due to the Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>No later than end of December</td>
<td>Anonymous input is sought on chair performance from relevant department faculty and staff using a college survey instrument. Responses to the survey are compiled by the Dean's Office so as to preserve anonymity of survey respondents and are shared with the chair as part of the Dean's overall review. (According to University policy, survey results will be available only to the Dean and to the Chair being evaluated, unless the Chair specifically makes them available to others.)</td>
</tr>
<tr>
<td>Before Spring Break</td>
<td>Chairs submit to the Dean the following: a) the chair’s FAR, b) a summary statement of activities/accomplishments related to annual chair goals, c) a draft set of professional and administrative goals for the following year.</td>
</tr>
<tr>
<td>No later than the end of May</td>
<td>Using all the information assembled, the Dean conducts an assessment of the chair's performance. The Dean forwards a written review to the chair, attaching summarized results of the faculty/staff survey and holds a conversation with the chair around the overall performance assessment. Working from the draft goals, the Dean and Chair agree upon goals for the next review period.</td>
</tr>
</tbody>
</table>

College survey instrument items common to all chairs will be reviewed periodically by Department Chairs and by the Faculty Personnel Committee and will reflect, at a minimum, evaluation on the overall duties and responsibilities of department chairs as specified in the College of Education Policies and Procedures Handbook. Review input will be sought from faculty, department chairs and the Dean.

Approved by LT, 8/25/98
Most recent revision by LT, 1/20/05
2.022/Selection and Appointment of Department Chairs

PLEASE REFER TO WSU FACULTY HANDBOOK
http://webs.wichita.edu/senate/handbook/  SECTION 2.052/CHAIR POLICIES AND PROCEDURES

Policies as specified in Section 2.052 of the WSU Handbook for Faculty contain primary university rules on the selection and appointment of department Chairs. This policy provides specifics and procedures for the application/implementation in the College of Education.

Selection and appointment of a department Chair is precipitated by the termination of the Chair-department relationship including, but not limited to, the completion of a term, resignation, removal or other separation from the University.

The Dean, in consultation with the Provost & Vice President for Academic Affairs & Research, will determine if an internal or external selection process is to be initiated. If an external selection process is to be initiated, procedures will parallel those of a faculty search (e.g., broad advertisement, search committee, interviews, etc.); all eligible individuals may apply, including current faculty in the department. If an internal selection process is initiated, the following procedures will apply:

1) Upon due notice and a good faith effort to secure full attendance, the incumbent department chair (or Dean or Dean’s representative) shall convene the department faculty (electorate) for purposes of electing a "presiding officer" who thereafter serves as spokesperson in Chair selection matters and leads faculty (electorate) through relevant deliberative processes.

2) The presiding office, as first order of business, asks if there is a desire to extend the electorate. (Note: Electorate includes tenured instructors and assistant/associate/full professors in the department who are 50% or more in the department. By vote the electorate may be extended to untenured instructors and unclassified professionals with at least 50% teaching/research/service responsibilities.)

3) The presiding officer asks if (a) there is a desire to further restrict eligibility requirements beyond those specified in the University policy and (b) whether the department electorate wishes to establish a nominating committee or act as a committee of the whole. All votes are determined by simple majority, although broad consensus is sought as the ideal approach for decision making.

4) The electorate/committee secures a list of nominees willing to serve. If there are none, this needs to be communicated to the Dean immediately.
5) The electorate is afforded the opportunity to interview each nominee and takes a vote(s) on the acceptability of each nominee to serve as Chair. (Note: To ensure anonymity, votes are cast in the Dean’s office, where the results are tabulated and a summary report and original ballots are sent to the presiding officer.)

6) Based upon the vote, the electorate makes recommendations for a department Chair to the Dean. Recommendations are to include:

   a) a list of all acceptable nominees for department Chair (along with a statement of strengths and weakness for each and a proposed term of 3-5 years)

      OR

   b) a statement that there are no acceptable nominees and any thoughts the electorate has concerning other alternatives or actions.

7) Unless there is an impasse between the Dean and the department electorate regarding the selection of the Chair and with the concurrence of the Provost & Vice President for Academic Affairs & Research, the Dean may proceed to appoint a recommended individual as Chair of the department. (Note: The WSU Handbook for Faculty outlines University policy and procedures in the case of an impasse.)

   LT approved 9/1/98
   Approved by COE Faculty on 12/10/98
2.023/College Framework for Tenure and Promotion Criteria

University policy (WSU Faculty Handbook http://webs.wichita.edu/senate/handbook/ section 3.143; WSU Policies and Procedures http://webs.wichita.edu/inaudit/tablepp.htm section 4.15) sets minimum institutional criteria for awarding tenure and promotion at Wichita State University and calls for the establishment of college criteria that, as a minimum, are consistent with University criteria. Built upon the principle that decisions are most effective when they occur at a point in the organization closest to their implementation, the College of Education sets specific tenure and promotion criteria at the department level. Official criteria, although set by each department, are maintained by the Dean's Office, periodically reviewed by the College's Faculty Personnel Committee, approved by College faculty in a college-wide faculty meeting, and subjected to reviews and approvals as specified by University policies and procedures.

The College asserts itself in this process by establishing a broad framework for tenure and promotion criteria that sets parameters intended to assure consistency with the Conceptual Framework for Teachers and Other School Personnel as well as with the College's mission and University values as expressed through the WSU Accountability Planning Matrix. This framework is intended to set the general tone and direction for departmental criteria and along with University criteria, forms the basis for college-level review and approval of departmental criteria. Once approved, departmental criteria are the sole basis used for faculty reviews to make tenure and promotion recommendations at all levels.

**College Framework**

Tenure and promotion criteria are generally cast into three areas of professional performance: teaching, scholarship, and service. This framework similarly is organized around these same areas. However, in acknowledgment of the broad importance of a pervasive sense of community in attaining the college's mission, the notion of collaboration/teaming/cooperation within and across program, department, college, university, and community should be an acknowledged theme across departmental tenure and promotion criteria.

**Teaching**

In a college whose primary purpose is the preparation of education and sport professionals, the baseline criterion for tenure and promotion must be high quality teaching. The College of Education calls upon faculty to demonstrate teaching effectiveness and to substantiate teaching effectiveness with multiple measures, including one norm-referenced form. These may include: SPTE or IDEA scores, written student comments, instructor-created student evaluation instruments, course syllabi, peer review, student outcomes/products, self-evaluations through a reflective statement, and the subsequent success of students in professional practice. Per Regents policy, at least one of these measures must be norm-referenced.

Faculty are expected to regularly revise their courses to keep them relevant and on the cutting edge of new knowledge based upon research in their fields.
The College of Education believes that collaboration within and across our disciplines is necessary and required for effective student learning. Therefore, faculty are encouraged to participate in a variety of collaborative efforts and such collaboration must be substantially recognized in tenure and promotion criteria.

Faculty in the College of Education should be pedagogical leaders in their fields. Although student learning is the bottom line in teaching effectiveness, substantial recognition of innovative and pedagogically intensive instructional approaches (including the appropriate use of technology) must be recognized in tenure and promotion criteria.

Effective academic advisement is an important aspect of the teaching role at WSU. Academic advisement as related to tenure and promotion criteria is addressed separately below.

Scholarship
The role of scholarship is the codification, practical interpretation and extension of knowledge in a field of study that is what uniquely distinguishes the university from other levels of post-secondary study. Such scholarship is a critical element of the College of Education mission.

Faculty must show evidence of scholarship appropriate to their established role description and departmental/college goals.

The College of Education values collaborative as well as individual research. Paper presentations, publications, and/or grant proposal writing are expected in order to establish and maintain a broad agenda of scholarly inquiry and writing. The agenda may be focused or broad-based with several lines of inquiry.

Quantity of scholarly artifacts should not be the sole criterion for judging scholarly productivity. Relevance to the field, impact upon development of the field or professional practice, quality (perhaps as judged by peer review or literature references) and comprehensiveness should be considerations in setting tenure and promotion criteria for scholarship.

Service
Faculty in the College of Education are expected to provide significant service to the University community and especially to their department and/or academic program. In addition, the College values service to the broader community and profession. Service to community should relate to the faculty member’s area(s) of expertise. Service may take a variety of legitimate forms, including for example the implementation of training grants. Service through sponsoring student groups or recruitment (see advisement section below) is important service to both the institution and the profession. Tenure and promotion criteria must call for the substantiation of service effectiveness. Such substantiation may include letters of testimony, ratings of service activity by chairs or peers, products of service activities, and self-descriptions of one’s role and contribution to the service activity.
In deference to the time intensity for initially establishing a scholarly agenda and organizing for effective instruction, service expectations should normally be lower for untenured faculty in their early career years. An exception to this would be faculty for whom that service is a significant element of their teaching, scholarship or unique role in the unit.

Sometimes faculty are asked to take on management roles where they coordinate significant departmental, college or university activity not necessarily with official administrative status or special compensation. Typically these activities are considered "service" for purposes of tenure and promotion reviews. Given the importance of these activities to the College, department criteria should distinctly identify effectiveness in non-formal management roles within service criteria. This may be recognized formally with separate load recognition (e.g., 40-30-20-10).

Finally, effective advisement is critical to institutional effectiveness and is a normal expectation for faculty. Advisement is of two types--academic advising and recruitment--and they are treated differently in tenure and promotion reviews. Academic advising is central to student setting appropriate goals, choosing courses expeditiously, and understanding institutional procedures, career options, campus resources, program requirements and their own educational responsibilities. Prerequisite to meeting these elements of effective advisement is accessibility by students. Thus quality student advisement must be an important consideration in setting tenure and promotion criteria for teaching. Recruitment is less related to direct instruction than is academic advising. It includes career counseling for undeclared students as well as providing individual consultation for current professionals (non-students) who are considering career changes or seeking information related to licensure changes or other professional issues. Recruitment is an important contribution, an expectation of faculty by the institution, and an important consideration in tenure and promotion criteria as service. As with other elements of teaching and service, faculty are called upon to demonstrate effectiveness of advisement through multiple measures -- which may include summaries of standard department student advisement evaluations or written student comments, references in program follow-up studies with graduates, colleague testimonials, or artifacts like faculty-developed advisement forms or information (hard copy or electronic), brochures, displays, web pages and fact sheets.

Approved by COE faculty, 2/28/2002
Amended by COE faculty, 2/23/2006
2.024/Untenured Faculty Expectations

Introduction: This sets a college standard for the first three years of the untenured faculty appointments.

Typically, faculty performance for untenured faculty during the first three years of appointment is evaluated in three areas: (1) teaching (45%), (2) research (45%), and (3) service (10%). After the third year of appointment, the weightings will typically be (1) teaching (40%), (2) research (40%), and (3) service (20%). These weightings reflect the fact that untenured faculty are expected to make the establishment of a record of research/scholarship and high quality teaching their highest priority during the years leading to mandatory tenure review. Heavy service loads can interfere with achieving such goals. Departments adjusting these weightings must clearly explain in writing justifications for such adjustments.

This policy will apply only to new hires beginning AY2009-20010. Approved by faculty March 13, 2008
2.025/Faculty Scholarship Support Award

The purpose of these awards is to provide faculty with support for scholarship. Proposals will be submitted by faculty for the categories below and one course release will be awarded in each category for a one semester (3) hour course (or its equivalent). The awards will be made yearly (three, three credit hour course releases paid for from the dean’s budget). Awards may be used fall or spring for the following academic year (after the selection has been made by the COE Professional Development Committee).

The purpose of an award is not to reward faculty for successful publication records, though the review committee can factor that into decision-making. One purpose of the awards is to help faculty with more modest research records use time available through load reductions to strengthen their research productivity.

The three award areas are:
1) Course release: Edit or write book-length manuscript in its final stages (need more than a publisher’s letter of invitation to submit or initial contract).
2) Course release: Prepare research article for refereed publication.
3) Course release: Conduct community-based action research for refereed publication.

