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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.

Rev 2010
Chapter 1 – College Organization and Governance

1.1 – Organization and Governance

Introduction
The WSU College of Education comprises four departments whose synergy provides a powerful understanding of life span development and academic innovation in living and learning. It prepares teachers, school professionals, school counselors, educational psychologists, exercise scientists, athletic trainers and sport professionals for 21st century careers. College faculty also contribute to the improvement of the profession at local, state, national and international levels through teaching, research and professional service.

Governance
Governance procedures, as described throughout this document, provide for organized faculty participation in setting collegewide policy and procedures. Matters specific to the Professional Education Unit, which is housed within the college, are addressed in accordance with the policies and procedures described in the Professional Education Unit Manual.

Organization

Faculty
Faculty are those persons with the rank of clinical educator, 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.

Administrators
Dean: Per WSU Policies and Procedures section 1.03, the chief administrative officer of each degree-granting college is a Dean, who is responsible to the Provost and Senior Vice President for the leadership and general management of the college. Areas of responsibility of the dean include: college program development and future planning; determination of the educational, fiscal and physical plant needs of the college; development of the budget for the college; formulation of college-level recommendations concerning salary, appointment, assignment, promotion and dismissal of faculty and staff, based in part on the prior recommendations of chairpersons; and representation of the college and its programs both within the University and before professional and community groups.

Associate Dean: The Associate Dean is responsible to the Dean and assists the Dean in providing day-to-day management of college operations and policy implementation. Broadly speaking, the Associate Dean’s primary responsibilities pertain to the college’s advanced and non-teacher education programs, the strategic plan, college communications, the Technology Center, course
schedules, the faculty mentorship program, and the college’s Advanced Program, Curriculum, Technology, and Unit Assessment Committees.

Assistant Dean/Accreditation Officer: The Assistant Dean/Accreditation Officer is responsible to the Dean. Broadly speaking, the Assistant Dean/Accreditation’s primary responsibilities pertain to initial licensure programs in the Professional Education Unit, CAEP/KSDE accreditation review process, the CAEP annual report, the Title II report, and the unit’s Initial Licensure Teacher Education Program and Accreditation Steering Committees.

Director of Education Support Services (ESS): The Director of Education Support Services 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 Director of Education Support Services provides administrative support for the Dean and may be involved, at the request of the Dean, in other operations within the College and Professional Education Unit.

Department Head/Chair: The Department Head/Chair is the front-line administrator in dealing with programs, faculty and student matters, and is responsible to the Dean. Policies pertaining to department leadership are specified in WSU Policies and Procedures section 2.15.

Staff: Other college administrative support positions include Assistant to the Dean, Business Manager, Data Management Coordinator, Licensure Officer/Assessment Specialist, Outreach Coordinator, Placement Coordinator and Scholarship Coordinator. Other staff members play important roles in the college, providing administrative support in the academic departments or ESS.

The administrative structure of the college is depicted in Figure 1.1.
Figure 1.1 – Administrative Structure

College of Education

- Associate Dean
  - Technology Center
  - Data Management Specialist
  - Business Manager
  - Assistant to the Dean

- Dean
  - Outreach Coordinator
  - Scholarship Coordinator
  - Placement Coordinator
  - Director of Education Support Services
    - Licensure Officer
    - Education Support Services Staff

- Assistant Dean / Accreditation Officer

- Curriculum and Instruction
  - Kansas Mentor and Induction Center

- Counseling, Educational Leadership, Educational and School Psychology

- Play Therapy Center

- Sport Management
  - Partnership for the Advancement of Sport Management
  - Center for Physical Activity and Aging
  - Physical Education Activity Program
  - Human Performance Laboratory

Key:
- Direct Reporting
- Indirect Reporting
1.2—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. 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)

1.2.1 - Leadership Team

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

**Purpose and Authority**
The COEd Leadership Team shall advise and assist the dean with the governance and management of the college. The COEd 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 & Senior Vice President for Academic Affairs and/or the president of the university.

**Composition**
The COEd Leadership Team shall be comprised of the following: (1) the dean, (2) the associate dean, (3) the assistant dean/accreditation officer, (4) the head/chair or one voting representative from each academic department, (5) director of Education Support Services and other faculty/staff members as deemed necessary by the dean and other COEd Leadership Team members defined above.

**Responsibility**
The COEd 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.

Meetings
The COEd 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.