Materials to Submit
Applicant must clearly describe the nature of the article or book chapter including the following:
- Publisher of book (for book award)
- Journal title and acceptance rate (for journal article awards)
- Stage of research (data gathering, data analysis, final write-up)
- Intended audience of the publication
- Purported impact on current understanding, knowledge or practice in the faculty member’s discipline
- How the research relates to the Accountability Planning Matrix and the COE Mission
- The impact of the research on the image of WSU
- Letter from the faculty member’s department chair indicating the load reduction will not severely impair the ability of the program to deliver courses.

Criteria for selection:
1. Purported impact of the research on the profession.
2. Purported impact of publication on the image of the university.
3. Soundness and significance of the publication.

Procedure:
The standing Professional Development Committee of the College of Education will solicit applications from faculty in the spring semester for load reductions for the following academic year.
Applications must be submitted by the first Friday in October and decisions will be announced by the first Friday in November.

Eligibility:

Only tenured or tenure eligible faculty can receive a Scholarship Support Award.

The awards cannot be used for the following:

- Co-authored (dual or multiple authored) publication, including publication of results from theses or dissertations.
- If the faculty member has already received a load reduction for work on the current research. A project would be eligible if there was a grant buyout of teaching load allowing the faculty member to work on the research.
- Research for which the faculty member is receiving personal compensation, such as through a consultation contract. Research funded by an ARCA or URCA grant is eligible for these awards.
- A second publication of the same article. For example, a faculty member cannot receive an award to publish a book chapter which was already published as a journal article or conference proceedings.

Follow-up Documentation

The faculty member will submit copies of the printed publication to the dean. A copy of the publication and the notification of the award will be kept in the COE personnel file.

If the book is not published within two calendar years of the end of the semester for which a load reduction was granted, the faculty member will either reimburse WSU for the cost of hiring an adjunct to cover the course from which he/she was released, or the faculty member will carry an extra course load to compensate for the load reduction which was granted. In the case of a journal article, the article must be “in press” within two calendar years of the end of the semester for which a load-reduction was granted, or the faculty member will either reimburse WSU for the cost of hiring an adjunct to cover the course from which he/she was released, or the faculty member will carry an extra course load to compensate for the load reduction which was granted.

A faculty member may only receive one award of any type within a three year period.

Approved by faculty March 13, 2008
2.026/Policy on In-State Travel

1) Before in-State travel is performed, a request must be made to the Department Chair/Dean/Budget Officer. Travel must be approved or reimbursement will not be made. Each department Chair may have a process for requesting travel. Those persons reporting to the Dean may use e-mail.

2) The traveler must use a university car if available unless there are special circumstances.

3) If travel is a “one day” trip, an overnight stay will not be authorized. If the traveler stays overnight for convenience, reimbursement will be made as if the travel was completed in one day.

Presented to faculty 2/26/09
Chapter 3/Programs

3.001/Procedures for Course and Program Changes in the College of Education (Approved 11/15/91)

3.002/Policy Statement: Instructor of Record for Outreach Courses (Approved 11/15/91)

3.003/Teacher Education Students and University Supervisors - Strikes and Work Stoppages in Public School Systems (Approved 11/15/91)

3.004/Policy for Student Advisement Assessment

3.005/Policy on Performance Assessment
3.001/Procedures for Course and Program Changes in the College of Education

Please refer to the WSU University Curriculum Committee change process (WSU Faculty Handbook [http://webs.wichita.edu/senate/handbook/chapter2_B_1.html](http://webs.wichita.edu/senate/handbook/chapter2_B_1.html) section 2.082).

1. In line with university policy, changes in courses and changes in programs are initiated by the faculty member or members who offer the course or program.

2. Changes in courses must be approved concurrently or before a new program in which they are embedded is considered by any committee.

3. **College Curriculum Change Process**

   Once a change is initiated, department faculty and/or the Department Curriculum Committee discuss, review and if approved, forward to the department chair.

   Changes in Undergraduate Teacher Education courses or program are then forwarded to the Undergraduate Teacher Programs Committee for approval before being sent to the College Curriculum Committee.

   Changes in all other courses or programs that are not involved in undergraduate teacher preparation are sent directly from the department chair to the College Curriculum Committee.

   If at any point the change is not approved, the form will be returned to the department chair and faculty with comments.

   Faculty Member
   └
      Department Curriculum Committee
      └
         Chair
         └
            Undergraduate Teaching Programs Committee
             (for courses in teacher education affecting more than one department)
             └
                College Curriculum Committee
                └
                   Dean

   It is the responsibility of the representatives at each level to review recommended changes with other individuals directly concerned before a vote of approval is taken.
3.002/Policy Statement: Instructor of Record for Outreach Courses

Criteria:

1. The Instructor of Record must participate in and be an integral part of the planning and design of the outreach course or workshop.

2. The Instructor of Record must be present at all sessions of the course or workshop.

3. The Instructor of Record should enroll students for WSU credit.

4. The Instructor of Record delivers some of the instruction in the course or workshop.

5. The Instructor of Record must be approved by the appropriate Department Chair and, in the case of a graduate credit activity, he/she must be approved by the Graduate School for Graduate Faculty status. This approval for Graduate Faculty status occurs prior to the submission of the Planning/Approval form.

6. The Instructor of Record should receive compensation for involvement in the outreach course or workshop.

7. The Instructor of Record must maintain appropriate records such as attendance and grades for the course or workshop. The Instructor of Record must also file grades at the completion of the course according to the time line established by the Registrar's office.

8. Prior to making changes in an approved outreach course or workshop plan, the Instructor of Record must notify the appropriate Chair.

9. The COE Leadership Team will review any request for an exception to 1 through 8 above.
3.003/Teacher Education Students and University Supervisors - Strikes and Work Stoppages in Public School Systems

Students in teacher preparation programs are placed in schools for the purpose of acquiring selected field-based experiences. They work under the direction of cooperating teachers and are given responsibility commensurate with their respective abilities and preparation levels.

In case of a strike or other work stoppage in any school system in which student teachers or student aides from Wichita State University are assigned, these students should not be placed in a position whereby they support either party in a contract dispute. In the event of a strike or other work stoppage, student teachers or student aides assigned to schools in a system in which the dispute is taking place are not to report to their assigned school. Rather, these students should report to the WSU campus under the procedures outlined below.

A. Student teachers assigned to the school system in question should contact their University supervisors to ascertain specific details regarding when and where they are to report.

B. Students on field experiences, student aides and tutors assigned to the school system in question should report to regularly scheduled University classes. If necessary, arrangements will be made during the regular class.

University supervisors are responsible for providing information and for developing alternative experiences that may be appropriate. The Coordinator of Placements will work with University supervisors in coordinating specific details and in designing alternative experiences. If questions arise or should further information be required, please contact the Coordinator of Placements.
3.004/Policy for Student Advisement Assessment

The Kansas Board of Regents Policies and Procedures Manual, in its section on Academic Advising, states that

"d. Each Academic Advising System shall have a mechanism to assess academic advising at the department level, relative to this policy, on a yearly basis and shall report the results of said assessment as part of Program Review to the Board of Regents. (5-20-99)"

The WSU Undergraduate Catalog (page 10-11, 2002-03) states that

“Wichita State University believes in the importance of quality academic advising. Each student is paired with a knowledgeable advisor who cares about the student’s personal and intellectual development and academic and career success. Through the development of ongoing relationships, students are challenged and encouraged by advisors to develop academic and career plans that will optimize their unique abilities, goals, and aspirations.

Students may expect their advisors to listen and respond to their interests and concerns; to accept them as unique persona; to be reasonably accessible; to know policies, procedures, and information sources; and to be a personal resources for academic, career, and life goals.

In turn, students are expected to initiate and maintain contact with their advisors; to discuss information that may affect academic performance, such as work and family commitments, to learn basic University, college, and departmental requirements and to accept responsibility for them; and to seek assistance when needed. A good advising relationship promotes academic excellence, success, and achievement of educational goals.”

In response to affirmed value for high quality academic advising by Wichita State University and the call for assessment mechanisms for academic advising by the Regents, the College of Education has established broad parameters and common elements to include in department/unit policies and procedures for student assessment of advisement. The purposes for student advisement assessment are both to:

(a) inform individual’s advisors of their advisees’ perceptions of their advisement and provide one source of advisement performance data for use in the annual evaluation process, and

(b) to establish a mechanism for regularly informing the College and its departments and Education Support Services (ESS) about students’ perceptions of the overall effectiveness of their student advisement systems.

While these parameters and elements provide for a common framework for such assessment, the assessment of advisement effectiveness remains the primary responsibility of academic departments and the Office of Education Support Services.
Advisement Survey Instrument

Kansas Board of Regents policy is explicit about the qualities of an effective student advisement system that it seeks in Regents institutions. Briefly, these include: (a) student goal setting, (b) informing students accurately about graduation requirements, career opportunities, institutional procedures, and student responsibilities, (c) assisting students with expeditious course selection, (d) advisor accessibility, (e) student referral to campus resources, like counseling and career services, (f) advisor training, and (g) advisement assessment. While not all of these factors properly fit into a student advisement survey, a number of these form a core of elements that not only inform individuals but capture a sense of student advisement quality for purposes of systemic improvement of advisement as well as a basis for Regents reports.

College departments and Education Support Services (ESS) are responsible for adopting uniform student advisement survey instruments. While these may vary among departments or programs to capture special nuances that are of particular concern, each survey should contain a common core of 4-point scale items that address critical factors identified in Board of Regents policy as follows:

Using the scale below, rate your advisor/advisement on the following items (4 = the highest rating; na = not applicable/addressed):

- Helped me set educational/personal/career goals. 1 2 3 4 na
- Helped me understand graduation requirements. 1 2 3 4 na
- Helped me with course selection 1 2 3 4 na
- Helped me understand career options and opportunities. 1 2 3 4 na
- Helped me understand institutional policies and procedures 1 2 3 4 na (e.g., enrollment, drop/add).
- Informed me of my responsibilities as a student. 1 2 3 4 na
- Advisement availability/accessibility
- Returned e-mails/phone calls in a timely manner. 1 2 3 4 na
- Helped me understand how to access campus resources (e.g., University counseling, Career Services) if needed.
- Advisement documents were clear and helpful. 1 2 3 4 na
- Overall rating of your advisement. 1 2 3 4 na

Comments or suggestions:

Procedures.

Although they may proceed in a variety of ways to collect survey data, each department and ESS is responsible for developing a written advisement assessment plan (policies and procedures) which at a minimum include:
1. the third-party collection of data for individual advisors or some equivalent procedure that preserves student anonymity
2. if not on-going, formal advisement assessment administration occurring at least once per year at the end of the Fall Semester
3. data summaries (including student comments) supplied to individual advisors and department chairs
4. the inclusion of individual data summaries as part of annual FARs
5. the aggregation of survey data in ways that address the advisement system
6. the identification of topics for potential advisement training for advisors
7. an organization mechanism/body for reviewing aggregated survey data and proposing appropriate actions/changes, and
8. individuals responsible for implementing the advisement assessment plan.

Copies of assessment plans are kept on file in the department/ESS office and in the Dean’s Office.

Adopted by the COE Faculty on 11/15/01
Modified by the COE Faculty on 3/18/04
3.005/Policy on Performance Assessment

In response to accountability-focused accreditation and state and national regulations, the College of Education establishes that all of its major programs (i.e., those leading to degree, endorsement and/or licensure) are performance-based. In support, the College adopts a Unit Assessment System that:

a) monitors college programs and operations in general,

b) provides for program-specific assessment plans that (i) monitor student attainment of defined program standards/outcomes and (ii) enable/restrict student program progress at specified assessment-based transition points, and

c) structures annual review of aggregate student performance data and potential program/unit adjustments in accordance with a uniform set of Core Review Questions.

The College uses technology to support the collection, storage, retrieval and reporting of data for structured reviews and provides an organizational structure and personnel to facilitate the system.

As a matter of policy, publicly available information (e.g., brochures, undergraduate/graduate catalogs) informs students that programs are performance-based and require demonstration of specified knowledge, skills, and dispositions. For each program, written information is provided for students (e.g., website, handbook), specifying (among other important program information):

a) program transition points and associated assessments and criteria

b) that meeting these transition point criteria is necessary for students to progress through/complete the program

c) that critical program assessments may be embedded within program courses,

d) that remedial information/suggestions will be provided to affected students in courses and/or at transition point reviews (in response to assessment performance), and

e) state/professional tests, passing scores and recommended timing for those seeking licensure/certifications/endorsements.

In addition, course syllabi inform students of any required course-embedded assessments and associated rubrics/criteria and of the potential consequences for not passing such assessments.

Adopted by COE Faculty on 12/1/05
Chapter 4/Student Services (Chapter approved at College Faculty Meeting 11/15/91)

4.001/Student Rights and Responsibilities

4.002/Student Grievance Procedures (Academic Disputes)

4.003/Field/Clinical Experience/Internship Placement Policy

4.004/"Testing-Out" of Undergraduate Courses by Department Examination

4.005/Advising Undergraduate Students

4.006/College of Education Scholarship Awards

4.007/Advising Graduate Students

4.008/Graduate School Regulations Governing Probation, Dismissal and Grading Practices

4.009/Policies Governing the Use of Graduate Assistant Funds

4.010/Graduate Assistantship Positions: Recruitment, Appointment and Role Responsibilities

4.011/The Award of Posthumous Degrees

4.012/Academic Honesty

4.013/Student Academic Complaint Policy
4.001/Student Rights and Responsibilities

PLEASE REFER TO CHAPTER 5 AND APPENDIX G, WICHITA STATE UNIVERSITY POLICIES & PROCEDURES MANUAL (http://webs.wichita.edu/inaudit/tablepp.htm).
4.002/Student Grievance Procedures (Academic Disputes)

PLEASE REFER TO SECTION 5.07 AND 5.071 OF THE WSU Faculty Handbook
http://webs.wichita.edu/senate/handbook/.

When a dispute arises between a student and a faculty member, the first action should be for the student to arrange an appointment with the faculty member and discuss the complaint. If a satisfactory decision cannot be reached, the next step is for the student to arrange an appointment with the department Chair. The department Chair will attempt to resolve the dispute. If the Chair fails to mediate the problem, the Chair will arrange a meeting of all concerned with the appropriate Associate Dean or the Dean. The final authority in the College of Education is the Dean.

Students may appeal the college decision to the Court of Student Academic Appeals. “The Court of Academic Appeals was established in 1967 by vote of the University faculty to assure academic due process for students who feel they have been treated unfairly in the classroom. The court’s jurisdiction includes any disputes between students and faculty that cannot be settled within the framework of the student-faculty relationship, including unfairness in grading or in an instructor’s charges of plagiarism, cheating, and similar offenses. The Court of Student Academic Appeals is composed of three tenured faculty members and two student members. Decisions of the court are final and carry the power to change a grade.” (See, 5.07 Court of Academic Appeals Committee) Forms are available in the Division of Student Affairs, 103 Grace Wilkie Hall. The general procedure is explained to students when they pick up the form.
4.003/Field/Clinical Experience/Internship Placement Policy

The importance of and commitment to relevant field experiences in professional preparation programs is declared in the College of Education's Mission Statement and naturally flows from the Conceptual Framework. College of Education programs require field/clinical experiences or internships that provide opportunities to learn and practice professional skills and apply professional knowledge in practical settings. In the College of Education, clinical/field experiences and internships are defined by program faculties in consultation/collaboration with area practitioners.

For programs that prepare professional educators, clinical/field experience and internship placement policies and procedures are established by the respective Program Committees in accordance with placement policies established by the Unit's Field Experience Committee. [Note: Field/clinical experience placements are handled centrally for some programs (e.g., initial teacher education) through the Office of Education Support Services.]

Clinical/field experience placements policies and procedures for other (i.e., non-school personnel) College of Education programs are established by the relevant academic department. As a minimum, such department policies and procedures must include the following:

1. Clinical/field experience requirements must reflect university approved program and course curricula and appear in relevant official program documents provided to candidates (e.g., course syllabus, program handbook).
2. Placement sites must be approved through mutual agreement between the University and the site agency using an agreement form approved by the College and University. [Note: The Dean represents the University in formally approving placement site agreements and acts based upon the recommendation of a relevant program faculty representative and department chairs.]

In programs where certain clinical sites require background checks on candidates and/or faculty supervisors prior to placement, the following policies prevail:

1. Course syllabi and other information generally available to candidates (e.g., undergraduate/graduate catalog, brochures) inform candidates or potential candidates that they may be required to undergo background checks in order to participate in required clinical/field experiences at certain clinical sites (e.g., undergraduate/graduate catalog, brochures).
2. Potentially affected students are given a written statement upon admission informing them of the potential background check requirement and the need to read and sign a statement of acknowledgement and authorization regarding background checks (see sample student letter and statement template appended to this policy).
3. Students and faculty supervisors for which background checks are required must complete those background checks through an agency contracted by the University...
for that purpose. (As of 2005, Clarence Kelley and Associates has been so contracted.) Background check results for candidates must be sent to the WSU department (chair), whereas background check results for faculty supervisors are sent to the Dean.

4. Departments where background checks are required for certain clinical placements will identify what information in a background check will trigger follow-up action and/or what information is to be shared with clinical sites.

5. Results (paper copy) of student background checks are maintained in the student's Department for three years after graduation. Such background checks will be relied upon if a student applies for an additional degree (e.g., graduate program) in the College during that three-year period; otherwise, a new background check will be required.

6. Results (paper copy) of faculty supervisor background checks (provided at Department/College expense) are maintained in the Dean’s Office as long as that person remains a faculty member in the College. (An on-going list of faculty who have undergone background checks is maintained by the relevant Department Chair, indicating who has been checked and when the check occurred, and is shared with the Dean’s Office whenever the list is updated.)
September, 2005

Dear Kinesiology and Sport Studies Student:

CRIMINAL BACKGROUND CHECKS

Effective August 2005, all currently enrolled and new Wichita State University <program name> students and clinical instructors are required by Via Christi Regional Medical Center, Wesley Medical Center and a number of other clinical agencies to undergo a criminal background check. No clinical placement will be permitted at those sites until a successful background check has been completed and reported to the Department of Kinesiology and Sport Studies.

Wichita State University and the College of Education have contracted with Clarence M. Kelley and Associates (CMKA) to provide these background checks for a charge of $46.00. Each student must register and pay for his or her own background check on-line through a secure site. Use the following steps to request and pay for the background check.

1. Go to the secure link below:
   http://www.cmkabg.com/backgrounds/

2. Enter the Username and Password below:
   Username: wsu5501
   Password: background

3. Follow detailed instructions on the screens:
   a. Click on "Department of Kinesiology and Sport Studies".
   b. Read the "Summary of Rights Under the Fair Credit Reporting Act," check the box and click "Proceed..." to continue.
   c. Fill out all form fields on the disclosure and click "Continue Application". Please check the box and provide your e-mail address so that you will receive a copy of your background check.
   d. Fill out the employment verification fields, authorize and click "Save/Continue" buttons.
   e. Choose a payment option:
      Credit Card $46.00 plus $1.00 surcharge
      When your Credit Card payment has been accepted your background check will be immediately entered into progress.
   
      Money Order/Cashier's Check $46.00
      Your background check will not be entered into progress until Clarence M. Kelley and Associates receives the Money Order/Cashier's Check.
• Be advised the Money Order/Cashier’s Check may take up to five days to receive and process.

• If you choose the Money Order/Cashier’s Check option you will be given detailed directions on how and where to submit your payment.

Results will be reported directly to the Department of Kinesiology and Sport Studies. If you checked the box in Step 3c, the results will be sent to you also.

Attached is a Student Acknowledgment and Authorization form. Please sign the form and return to the Department of Kinesiology and Sport Studies office (Heskett Center 107). Both the Authorization form and the successful background check must be completed prior to any clinical rotation at sites requiring such background checks.

Please understand that this is an agency requirement meant to provide a safe environment for patients in medical settings and is consistent with newly emerging national standards in the health care field.

If you have any questions please feel free to contact <program coordinator name>. You may also contact Clarence M. Kelley with questions at 913-322-5995 or healthcare@cmkascreen.com

Sincerely,

Pamela J. Beehler
Chair, Department of Kinesiology and Sport Studies
Wichita State University
College of Education
Student Acknowledgement and Authorization
Regarding Clinical Experience

I am informed and understand that Wichita State University is being required by prospective clinical sites and medical care facilities (hereafter "clinical facilities") to seek personal information regarding university students who wish to do their clinical experience at said clinical facility and make certain judgments based on said information. In consideration of my opportunity to complete my clinical experience in the <program name> Program at Wichita State University, I understand, accept and agree to abide by the following:

1. I understand that I may be required to consent to a background check which may include, but is not limited to, an investigation regarding whether I am on any federal list of excluded individuals, whether I am registered as a sex offender, and whether my criminal history raised reasonable questions about my ability to engage in safe and competent practice.

2. I understand I may be required to obtain and pay for all background checks and criminal history investigations that may be required as a condition to my participation in clinical, internship, or other practicum training at said clinical facility. I understand that I will be required to have such information forwarded directly to my Department at Wichita State University and/or that once I have obtained the information required by a particular clinical facility, I will be asked to provide this information to the clinical facility or to the University.

3. In the event that information regarding my background check and/or criminal history investigation is provided to Wichita State University, I understand that officials of Wichita State University may review such material to determine whether any information discovered during any background check or criminal history investigation renders it reasonably questionable whether I will be able to engage in safe and competent practice at the clinical facility.

4. I understand that Wichita State University, in its sole discretion, may make this determination, and in the event that it determines my ability to provide safe and competent practice may reasonably be questioned, I will not be allowed to participate in the practicum and this may ultimately result in my inability to continue my matriculation in the above-noted academic program.

5. I understand and hereby give my consent for Wichita State University to release information relating to my criminal history or any investigation thereof and to discuss and/or disclose the results of any background check or criminal history investigation to or with the clinical facility as deemed necessary or appropriate by either Wichita State University or as required by the clinical facility.

6. I understand I will be given an opportunity to explain and comment to the Chair of my academic Department at Wichita State University on the results of any background check attained pursuant to this acknowledgement and authorization; provided, however, that I understand it may be Wichita State University’s responsibility, as mandated by the clinical facility, to make a determination as to whether or not my criminal history or other status as revealed by a background check or criminal history investigation raises reasonable questions about my ability to engage in safe and competent practice.

7. I acknowledge I have been given the attached summary of the protections provided by the Fair Credit Reporting Act.

By signing herein, I acknowledge that I have read, understand and agree to abide by the statements above.
Interested students should carefully follow these steps:

1. Students should contact the department Chair to determine efficacy of attempting to "test-out" (most courses in the College are eligible - only the Introduction to Education Class and student teaching/internship courses are not available by department exam).
   a. Evidence of experience or learning beyond paper/pencil test may be required.
   b. Student receives CR/NCR for the specific course on his/her transcript.

2. If student believes he/she can "test-out", he/she should obtain a College of Education consent form (see attachment) from the Departmental Office and secure the signature of the Department Chair.

3. Pay testing fees to WSU Cashier, attach receipt to the reporting form, and present both to the Department Chair prior to administration of the examination.

4. Schedule the examination with the Department Chair. The Chair will report the results to the Counseling Center which will, in turn, forward the results to the Registrar for transcript recording.