Committee Actions
Proposed policy changes that broadly impact faculty or staff shall either (a) be referred, as relevant, to a college-wide 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 COEd 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.

1.2.2 - Curriculum Committee

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

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

Composition
The Curriculum Committee includes one representative from each department and one member of the COEd Leadership Team who is non-voting. Faculty representatives are elected by the faculty of their department for a three-year term. Department heads/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.

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 head/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.

Meetings
The Curriculum Committee meets monthly. 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.

**Committee Actions**

The committee shall forward all recommendations to the dean.

### 1.2.3 - Diversity Committee

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

**Purpose and Authority**

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

**Composition**

The committee consists of at least three faculty representatives (including clinical educators) from across the college (appointed by the dean for a two-year term based upon recommendations from departments heads/chairs), the associate 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.

**Responsibility**

The committee promotes and maintains a plan designed to implement diversity-related goals in the college's strategic 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 COEd Faculty August 19, 2003
Amended by COEd Faculty April 28, 2005
1.2.4 - 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.

Purpose and Authority
Each year as scheduled by the university calendar, 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; and (d) nominations for College of Education awards for teaching, research, and service; and Outstanding Staff Award.

Composition.
The Committee will consist of seven members, one elected at large and six elected within each of the departments: Counseling, Educational Leadership, Educational and School Psychology (2); Curriculum and Instruction (2); Human Performance Studies (1) and Sport Management (1). All full-time faculty within each department of the college except deans and department heads/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.

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 COEd Faculty August 15, 2012)

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.
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 head/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.

When reviewing the credentials of a probationary faculty member for reappointment, and to assess progress toward tenure and promotion, the committee will examine the faculty member’s most recent Faculty Activity Record (FAR), related reflection and goals statements, and supporting documentation for the FAR. It will also review evaluations conducted at the department level. The committee will also request that the dean’s office provide copies of the faculty member’s previous FARs and related evaluations so the committee may gain a more complete understanding of the faculty member’s overall progress toward tenure and promotion.

Approved by faculty April 19, 2012

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.

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

1.2.5 – Recruitment and Retention Committee

The Recruitment and Retention Committee is a duly authorized committee of the college with the following purpose and authority, composition and responsibilities:

Purpose and Authority
The Recruitment and Retention Committee focuses on a comprehensive student recruitment and retention across all departments and programs within the College of Education.
Composition
This committee includes one or more representatives (advisors, program chairs/faculty and/or department heads/chairs) from each of the four departments – Department of Counseling, Educational Leadership, Educational & School Psychology, Department of Curriculum and Instruction, Department of Human Performance Studies, and Department of Sport Management, the Director of Education Support Services, Outreach Coordinator, Assistant Dean/Accreditation Officer and Associate Dean.

Responsibility
The committee has a broad responsibility for (a) addressing recruitment and retention efforts within the framework of the strategic enrollment management initiatives at the university level, (b) establish a comprehensive student recruitment and retention plan, (c) focus on efforts that actively recruit highly qualified candidates/students and attract candidates/students from underrepresented populations, and (d) utilize program and unit data to identify and remove potential problems or barriers and create solutions to promote enrollment and retention. Committee members are expected to take leadership roles in communicating and coordinating college committee actions and priorities with recruitment and retention planning and actions at the department level.

Meetings.
The Recruitment and Retention Committee meets usually once a month or as-needed basis.

Committee Actions
The Committee shall work closely with the Assistant Dean/Accreditation Officer and Associate Dean, and take actions as reasonable and within broad institutional policy on student recruitment and retention. All actions taken should be reported to the Assistant Dean/Accreditation Officer.

1.2.6 – Technology Committee

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

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 and individual productivity.

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 heads/chairs, one staff member, the associate dean, and a representative of the College Technology Center. The chair of the committee is elected annually (usually in the spring preceding the Chair term) from among the membership of the committee.

**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.

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

**Committee Actions**
The Committee shall work closely with the associate dean and assistant dean/accreditation officer in carrying out its responsibilities, making periodic reports and relevant recommendations to Unit/College of Education leadership, committees or other Unit/College of Education entity as relevant.

Approved by COE Faculty 4/9/98
Amended by COE Faculty September 23, 2004
Amended by COE Faculty April 28, 2005

**1.2.7 - Assessment Committee**

The Assessment Committee is a duly authorized committee of the COEd (and the Professional Education Unit) with the following purpose and authority, composition and responsibilities.

**Purpose and Authority**
The Assessment Committee is responsible for providing faculty leadership and making recommendations on assessment matters for the COEd (and the Professional Education Unit).