PLEASE NOTE: Graduate credit cannot be earned under a credit-by-examination program. Reference the Graduate School Bulletin.
REQUEST FOR
DEPARTMENT EXAMINATION

Name _______________________________ Social Security # _______________________________

Course Examination Required:

Department, Course #, Title, and Credit Hours

Please describe why you believe your background warrants an opportunity to take a department examination rather than enrolling in the course.

______________________________
Student’s Signature

Permission to take a department examination over the above named course is hereby given. The grade awarded by the department will become a matter of record on the transcript.

______________________________
Department Chair Date

Fees paid ________________

Date

______________________________
Department Exam Coordinator Testing Center

Grade Awarded ________________

______________________________
Department Chair Date
4.005/Advising Undergraduate Students

Advisement of undergraduate students enrolled in the College of Education is the shared responsibility of all faculty teaching in undergraduate areas. Supervision of advisement policies and procedures is the responsibility of department Chairs. See the Handbook for Undergraduate Advisors. See also policy 3.004/Policy for Student Advisement Assessment.
4.006/College of Education Scholarship Awards

Policies

1. Scholarships in the College of Education will be awarded without regard to race, religion, gender, ethnicity, or national origin.

2. Within the preceding legal requirements, awards will honor the wishes of donors.

3. The Assistant Dean will coordinate the awarding of scholarships.

4. Each department will select its scholarship recipients.

5. Department Chairs will file their selection and notification procedures with the Assistant Dean.

Procedures

1. Early in the spring semester, the Assistant Dean will provide each department Chair a list of the department’s scholarships, the amount of each scholarship, a copy of Scholarship Policies and Procedures, and appropriate forms.

2. The department will process scholarship recommendation forms and forward them to the Assistant Dean.

3. The Assistant Dean will forward names of recipients, and a copy of the department’s notification letter, to the Office of Financial Aids by April 1st of each year.

4. No letters or verbal notification are to be sent from departments until after notification is sent to the Office of Student Financial Planning and Assistance. The planning forms and the notification letters are to be sent to the Assistant Dean. The Associate Dean sends the planning forms to the Office of Student Financial Planning and Assistance (OSFPA) and, when notification from the OSFPA is received, the department letters are mailed.

5. The following two paragraphs must be included in the notification letter:

The College of Education, Department of ____________________________
has recommended you to be awarded the ____________________________
Scholarship in the amount of $__________________ for the academic year _____.
We are forwarding this recommendation to the Office of Student Financial
Planning and Assistance. They will send you an official letter outlining your entire financial aid package.

You should receive your letter from the Office of Student Financial Planning and Assistance by April 15, at which time you will be requested to respond within ten (10) days acknowledging your acceptance or rejection of your financial aid package. If you do not receive notification from that office by May 1, please give me a call at (316) 978-6324.

6. The Assistant Dean will also report awards to other appropriate offices on campus, including the University Communications Office.

7. The Assistant Dean will maintain a file of names, addresses, and awards given to scholarship recipients.

8. The awarding department will notify scholarship recipients, in writing, about their awards.
4.007/Advising Graduate Students

Advisement of graduate students enrolled in the College of Education is the shared responsibility of all Department faculty. Administration of advisement policies and procedures is the responsibility of the Department Chair.
4.008/Graduate School Regulations Governing Probation, Dismissal and Grading Practices

Please refer to your desk copy of the Wichita State University Graduate Bulletin. A complete description of Graduate School policies bearing on admission, course grading practices, degree program regulations, and exception policies is provided in the bulletin.
4.009/Policies Governing the Use of Graduate Assistant Funds

1. Students must be pursuing a graduate degree in the College of Education at WSU.

2. Students must be full-time students (normally 9CH during a semester and 6CH in a summer session).

3. Students must be making satisfactory progress in their academic programs.

4. Continuing GAs who meet the above criteria take precedence over hiring a new GA.

Any exception to this policy must be approved by the Dean of the College of Education.
4.010/Graduate Assistantship Positions: Recruitment, Appointment and Role Responsibilities

Recruitment

Availability:

A limited number of assistantships are available to qualified graduates of accredited colleges and universities. Selection is made by faculty review committees within each department or by a faculty member. Funding for assistantships is available through College, Graduate School, and externally-funded grants.

Definitions:

There are two types of graduate assistants: Graduate teaching assistants (GTAs) and graduate research assistants (GRAs).

Selection Guidelines:

1. Applicants must be admitted to the graduate school.
2. Applicants must enroll in a minimum number of hours, as determined by the Graduate School.
3. Criteria for selecting among applicants are determined by the faculty of each department.
4. Applications should be filed in the department offices by March 30.

Appointment

Conditions of Appointment:

Recruitment should begin early in the academic year so that appointments are made in early spring of the academic year. Need and funding may occasionally dictate alternate appointment schedules.

Offer of Appointment:

Offers of appointment will be made in writing by the department Chair and will include:

1. The amount of salary stipend including percentage tuition remission as appropriate.
2. Official dates on which the appointment begins and ends.

3. A copy of the Standard Graduate Teaching/Research Assistant Employment Authorization Form to be completed and returned by the student.

Reappointment:

Departmental procedures for reappointment should be followed.

Role Responsibilities

Graduate assistants, normally required to work a maximum of twenty hours weekly, should review duty assignments with their supervisor at their first meeting.
4.011/The Award of Posthumous Degrees

MEMORANDUM

DATE: March 27, 1991
INITIATING AUTHORITY: President
ACCOUNTABILITY: Academic Department or Program Academic Deans
Provost
PURPOSE: To create a policy that standardizes a procedure for the awarding of posthumous degrees.

POLICY STATEMENT: The award of a posthumous degree recognizes the academic achievement of the student. Upon the recommendation of the student’s major department to award a posthumous degree, the dean of the college will contact the family to ascertain their wishes and then will forward an appropriate recommendation to the Provost with a copy to the Registrar. If the degree to be awarded is a graduate degree, the chair’s concurrence with the award must note the approval of the graduate faculty of the department.

To be eligible for a posthumous degree an undergraduate student must be within thirty (30) hours of completing the degree.

A graduate student must be "near completion" of the degree. An approved plan of study must be on file or in the process of approval. All graduate school rules and regulations pertaining to time limits, incomplete grades, transfer credits, etc., will be in effect.

During the commencement ceremony the names of posthumous degree recipients should be read at the beginning of each college list of names. If printing deadlines can be met, the student’s name should be printed in the commencement bulletin.

APPROVED:

Warren B. Armstrong, President

March 29, 1991
4.012/Academic Honesty

University policy (WSU Policy and Procedure Manual, Section 8.05/Student Code of Conduct/Student Conduct Regulations/Academic Dishonesty) establishes that students who compromise classroom academic integrity/honesty (e.g., cheating, plagiarism, falsification, deceptive behavior) are subject to disciplinary action. Consequences for violating standards of academic integrity/honesty are defined by relevant classroom instructors or other designated persons and, in serious cases, may result in university discipline, including suspension or dismissal from the university. Accused students may protect themselves through due process provided by academic appeal procedures (WSU Policy and Procedures Manual, Section 2.03/Court of Academic Appeals).

In addition to course consequences determined by instructors, a letter is placed in the student’s department/program file (with a copy to the WSU Dean of Students or Graduate Dean, as relevant) stating that the student violated WSU’s academic honesty policy and specifying the consequences assigned by the instructor.

When academic dishonesty is suspected, an instructor brings the situation to the attention of the department chair, sharing the evidence and seeking guidance and input regarding the situation and appropriate consequences.

(a) If any equivocation about academic dishonesty exists, an informal meeting with the student should first be held by the instructor to inform the student of the instructor’s suspicions and provide the student an opportunity to respond to those suspicions. Where it appears clear from the informal meeting that suspected dishonesty did occur, the instructor discusses the situation further with the department chair to consider possible consequences and informs the student of actions being taken. (Ordinarily such instructor action should be taken only in cases clear enough to be sustained in Academic Court.)

(b) If at the initial meeting between the instructor and department chair, the department chair agrees the evidence definitely confirms academic dishonesty has occurred, the department chair sends a letter to the student informing him/her of what is suspected and sets a deadline (usually no more than two weeks) for the student to meet with the instructor to discuss this matter. The purpose of that meeting is for the instructor to present to the student the evidence of the dishonesty, afford the student the opportunity to respond to the evidence presented, inform the student of the intended course consequences, let the student know that the Dean of Students or Graduate Dean will be informed, and refer the student to the appeal process outlined in the WSU Student Code of Conduct.
(Not: all instructor meetings with students where academic dishonesty is suspected should have a third party witness present.)

If an instructor believes the nature of the student’s actions warrant university sanctions (e.g., dismissal), a written statement and supporting documentation must be submitted to the Dean of Students or Graduate Dean, as relevant.
Counsel for faculty and students on matters of suspected academic dishonesty may be obtained from the Dean of Students or Graduate Dean. Student disciplinary procedures are described in the Student Code of Conduct (Section 8.05 of the WSU Policies and Procedures Manual).

Approved by C OE Faculty April 28, 2005
4.013/Student Academic Complaint Policy

Each department and Education Support Services is to provide for a system whereby students may at any time during their studies file formal complaints related to academic matters. Such matters do not include disputes between a student and a faculty or staff member, but do include such academic matters as program curricula and requirements, facilities, program or career advisement supports or the clinical placement process. A form is to be established by each department and ESS and a process for filing a complaint described and available in writing along with the form. The form is to require student self-disclosure, the date and a description of the complaint, a statement of actions which if taken might resolve the complaint, and a place to describe actions taken in response to the complaint. In the case of complaint filed by less direct means (telephone or e-mail note), a faculty or staff member may complete a form for a student, but must sign and note that he/she is filing this complaint on behalf of the student and the student has full knowledge or has requested that the complaint be filed.

The process for handling such a complaint will include, as a minimum, providing a response to the student thanking him/her for their input, any actions taken or contemplated that may be disclosed, and assurances that their complaint is taken seriously. Each unit is responsible for maintaining a copy of the original complaint filed and any related notes or other documentation secured or generated in following up on the complaint.

Annually (academic year basis), each department/ESS is to generate a summary or list of complaints filed, any pertinent background information on complaints or how they were addressed, and actions taken to address these. Such summary is to be shared with relevant groups of faculty and filed with the Dean's Office for inclusion as part of Unit Assessment.

Approved by LT 2-8-01
Chapter 5/Miscellaneous Policies & Procedures

5.001/Policy on Annual Fund Campaign
5.002/Policy on Parking at the Downtown Center
5.003/Policy on Enrollment Minimums
5.004/Policy on a College Newsletter
5.005/Policy on Redeployment of College Equipment/Technology
5.006/Policy on Soliciting on University E-mail
5.007/Policy on Event Planning
5.001/Policy on Annual Fund Campaign

A. Funds solicited in the Annual Campaign will be primarily sought to support the College of Education Fund for Excellence (i.e., funds for promoting excellence in the College of Education). Although donations made by alumni from a particular department will be noted, the primary "ask" will focus on the college.

B. Proceeds derived by the College from the Annual Campaign will be distributed 30% to the Dean’s Office with the remaining 70% divided proportionately to the number of department teaching faculty and unclassified professionals.

C. Implementation year: 2005-06

Approved for implementation by the Leadership Team on 9/2/97
Revised 10/6/05
5.002/Policy on Parking at the Downtown Center

If a department chair presents the case that students are most effectively served if a course is taught at the Downtown Center in the daytime (as opposed to evening), then incurred parking costs (at the assigned garage) will be reimbursed by the Dean's office. Otherwise, parking costs will be the responsibility of the instructor or of the department.

Policy cancelled and deleted 9/22/05. There is no longer a Downtown Center.
5.003/Policy on Enrollment Minimums

The College of Education does not have absolute minimum initial enrollments in courses for them to continue to be offered. It is acknowledged that this decision is a complex decision involving consideration of the type of course, its status as a requirement in a program and relation to students' timely progress through a program, and the like. Nevertheless, there are target minimums to provide guidance in making such decisions.

For non-practicum/clinical courses, these minimums are:

- 15 in upper division courses & workshops
- 8 in masters degree courses
- 5 in doctoral courses

For practicum/clinical courses, each discipline will establish a reasonable enrollment minimum in relation to any faculty load assigned for supervision.

In cohort programs, the numbers of students admitted should take into consideration expected enrollment mortality over the life of the program cycle.

Approved for implementation by the Leadership Team on 8/13/98
5.004/Policy on a College Newsletter

A College of Education newsletter is an important way to effectively communicate with alumni, area professionals, and donors (or potential donors) about Wichita State COE initiatives, research, programs, current students, faculty, other alumni and endowment needs and issues. At least twice annually the College will publish a College Newsletter, distributing it to alumni, appropriate area professionals, advocates and current/potential donors.

Approved by the Leadership Team on 10/6/98
5.005/Policy on Redeployment of College Equipment/Technology

In the event that technology in the College of Education becomes available for redeployment, the College of Education Leadership Team has adopted the following operational procedures to assist in the cascading of used technology.

A. Determine the primary (>50%) source of funding or donation source for the technology. This can usually be determined by identifying the unit on whose equipment inventory the technology is listed.

B. Department Funded: If a department is the primary source of funding through its restricted use (RU) or endowment accounts, the department may cascade the technology internally according to a departmentally adopted plan which should be on file in the department and the dean’s office. If the department does not wish to cascade the technology internally, it will then be considered College funded technology and will be cascaded according to the procedure described below under College Funded.

C. Grant Funded: If a grant is the source of technology funding, the Principal Investigator’s (PI’s or First PI’s) department will be considered the primary funding source and cascading will proceed according to the appropriate departmentally developed plan. If the grant is produced from the Dean’s office, the technology is considered College Funded and will be cascaded according to the procedure described below.

D. Donation or Cascade From Other University Unit: If a department (or the Dean’s office) received the technology as a donation of new equipment, or as a result of cascading from other campus units, the technology will be considered funded by the receiving unit and will be cascaded/assigned accordingly.

E. College Funded: If the Dean’s Office is considered the primary source for the technology, the technology is considered to be College funded. Technology so designated will be cascaded considering the following:

1. The Associate Dean for Administration will solicit requests for the available technology from all Leadership Team members who will in turn solicit, compile, and prioritize requests from their constituents or general department needs. The Associate Dean will then compile a list of requests for Leadership Team consideration.

2. As the Leadership Team makes decisions concerning the cascading of available technology (including the option of soliciting recommendations
from the College Technology Committee), it will do so taking into account the following questions:

a. Who will benefit from the technology? The cascading of technology will be accomplished to meet needs in the following priority order:

1). Programmatic needs (Needs of this nature directly impact more than one individual. Examples might include computer lab needs, shared instructional needs, communication/production needs, or needs generated by the availability of new software.)
2). Individual faculty/staff upgrading or supplementing for instruction/research/administrative needs (including ones generated by new software)
3). Graduate assistant needs

b. How will the receiver(s) benefit from the cascading (i.e., degree of benefit)?

c. Does(Do) the receiver(s) have the appropriate skills to use the technology? (Will any training costs be involved?)

d. Is the technology appropriate for the stated need or will it require “upgrading” (e.g., additional RAM) with associated costs?

e. Are any additional needs (e.g., software packages and peripherals) available to include with the cascade or will additional costs be incurred?

3. If no requests are received for a specific technology item, it will be identified as a surplus item by Dean’s Office personnel and sent to the University Surplus Warehouse.

4. Except in exceptional circumstances (requiring the Dean’s approval), college units will not engage in the “sale” of technology items to other units either within the college or to other units on campus.

5. College units cannot give technology away to organizations or individuals outside of Wichita State University without first obtaining
“local disposal authorization” from the Surplus Property Center of the State of Kansas.

Adopted by Leadership Team on 2/2/99

1 Technology is broadly defined. It encompasses both hardware and software and includes such items as computers, projectors, fax machines, photocopy machines, scanners, televisions, video/digital cameras, etc.

2 “Department” is broadly defined and includes other subunits such as the Center for Physical Activity and Aging, the Communicative Disorders and Sciences Speech-Language-Hearing Clinic, and the Learning Resource Center.
5.006/Policy on Non-Business Use of University E-mail

In general, it is WSU policy that the use of University e-mail is restricted to business purposes. Non-business uses, like sales/fund-raising or political solicitations, are prohibited. Specific references to this policy can be found in WSU Policies and Procedures, chapter 19, Technology.

Number 19.01 http://webs.wichita.edu/inaudit/ch19_01.htm and
Number 19.05 http://webs.wichita.edu/inaudit/ch19_05.htm

This policy is especially clear regarding e-mails that emanate from university computers using WSU-owned software. However, there are added clarifications to this policy that are useful, especially related to:

1. The use of Shocknet2, and
2. The use of Lotus or a university supplied e-mail software package

This College policy attempts to create that clarity (based upon personal communication from Dr. Peter Zoller, WSU Chief Information Officer).

As indicated above, the use of e-mail emanating from within WSU (i.e., from one’s office for non-business purposes) is prohibited by policy. The use of Shocknet2 to contact faculty and staff from home for non-business purposes does appear to be permissible, however, so long as university supplied software is not involved (using such software would be covered by interpretation of the prohibiting policy). Practically speaking, this means that an individual would not be able to make the contact through University-owned Eudora or Lotus from home; the contact would need to be through other non-university software like Hotmail, Yahoo or AOL. In that case contact is permissible because faculty, staff and student e-mail addresses are accessible public information for any legal communication. Bottom line, then, regardless of the electronic pipeline (Shocknet2 or other carrier), as long as non-business communication is not coming from within WSU and is not being done on university software, it is not controlled by university policy prohibiting non-business use. Such non-business communications emanating from campus or sent using WSU-owned software is controlled by such policy.

Adopted by Leadership Team on 2/19/04
5.007/Policy on Events Planning

The Wichita State University Policy (20.08/Conferences) should be followed for all those planning a conference. This policy is designated for an event that specifically requires approval from the College of Education.

An event is a faculty or staff initiative. It is defined as a planned occurrence sanctioned by the College or one of its departments or programs that involves university/unit personnel, and/or the use of facilities and/or resources. Proposals for events may be submitted by College of Education faculty or staff members. An event must be aligned with the College of Education mission. Events that fit into the College of Education mission will be considered service.

All requests for event approval must adhere to the following process:

1. Submit a request for approval to plan an event prior to making any commitment for the department, COE, or university to department chairperson or supervisor. The department chairperson or supervisor insure that the request is in alignment with the College of Education's mission. The department chairperson or supervisor will approve initial planning processes.

2. A detailed event plan will be submitted to the department chairperson or supervisor. It will contain (a) a detailed description of the event, (b) description of those attending, (c) expected outcomes of the event, (d) a detailed budget, (e) contingency plans in case of deficit, and (f) a detailed description of how profits, if any, should be/would be dispersed. The description must include the anticipated amount of support staff services, COE and/or technical support services, and other university resources.

3. The department chairperson will bring the event request to the department faculty for consideration. The event request approval must be approved by a majority of the department faculty to move forward. If approved at the department level, the department must indicate it has contingency funds to support the event in case of an event deficit. If approved by department faculty, the department chairperson will review and make a recommendation for or against approval with rationale to the dean and the College of Education Leadership Team. In the case of an event being proposed by a staff member, the proposal will be reviewed by the supervisor. If approved, it will be sent to the dean and College of Education Leadership Team for a final decision. The final decision for approval of the event will be made by the dean upon the recommendation of the College of Education Leadership Team.

4. Financial support for recruiting events in graduate programs should be made to the Graduate School. Those seeking recruitment funding for undergraduate events should seek funding from the admission's office.
Appendix

Appendix A
Duties and Responsibilities for College of Education Administrative Positions

Appendix B
Duties and Responsibilities for Other College of Education Administrative Positions

Appendix C
Standing Committee Membership

Appendix D
Annotated Description of the Primary Dossier

Appendix E
Policy on Framework for New Faculty Hire Offer Letters

Appendix F
Faculty Activity Record/Evaluation Calendar

Appendix G
Information for Students, Faculty and Staff with Disabilities
APPENDIX A

Duties and Responsibilities for College of Education Administrative Positions

Dean

Overall college academic leadership (including such matters as personnel, policy, organization, resources, communication, program/curriculum, program delivery, vision, mission and goal-setting);
overall leadership for teacher education and the preparation of professional educators at WSU (including such matters as personnel, policy, organization, resources, communication, program/curriculum, program delivery, vision, mission and goal-setting);
college community development;
mission implementation;
broad college administrative/program/organization/fiscal and physical resources oversight, management, planning and priority setting;
official college liaison/representative to university policy/leadership bodies, at official ceremonies and to external groups and agencies;
collegewide meeting coordination;
statewide relationships/partnerships between the college and policy-makers, KSDE, professional organizations, P-12 schools, educational and community/business leaders;
state and national visibility for college;
leadership in promoting improvements in P-12 education and professional preparation;
final college review in routine and non-routine personnel matters (e.g., staffing needs, hiring, promotion, tenure, dismissal, salary adjustments, evaluations, performance appraisals, etc.);
major college report/application oversight;
leadership in promoting interdisciplinary ties between the college and other WSU academic units;
college telecommunications leadership;
college public relations/advocacy and development (friend and fund-raising);
other duties as assigned by the VPAA or President.
Associate Dean

In concert with the Dean,

- Provide broad day-to-day management of college operations and policy implementation.
- Promote strong individual and collective faculty/student scholarship, including linking faculty to CRES and identifying promising faculty professional development opportunities.
- Play a central role in NCATE/KSDE accreditation review preparations.
- Provide assessment leadership for College and Unit, including supervision of the Unit Assessment Coordinator.
- Organize meetings of the Unit deans, Unit Accreditation Steering Committee, and the College Superintendents Advisory Council (new and tentative)
- Serve as official representative in matters of undergraduate teacher education and certification/licensure within WSU, in the community, and at the state level.

Serve as general advisor to the Dean in matters of College operation and academic leadership.

Provide broad coordination and management of WSU teacher education programs (with assistance of the Assistant Dean and in collaboration with the Chair of C&I), serving as approval authority (representing the Dean) in degree actions (admission, dismissal, graduation), and on associated correspondence, document preparation, course substitutions and degree audits.

With assistance provided by the Assistant Dean:
- Organize events related to overall teacher ed programs (e.g., Pre-Ed info/orientation sessions, information sessions for intro teacher education courses, orientation/training sessions for CTs/USs, student teacher orientation, TWS scoring)
- Organize and maintain COE and teacher education websites (Assistant Dean will focus on ESS-based websites-advisement and candidate information updates) (Dean will maintain overall approval)
- Develop Plans of Assistance for student teachers experiencing difficulty (this may later transfer totally to the Assistant Dean role)
- Organize administration and preparation of summary reports on unit-level assessments. (Note: Once the assessment system is fully functional and routine, UAC duties may be assumed by this position.)
- Develop program brochures (and/or websites) to promote COE programs.

Monitor enrollment and faculty loads and provide broad schedule coordination and planning, including off-campus and delivery modes.

Lead or assist the Dean with the preparation of routine and non-routine College reports, documents and brochures, including summer school PR, annual Faculty Professional Accomplishments, Good Things Going On, and Accountability Planning Matrix reports.
Support internal (university) and external funding proposals, especially by promoting awareness of funding opportunities and reviewing proposals for consistency with College mission and resources prior to submission.

Assist the chair of the Professional Education Program Committee.

Prepare official minutes for collegewide, faculty, college advisory council and unit deans meetings.

Provide leadership and management for College technology, including staff, services, facilities, software/equipment and college webpage management and serving as official liaison with University Computing and the Media Resources Centers.

Serve as central point for electronic storage of accreditation documentation, (e.g., college/department/program committee/advisory council minutes, assessment reports, selected memoranda).

Serve as staff support for College Technology and Retrenchment committees.

Staff/chair UTPC and APC Unit committees.

Organize annual orientation for new College faculty.

Supervise university global learning initiative (budget, personnel, and evaluation).

Coordinate and provide leadership for Kansas Board of Regents Program Reviews.

Serve as liaison/representative to university operating groups, especially those related to general college operations (Banner), graduate programs and outreach (e.g., WSU LINK).

Conduct/retain data from exit interviews with retiring/resigning faculty.

Assume other duties as assigned by the Dean.

(Note: This position is responsible and reports to the Dean of the College of Education.)

Effective August 2006
Assistant Dean

Assist Associate Dean (and Dean as relevant) with:

- Broad coordination and management of WSU teacher education programs
- Organizing events related to overall teacher ed programs (e.g., Pre-Ed info/orientation sessions, information sessions for intro teacher education courses, orientation/training sessions for CTs/USs, student teacher orientation, TWS scoring)
- Organizing and maintaining COE and teacher education websites (specially including web uses for ESS purposes (e.g., advisement, student information/announcements)
- NCATE/KSDE accreditation and program review preparations, including all institutional reports
- Developing Plans of Assistance for student teachers experiencing difficulty
- Organize administration and preparation of summary reports on unit-level assessments. (Note: Once the assessment system is fully functional and routine, UAC duties may be assumed by this position.)
- Developing program brochures (and/or websites) to promote COE programs.

Represent COE on appropriate (undergraduate) university operations councils (e.g., Academic Operations Council, Shocker Marketing and Recruiting Team) and relevant partner councils (e.g., GYOT).

Participate and facilitate (as relevant) undergraduate teacher education student recruitment activities (e.g., WSU community college recruitment visitations, Celebration of Teaching Day for FTCs, Summer WU Camp, school district visitations/contacts, GYOT* efforts). (*Serves as COE GYOT Coordinator)

Stimulate/facilitate/support various college student groups (e.g., KNEA-SP-Mukes & Ruder, Kappa Delta Pi-Jewell & Pierce, Ambassadors/Dean's Dozen-new, COE Student Leadership Council-Dean/new, various program student groups like sport administration)

Serve as budget officer and provide overall management and supervision for the ESS office and staff, including:
- Workflow/office performance
- Personnel evaluations
- Staff development
- Student "concerns" cards
- Preparing various office reports (e.g., student complaints, recruitment effort summary, advisement evaluation)
- Quality control for office operations, including advisement, licensure (going electronic), student records processing (advisement, UG tracking, graduation clearance), recruitment, scholarship awards/tracking, transition point reviews/notifications/Program Committee reports, interfacing with Data Management System)
- ESS webpage/newsletter (for students)

Coordinate non course-based teacher education candidate assessments and scoring (e.g., admission testing, TWS, etc.)

Organize/facilitate teacher education field placements and changes in placement, including record keeping, placement communications, DMS connections.

Oversee teacher preparation program handbook/s (possible conversion to web-based)

Oversee college commencement planning and related activities/execution (with ESS staff member support and input from Dean and Associate Dean)

Serve as primary point for preparing external agency/government teacher education reports (e.g., NCATE/AACTE Joint Data report, Title II Report, occasionally surveys)

Serve as college's school district partnership development liaison-working with COE chairs and school districts/agencies on professional development/partnership opportunities.

Serve as college coordinator for Cooperative Education programs.

Assume other duties as assigned by the Dean.

(Note: This position is responsible and reports to the Dean of the College of Education.)

August 2006

Department Chairs

  Overall academic leadership of department (and college, as appropriate);
  day-to-day department management;
  department budget and physical resource management (including pursuit of extramural funding);
  department program management and leadership (including development, evaluation and quality assurance);
  department personnel matters (faculty, staff and students);
  department reports and other official documents;
  department records (including program, personnel, financial and accreditation);
  department representation and advocacy (within the university and with external constituencies);
  university/external constituency representation and advocacy to the department;
  official certification recommendations (as appropriate);
  other duties as assigned by the Dean.
APPENDIX B

Duties and Responsibilities for Other College of Education Administrative Positions

Assessment Coordinator

This position reports to the Associate Dean.

The Unit Assessment Coordinator is the designated unit administrator providing overall leadership and support for unit and program assessment. The Assessment Coordinator is responsible for ensuring that the college’s assessment system is in place and operational, for providing support in the development, maintenance, and/or redevelopment of Program Assessment Plans, for providing assessment related technical support for programs, faculty and college leadership, and for guiding assessment related to the college’s mission and long-range plans. The COE Assessment Coordinator is appointed by the Dean, upon recommendation of the Associate Dean for Administration.

Specifically, the Assessment Coordinator is responsible for

1. Ensuring that unit and program assessments are in place and operational,
2. providing support in the development, maintenance and redevelopment of Program Assessment Plans,
3. providing assessment related technical support for program, faculty and unit leadership, including conducting studies of assessment instruments -- e.g., validity, reliability, and assisting programs with inter-rater reliability studies,
4. facilitating input/reports from the data management system for program and unit operations assessments,
5. supporting and facilitating the work of the Unit Assessment Committee, including monitoring/conducting reviews of program assessment plans and reports,
6. organizing or working with relevant committees (e.g., Professional Development Committee) to provide relevant and needed professional development in the areas of assessment,
7. housing official records of assessment plans and assessment-related minutes and reports,
8. representing the Unit on the University’s assessment committee, and
9. coordinating follow-up surveys of graduates and employers.
Assistant to the Dean

This position reports directly to the Dean.

Provides support and assistance to College leadership, especially the Dean, Associate Dean, and Assistant Dean in resource (fiscal, facilities, equipment) and certain personnel matters. 

College business functions (budget drafts, financial reports, fiscal policy, budgetary compliance, grant proposal budget reviews, special projects budget oversight, and expenditures);
administrative communication systems (voice mail, telephones and faxes);
College facilities and related equipment (construction, maintenance and related records, Emergency building Coordinator for Corbin Hall);
College Capital purchases;
centralized management support functions and related personnel (mail distribution, faculty word processing, supplies, duplication services etc.);
administrative, non-student databases and related reports;
facilitator for College staff council;
ex-officio member of the LT;
staff personnel matters (personnel policies, procedures, problems, and paperwork), including recruitment, career progression/reclassifications, terminations and new position proposals;
staff development and training;
centralized support for faculty and unclassified staff search and hire processes (central contact point, ad preparation, routine document preparation and processing);
long-rang planning, asset utilization, policy development and problem resolution in the above areas;
other duties as assigned.
Coordinator of Placements

The Coordinator of Placements is responsible to the Assistant Dean.

   Responsible for making all observational, practicum, and student teaching placements; maintains a record system for the placement activities of the college and the payment of supervisory honorariums.

   (Approved by the COE LT 12/97)

Unit Licensure Officer

The Unit licensure Officer is responsible to the Assistant Dean for.

   Analyzes credentials for certification (confers with appropriate faculty where necessary);
   processes certification applications and distributes to appropriate state agency;
   maintains a computer-based records system for certification and responds to reports and inquiries from and to the Board of Regents, the State Department of Education, and the various offices of the University;
   Responds in writing, by telephone and in person to clientele, faculty, other college offices and the State Department of Education;
   supports the activities associated with graduation and the graduation ceremonies.
APPENDIX  C

Standing Committee Memberships:  Academic Year 2008-09

ACCREDITATION STEERING COMMITTEE (Ad Hoc - No terms)

Sharon Iorio  DO  #131
Shirley Lefever-Davis  DO  #131
Sheril Logan  DO  #131
Elaine Bernstorf  FA  #151
Eunice Myers  LAS  # 5
Joseph Mau  Assessment Coord  #131
Fuchang Liu  CI  # 28
Jeri Carroll  CI  # 28
Judie Hayes  CI  # 28
Linda Mitchell  CI  # 28
Johnnie Thompson  CI  # 28
Brad Uhing  CI  # 28
Randy Ellsworth  CESP  #123
Ruth Hitchcock  CESP  #123
Marlo Schommer-Aikins  CESP  #123
Patrick Hutchison  DMS  #131
Cory Martin  DMS  #131
Jean Patterson  EL  #142
Patrice Hein  DO  #131
Vickie Huntoon  DO  #131
Sonja Seemann  ESS  #131
Ruth Bohlken  HPS  # 16

CURRICULUM COMMITTEE

Shirley Lefever-Davis  DO  #131 [Non-voting]
Fran Clark, Chair  CI  # 28 [Fall 08 - Spring 11]
Ruth Hitchcock  CESP  #123 [Fall 08 - Spring 11]
Glyn Rimmington  EL  #142 [Fall 08 - Spring 11]
Rich Bomgardner  HPS  # 16 [Fall 06 - Spring 09]
Jeff Nobld  SMGT  #127 [Fall 07 - Spring 10]
## DIVERSITY COMMITTEE

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<td>CI</td>
<td>28</td>
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<td>Anh Tran</td>
<td>CI</td>
<td>28</td>
<td>Fall 06 - Spring 09</td>
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<tr>
<td>Jo Bennett</td>
<td>EL</td>
<td>142</td>
<td>Fall 08 - Spring 11</td>
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<tr>
<td>Ruth Bohlken</td>
<td>HPS</td>
<td>16</td>
<td>Fall 07 - Spring 10</td>
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<tr>
<td>Jordan Bass</td>
<td>SMGT</td>
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- __UG Student__
- __Graduate Student__
- __Community Member__

## FACULTY PERSONNEL COMMITTEE

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<td>Jeri Carroll</td>
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<td>Frank Rokosz</td>
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<td>Lori Miller</td>
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## RETRENCHMENT COMMITTEE (Meets by special call of the Dean)

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## TECHNOLOGY COMMITTEE

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<td>Day Radebaugh</td>
<td>DO</td>
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<td>[Ex-Officio]</td>
</tr>
<tr>
<td>Brad Uhing, Chair</td>
<td>CI</td>
<td>28</td>
<td>Fall 07 - Spring 10</td>
</tr>
<tr>
<td>Mara Alagic</td>
<td>CI</td>
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<td>Staff/Tech Spec</td>
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C.ii
APPENDIX  D

Annotated Description of the Primary Dossier

Part I: Standard Cover Sheets (Signature Pages) and Evaluative Statements

Standard Cover Sheets
   Description
   Locating the Forms
   Directions
   Physical Arrangement
   Process

Evaluative Statements
   Description
   Process For and Placement of the Evaluative Statements

Part II: Basic Document and Department Chair’s Non-evaluative Statement

Basic Document
   Description
   Locating the Form
   Physical Arrangement
   Directions

Department Chair’s Non-evaluative Statement

Part III: Annual Reviews (For Untenured Faculty Only)

   Description
   Locating the Forms
   Physical Arrangement

Part IV: Additional Information Requested During the Review Process

   Description
   Physical Arrangement
   Process

* Information in italics is the recommendation of the college, not University policy.
ANNOTATED DESCRIPTION OF THE PRIMARY DOSSIER

When a faculty member applies for tenure and/or promotion, the process calls for the development of materials on which those decisions are made. Those materials are contained in primary and secondary dossiers. The purpose of this document is to explain how to create the primary dossier to be submitted to the department for review.

The primary dossier, when presented to the department, consists of the 3 required cover sheets which document each step of the review process, the basic document (not to exceed 25 pages in length) which contains the chair’s non-evaluative role statement, and copies of the annual reviews (and rebuttals if filed) for untenured faculty.

As the primary dossier moves through the process various items will and may be added. At each level statements of evaluation by the committee and administrator will be added behind their respective cover sheets with rebuttals (if they are filed). In addition, any items requested by the committees at each level may be added to the primary dossier during the review process (WSU Faculty handbook, http://webs.wichita.edu/senate/handbook/, 3.172).

Part I: Standard Cover Sheets (Signature Pages) and Evaluative Statements

Standard cover sheets (signature pages), on which well be recorded the votes and signatures during the review process, are placed in part one of the primary dossier. Each evaluative statement that is generated as part of the review process is also placed in part one. None of these are to be considered as a part of the 25-page basic document.

A. Standard Cover Sheet

Description. The three standard cover sheets (pp.1-3), on which each successive decision is recorded, are the first items in the primary dossier.

Locating the Forms. The standard cover sheets are available in the Dean's Office. Candidates receive the forms from the Dean's office once they become a candidate for tenure and/or promotion along with the form for the basic document.

Directions. The candidate’s only responsibility for the standard cover sheets is to fill out the information that is requested at the top of each form (candidate's name, department, college, and type of review - tenure, mandatory tenure, promotion) before submitting his/her materials for review.

Physical Arrangement. The three standard cover sheets are numbered 1 (department), 2 (college), and 3 (university). They should be kept in that order.

Process. After the department review committee meets and votes, the chair of the committee records the votes on the department cover sheet (p.1). The chair and all members of the committee also sign the cover sheet. After the chair of the department reviews the materials, he/she records his/her recommendation of the first cover sheet and signs it before forwarding the materials to the dean. The candidate will be asked by the dean to sign the department cover sheet (p.1) before the materials are forwarded to the college faculty.

D.ii
personnel committee for review. A similar process is followed at the college and university levels. Page 2 contains the decisions and votes of the COE Faculty Personnel Committee and the dean. The candidate will be asked by the dean to sign page 2 before the materials are forwarded to the Provost & Vice President for Academic Affairs & Research for the University Faculty Personnel Committee to review. Page 3 contains the decisions and votes of the University FPC and the PVPAAR.

B. Evaluative Statements

Description. At each level of review, an evaluative statement accompanies the recorded decision; therefore, there will be evaluative statements from (1) the department review committee chair, (2) the department chair, (3) the college committee chair, and (4) the dean. At the university level, a summary of the committee’s evaluation, written by the university committee chair, appears only when the university recommendations are different from that of the candidate’s college committee.

Process For and Placement of the Evaluative Statements. After the meeting of the department review committee, an evaluative statement, summarizing the information used in the committee’s recommendation, will be written by the chair of that committee and placed directly behind the department cover sheet (p. 1). Following the department chair’s review of the materials, an evaluative statement is written by the chair and will be placed immediately behind the department committee’s statement. The materials are then forwarded to the dean by the department chair. After the meeting of the college faculty personnel committee, an evaluative statement is written by the chair of that committee and placed directly behind the college cover sheet (p. 2). Following the dean’s review of the materials, he/she writes an evaluative statement to place behind the college committee’s report. The materials are forwarded to the Provost & Vice President for Academic Affairs & Research by the dean. After the meeting of the University Faculty Personnel Committee, a summary of this committee’s evaluation will be generated only when the evaluation is different from that of the candidate’s college committee. This evaluative statement, when needed, is written by the chair of the University Faculty Personnel Committee and placed directly behind the university cover sheet.

All recommendations are forwarded to the Provost & Vice President for Academic Affairs & Research.

Part II: Basic Document & Department Chair's Non-Evaluative Statement

Description of the Basis Document

The basic document (no more than 25 pages excluding standard cover sheets and annual evaluations) includes a recording of the teaching, scholarship, and service information on which the reviewers will base their judgments. The form has been recommended by the University Tenure and Promotion Committee and approved by the Faculty Senate for use in the tenure and promotion process.
Locating the Form

The form for the basic document is available on-line at:

http://webs.wichita.edu/senate/forms.htm

Physical Arrangement

The basic document appears directly behind the 3 cover sheets when it starts the process. As the process continues, the cover sheets and evaluative statements will also precede the basic document.

Directions

Candidates are encouraged to make the best possible case that they have met the departmental guidelines and criterial for their tenure and/or promotion by providing the information requested by the form, reporting the most recent information first. Categories may be added to present an appropriate representation of your productivity. For example, you may want to add “graduate portfolios” to category II (Teaching Information) B (Dissertations, Theses, and Final Projects) as number 4. These additions to the form should be clearly labeled and/or explained in a short narrative at the point where they are added.

Candidates applying for tenure should make sure that they fill out the basic document form, clearly documenting the departmental guidelines and criteria for tenure. Unless an individual is pursing an “early” tenure review, candidates should provide a minimum of 5 years information. In cases where candidates came to WSU bringing in 1, 2 or 3 years of experience, information covering those years at another institution should be included.

Candidates applying for promotion should make sure that they fill out the basic document form, clearly documenting the departmental guidelines and criterial for promotion within the prescribed dossier format. Candidates applying for promotion at the same time as they apply for tenure are advised that the reviews for each will be separate. Department guidelines for promotion will guide the review for promotion. Candidates applying for promotion to associate professor after a prior tenure or promotion action should provide comprehensive information since the time of the last review. Candidates, however, may need to and are encouraged to use years prior to the last review to document “sustained” or “continued” effort as outlined by department guidelines and criteria for promotion.
Department Chair’s Non-evaluative Statement

Of special note within the basic document and a part of the 25 pages is the department chair’s non-evaluative statement defining the candidate’s role in the department. Candidate’s original contract letter may outline their role, but they are advices to work with the chair annually on this statement to ensure that the work matches expectations.

Part III: Annual Reviews (for untenured faculty only)

Description

Each year all untenured faculty are evaluated for reappointment. These annual reviews, when completed, consist of a Faculty Activity Record (FAR), a supporting letter from the faculty review committee, a supporting letter from the department chair, and a signature page. All but the FAR itself are a required part of the primary dossier for untenured faculty. These are not to be considered part of the 25-page basic document.

Locating the Reviews

Each year the chair will provide you with the copy of your FAR and a copy of your annual review signature page, the faculty review committee’s supporting statement and the chair’s supporting statement. Copies of these are kept in the department chair’s office.

Physical Arrangement

The annual reviews (the signature sheet and supporting statements of department faculty review committee and department chair) are placed in this section with the first review appearing first, the second appearing second, etc. If rebuttals were filed with the annual reviews, they are to be placed behind the appropriate annual review(s).

Part IV: Additional Information Requested During the Review Process

Description

At each level of review, the committees (department, college, and university) may request in writing additional information from the administrator at the appropriate level. This information, which is not part of the 25-page basic document, appears as the last section in the primary dossier. A section tab, divider, or cover page should be provided for this section. Because information may be requested at each level, items may be added to this section of the primary dossier until the time of the final vote for the university personnel committee.

In some cases, no additional information will be requested and this section will be empty.
Physical Arrangement

The first piece of information in this section will be written request for the information. The second piece is the additional information requested. The third piece added will be a rebuttal if you wish to use your right for rebuttal. As with the cover sheets and evaluative statements, the first request appears first, the second appears second, etc.

Process

At any level of review the appropriate administrator will inform you each time that information has been requested. You will be allowed to provide or see what is added. As with all information added to your primary dossier, you will be allowed the right for rebuttal. The rebuttal will be placed directly behind the added information. You will then be asked to sign on the cover sheet that you have seen all materials that are being forwarded, including the additional information that has been added.
Once a candidate for a faculty position verbally accepts an offer from the Dean, a formal “offer letter” is sent to the candidate, confirming the elements of the offer (Figure 1 presents the framework for this letter). The “offer letter” includes a unique statement of “responsibilities and expectations.” This is the opportunity for a department chair to give some definition and set the tone for the unique role and expectations for a given faculty member. Such a statement needs to be communicated to the Dean from the Department Chair before the offer letter can be finalized. Such a statement can be assembled by the Chair or by the Committee as part of its recommendation process.

The “responsibilities and expectations” statement [generally] begins with boiler-plate wording that indicates the percentage of emphasis on teaching, scholarship and service expected of untenured faculty in the department*. This is followed typically by two to three paragraphs outlining expectations for teaching, scholarship and service, more-or-less specific for that individual. The paragraph on teaching includes an indication of the mix between undergraduate and graduate courses/programs (if appropriate) as well as a list of the courses generally to be taught (or at least to be taught in the first semester of employment) as well as (a) reference to the desire for collaboration with other faculty, (b) the fact that student advisement is a normal teaching expectation, as well as (c) any other particulars related to instruction. The second paragraph typically calls for scholarship/creative activity, expecting the individual to share expertise through presentations and publications. Any specific guidelines on numbers or qualities (e.g., at least one national audience presentation/publication per year) is helpful. This is followed by a statement identifying expectations for service to the department, college, and university, as well as professional service to the community and profession. It might be appropriate to weave into this statement expectations for professionalism in dealing with colleagues and students and for pursuing a healthy professional community. Of course, departmental tenure and promotion criteria may have many more specific expectations that would be appropriate for inclusion.

Figure 2 presents a sample “responsibilities and expectations” statement.

*This policy was adopted by the Leadership Team 3/14/00.

*(For untenured position offers) “This position carries with it the expectation that during your untenured years, judgement about your performance will be based xx% on teaching, xx% on research, writing and other related scholarly/creative activity, and xx% on service to the profession, community and university. As indicated by these percentages, excellence in teaching and scholarship/creative activity are significant considerations for reappointment, tenure and promotion. Initially, you should focus on your teaching responsibilities and development of a program of scholarship/creative activity. You are advised to become familiar with university tenure and promotion documents which outline criteria and other important information; unique expectations may be established at the
Figure 1: Framework for New Faculty Hire Offer Letter

Dear Dr. __________:

Per our recent conversation, I am enormously pleased to offer you a full-time faculty position in the College of Education at Wichita State University as Assistant/Associate Professor of ___________________________. As you will recall, the terms we discussed are:

Rank: Assistant/Associate Professor

Tenure Status: Tenure-eligible/Tenured/Not Eligible for Tenure

Prior Service Credit Toward Tenure: None. <or insert “x years”>
  (Review for tenure and promotion will occur no later than the 20xx-20xx academic year.)

  Note: If hired mid-year, clarify what year mandatory tenure review will occur.

Start Date: MM/DD/YYYY (Date on which salary begins)

Salary:

Relocation: An amount not to exceed $__________ will paid (on a reimbursement basis) to assist in your relocation costs. Reimbursement will be based on actual costs as supported by receipts. Please contact Claudia Keller in my office to arrange the details.

Summer: Although we cannot guarantee summer employment for additional salary, opportunities for summer teaching (up to six credit hours at a rate of 2.2% of your academic salary per credit hour of instruction) are ordinarily available for interested faculty.

Contingencies: This offer is contingent upon completion of all requirements for the doctoral degree by _______ (as corroborated by documentation from the university). Should that not occur, we agree to hire you as an Instructor on a temporary appointment during the 20__ - 20__ academic year (at a salary of $36,000).
This appointment will be converted to a tenure-eligible Assistant Professor appointment as the beginning of the academic semester immediately following confirmation of doctoral degree completion and at the indicated salary level for that appointment.

Office/Equipment: Both an office and a computer suitably connected to the mainframe and world wide web will be provided. You should discuss your computer needs with Dr. ______, Chair of the Department ________________ well in advance of your starting date, so we can try to have equipment that suits your technology needs available when you arrive.

Load: Your assignment for the 20__-__ academic year will be determined in cooperation with Dr. _______________. Generally teaching loads are 18 semester hours over the 2 semesters of the academic year, although given other considerations we are sometimes able to make adjustments in this.

Responsibilities and Expectations:

(To be supplied by relevant department chair/unit head.)

Other Responsibilities: You are required to attend WSU’s new faculty orientation. Further information about orientation will be sent later. The College typically offers an orientation session as well.

Start-Up Funding: As discussed, the College of Education agrees to provide start-up funding in the amount of $________ for software, equipment and related items to help secure your research/scholarly momentum. It is intended that as soon as possible your continuing efforts will be funded through external grants/contracts. This funding will emanate from the Office of Research Administration, and for planning purposes we need to know which items need to be purchased in 20xx-20xx and which, if any, may be deferred until 20xx-20xx

Your selection was based upon careful review of your credentials and the recommendation of the faculty and department chair. We have an exciting and challenging __________ program in this college and are confident you will be an excellent addition to our current faculty and contribute significantly to the mission of the College and University.

I am enormously pleased that you indicated your agreement with the above terms by orally accepting our offer. In the meantime we do need your formal written acceptance of this offer. Please so indicate by signing in the space below and returning a complete copy of this letter to me by <specific date>. Your employment by the University becomes official upon issuance and your signing of a Notice of Appointment sent by the University President.

E.iii
Again, I look forward to your joining the College’s faculty. Please give me a call if you have any questions.

Warm regards,

Sharon Hartin Iorio, Dean

cc:   <chair>   , Department of _________________

Notes: 1) Policies pertaining to faculty appointments are found in the WSU Policies and Procedures Manual, the Policy Manual of the Board of Regents, the College of Education Policies and Procedures Handbook, and are typically addressed in departmental policies and procedures.

2) As a result of Homeland Security Department rules and regulations you must present yourself to Human Resources in person within 3 days of the beginning of your employment at WSU. In your case this must be completed on or before _________. You will need 2 forms of identification, usually your driver’s license and your social security card. You may wish to contact HR (316-978-3065) beforehand to determine if you will need an appointment.

3) You must also provide the Dean’s office with an official transcript documenting your terminal degree. The original of this transcript will be forwarded to Academic Affairs and Research; a copy will be forwarded to the Department of ________ and a copy will be kept in your personnel record in the Dean’s Office.

_____ I accept this offer.

_____ I decline this offer.

__________________________   ____________________________
(signature)                    (date)

_ Dr.  <typed name> _

__________________________
(Social Security Number)
Figure 2: Sample “Responsibilities and Expectations” Section of New Faculty Hire [Untenured Position] Offer Letter

Responsibilities and Expectations: This position carries with it the expectation that during your untenured years judgement about your performance will be based xx% on teaching, xx% on research, writing and other related scholarly/creative activity, and xx% on service to the profession, community and university. As indicated by these percentages, excellence in teaching and scholarship/creative activity are significant considerations for reappointment, tenure and promotion. Initially, you should focus on your teaching responsibilities and development of a program of scholarship/creative activity. You are advised to become familiar with university tenure and promotion documents which outline criteria and other important information; unique expectations maybe established at the departmental level.

In general we expect you to teach courses that support the _________ program. We encourage you to consider the potential of distance learning media, but we especially encourage you to use technological enhancements in your instruction whenever it is appropriate. During the Fall 20xx semester you will be assigned to teach Course A (3 hours) and Course D (4 hours). We will reassign the other 2 to 3 hours of teaching load that semester (and possibly other semesters in your early years at WSU) to the establishment of a scholarship agenda. In general we expect you to collaborate with other faculty — in particular, we expect you to work closely with Dr. ______ ________, to establish a _________ program. Student advisement is a normal teaching expectation for all faculty.

Research lab space will be assigned to you in (Building). (Add any additional clarifying comments on laboratory/research space, equipment or GA support.)

In the area of scholarship/creative activity, you will be expected to share your expertise through presentations and publications. You are expected to make at least 1 to 2 presentations annually at national conventions and research symposia. Additionally, after the first two years as an assistant professor (allowing for time to get research up and running) you are expected to have at least 1 to 2 publications in refereed journals annually.

Service expectations for the Department of _________ include committee work and work with student groups; service for the College of Education includes committee work and participating in College activities (e.g., faculty meetings and college ceremonies); and service for the university includes committee work and participating in university activities (e.g., University commencement, student recruitment events, receptions). Service to the profession can take many forms, but service to the community includes only those contributions based upon your professional expertise.

Professionalism in dealing with colleagues and students and the promotion of a healthy professional community is basic to any productive higher education organization. Collegial interactions and working with other faculty and staff in ways that promote a positive environment for collaboration in scholarship, teaching, and service is expected.
APPENDIX F

Faculty Activity Record/Evaluation Calendar

1st Year Probationary Faculty, Provisional Unclassified Professional and Non-Instructional Regular Unclassified Professional Evaluations

January - 2nd Monday (or before) (see department) Faculty Activity Records (FARs) and supporting materials due to department chair/unit head. (1st year probationary faculty and provisional unclassified professionals who teach 50% or more.)

SPTE forms should be included. Student comments will be added when they are received and processed.

(Departments/units may set up their own calendars for review of materials and the evaluation of non-instructional unclassified professionals.)

February - 1st Friday Department/Unit committee and department/unit chair’s recommendations due to the Dean (copy to the faculty member/unclassified professional and departmental/unit office).

All materials available to FPC for review (excludes non-instructional unclassified professionals).

February - 3rd Wednesday FPC evaluation recommendations due to the Dean.

February - 4th Friday Dean’s recommendations of 1st year probationary faculty, provisional unclassified professionals (for reappointment), and non-instructional regular unclassified professionals are due to the Provost & Vice President for Academic Affairs & Research. (Copy to the faculty member/unclassified professional, the chair/unit head, and the Dean’s Office.)

March 1 Notifications due to 1st year probationary faculty and provisional unclassified professionals who are not being reappointed.
Untenured Faculty Evaluation (excluding 1st year faculty) and Annual Evaluation (Merit Review) for all Faculty, and Regular Unclassified Professionals whose appointments include 50% or more teaching

**January - 2nd Monday (or before) (see department)**

Faculty Activity Records (FARs) and supporting materials for all faculty and unclassified professionals who teach 50% or more due to department chair/unit head.

SPTE forms should be included. Student comments for the fall semester will be added when they are received and processed.

**January - 4th Friday**

Departmental/Unit committee recommendations due to chairs/unit head.

Department Chair should meet with all faculty/unclassified professionals regarding the department committee’s evaluation, their own evaluation, and the faculty member's/unclassified professional’s assignments and goals for the coming year.

**February - 2nd Friday**

Departmental/Unit committee and department chair’s/unit head’s recommendations for untenured faculty, all faculty and unclassified professionals who teach 50% or more due to the dean. (Copy to the faculty member/unclassified professional and the department office). (Include FAR)

**February - 2nd Friday**

Appealed department merit reviews/evaluations due to the dean from department chair/unit head.

Appealed merit reviews/evaluations due to FPC. All review materials are available to the FPC.

**February - 4th Monday**

FPC recommendations on evaluations and appeals are due to the dean.

**March - 1st Friday**

Dean's recommendations on
(a) evaluations of untenured faculty,
(b) merit reviews for all faculty,
(c) evaluations and merit reviews of unclassified professionals who teach 50% or more
are due to the Provost & Vice President for Academic Affairs & Research. (Copy to the faculty member/unclassified professional, the chair/unit head, and the Dean's Office.)
APPENDIX G

Wichita State University
College of Education
Information for Students, Faculty and Staff with Disabilities

I. College of Education Student with Disabilities
   a. Self-Identified Students with Disabilities:
      I. A student must self-identify his/her disability by going to the Office of Disability Services (173B Grace Wilkie; ext. 3309 voice/TDD; http://webs.wichita.edu/disserv/) and presenting written evidence from a qualified professional verifying the disability. The student’s instructors then will be notified regarding any accommodations required.
   b. Non-identified Students with Disabilities:
      I. Students who suspect they have a disability but are undiagnosed may seek advice and evaluations from the following campus-based sources:
         1. possible learning disability of Attention Deficit Hyperactive Disorder - contact the Counseling and Testing Center (Room 320, Grace Wilkie Hall; ext. 3440; http://webs.wichita.edu/cnsltst/) or the Psychology Clinic (ext. 3212),
         2. possible language-based (reading, writing, spelling) learning disability; speech, language, or hearing disability - contact the Speech-Language-Hearing Clinic (Eugene M. Hughes Metropolitan complex, 5015 East 29th Street North, Entrance ‘T’; ext. 3289; http://education.wichita.edu/slhclinic)
      ii. Instructors do not need to provide accommodations to students who have not self-identified their disabilities and/or have not been recognized by the Office of Disability Services. However, instructors should include a statement in their syllabi that provides information about the Office of Disability Services and refer students to that office. The statement also should be read aloud in class. The information in the syllabus should help students understand their rights to self-identify, obtain disability recognition, and be afforded the accommodations needed to be successful. Such a statement might include:

         ADA: If you have a physical, perceptual, psychiatric/emotional, medical, or learning disability that may impact your ability to carry out assigned course work, contact the office of Disability Services (DS), Grace Wilkie Annex, room 173. (Voice/TDD 978-3309). ODS will review your concerns, confirm your disability, and determine, with you, what accommodations are necessary. All information and documentation of your disability is confidential and will not be released by DS without your written permission.
c. COE Faculty expertise with students with disabilities

I. Specific faculty within the College have expertise in one or more areas of disabilities. Thus, a directory of COE faculty and their areas of expertise is available so that other COE faculty and staff with questions or concerns may consult with these faculty (see below). On a yearly basis, a specific presentation will be made at a COE faculty meeting regarding disabilities and common strategies faculty can use to increase students’ academic success.

2. College of Education Faculty or Staff with Disabilities
a. The procedures and information listed above apply to faculty and staff as well. However, College of Education faculty and staff who wish to self-identify their disability should contact the Office of Human Resources (ext. 3065) to obtain the status and accommodations that are required to fulfill their job responsibilities.

3. Recruitment of Students, Faculty and Staff with Disabilities
a. During faculty, staff, or student recruitment efforts, College of Education recruiters should provide information regarding the faculty’s, staff’s, and students’ rights under American’s with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. In addition, information about the accessibility of the WSU campus, any support groups that exist, and directions for contacting the Office of Disability Services or Office of Human Resources should be provided.

b. Current College of Education faculty, staff, or students with disabilities can be encouraged to mentor new College of Education faculty, staff, or students with disabilities.

4. Further Information for College of Education Faculty, Staff, and Students with Disabilities
a. Information about the Americans with Disabilities Act and Section 504 of the Rehabilitation Act is available through the Wichita State University Disability Support Services at http://webs.wichita.edu/dss/laws.html

b. Disability Support Services also hosts a student group for students with disabilities (Disability Support Service Student Organization). Information can be obtained through Disability Support Services (105 Grace Wilkie Hall; ext. 5949; http://webs.wichita.edu/dss/).

c. College of Education faculty, staff, and students may find additional support and information about disabilities via the internet. Disability Support Services provides links to a variety of resources at: http://webs.wichita.edu/dss/resources.html

d. Virtually all classrooms on the Wichita State University campus are accessible. However, College of Education faculty, staff, and students should consult with
the Office of Disability Services (see contact information above) if concerns arise.

RESOURCE FACULTY WITH EXPERTISE ON DISABILITIES

<table>
<thead>
<tr>
<th>Name</th>
<th>CI</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Mitchell</td>
<td>CI</td>
<td>28</td>
</tr>
<tr>
<td>Judy Ruder</td>
<td>CI</td>
<td>28</td>
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<tr>
<td>Anh Tran</td>
<td>CI</td>
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<tr>
<td>Fran Clark</td>
<td>CI</td>
<td>28</td>
</tr>
<tr>
<td>Peggy Jewell</td>
<td>CI</td>
<td>28</td>
</tr>
<tr>
<td>Candace Wells</td>
<td>CI</td>
<td>28 (low-vision only)</td>
</tr>
<tr>
<td>Nancy McKellar</td>
<td>CESP</td>
<td>#123</td>
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</tbody>
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