**Composition**
The Assessment Committee includes one representative from each COEd department, a representative from the College of Fine Arts (FA) or Liberal Arts and Sciences (LAS), and the associate dean and assistant dean/accreditation officer, both ex officio (with votes only in the
case of a tie). College of Education members are elected by the faculty of respective departments in such a way as to have three-year staggered terms. The representative of Fine Arts or Liberal Arts and Sciences is appointed by the Unit Head, in consultation with the Deans of LAS and FA, and serves a 2-year term. The Chair of the Committee is elected annually from among the membership of the committee. Ordinarily, committee members are elected/appointed in the spring.

**Responsibility**
The Committee has broad responsibility for assessment in the Unit/College of Education, including the following specific responsibilities:

1. providing broad faculty oversight in implementing the Unit Assessment System and associated program assessment plans,
2. reviewing/monitoring specific program assessment plans and annual reports to provide constructive feedback for Program Committees (each program reviewed at least every 5 years),
3. recommending/developing and reviewing assessment policies,
4. reviewing aggregated unit assessment data, especially related to unit operations, to make recommendations in accordance with the Unit Assessment System,
5. conducting periodic reviews of the Unit Assessment System, recommending modifications as appropriate, and
6. periodically reviewing the Assessment Committee’s responsibilities to update as needed.

**Meetings**
The Assessment Committee meets during the academic year at times deemed reasonable in terms of meeting the Committee’s responsibilities.

**Committee Actions**
The Committee shall work closely with the Associate Dean and Assistant Dean/Accreditation Officer in carrying out its responsibilities, making periodic reports and relevant recommendations to Unit/College of Education leadership, committees or other Unit/College of Education entity as relevant.

**1.3 – Strategic Planning**
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 a strategic plan, and seeks to attain that mission through establishing, maintaining and monitoring progress toward strategic goals and action statements. As guidance, strategic planning, goals and action statements are to be consistent with the university mission, strategic plan, 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, 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/CAEP 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 and any ad hoc strategic planning committee it may appoint 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 and any ad hoc strategic planning committee it may appoint is responsible for monitoring (i.e., tracking) collective efforts toward attaining adopted college goals. They make periodic progress reports to faculty, staff and Dean’s Advisory Board.

Adopted by COEd faculty and staff on 2/22/01 / Updated 8/1/2016

1.4 – Representation, Faculty Senate

College of Education representation on the Faculty Senate is aligned with the requirements and processes defined in the Faculty Senate Rules. As stated in the Faculty Senate rules, “Senators shall regularly convey to their units the business before the Senate, and shall share the views of their constituents with the Faculty Senate.”

The COEd’s preferred representation includes three faculty senators who are either probationary
or tenured—one from C & I, one from CLES, and one from either HPS or SMGT. In the event one or more departments does not nominate a candidate to serve in its assigned slot, the nomination process will be opened to the other departments.

The COEd’s fourth faculty senator will be an unclassified professional with 50% or more responsibilities in teaching/research. This representative may come from any of the college’s four academic departments.

COEd senators ordinarily are given the opportunity to report on activities and concerns of the Council at college-wide faculty/staff meetings and may organize special meetings or special mechanisms to secure input from Education faculty.

Revised policy approved by COEd faculty 3/6/17

1.5 – Representation, Graduate Council

The College of Education has one representative on the Graduate Council. Qualifications, electorate and terms are set and elections conducted by the Graduate School. The representative is nominated and elected by the college graduate faculty.

Graduate Council representatives ordinarily are given the opportunity to report on activities and concerns of the Council at college-wide faculty/staff meetings and may organize special meetings or special mechanisms to secure input from Education faculty.
Chapter 2 – Personnel

2.1 – Salary and Selection 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 heads/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 head/chair.

Student/candidate evaluation of lecturers, temporary faculty, and graduate teaching assistants' teaching effectiveness must be consistent and used as an employment factor to ensure high quality teaching.

Salary

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/document 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 head/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.

2.2 – 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 online 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 2.07 states that standard teaching load “normally shall be the equivalent of a 12-hour maximum” per semester. 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.

In instances when faculty members are requested to exceed their normal teaching loads, they may, upon approval by the dean and in compliance with WSU policy on extra compensation, receive overload pay at the 2.2% of base salary per credit hour rate.

Approved by COEd faculty, 9/25/03
2.3 - Faculty Mentoring Program

Mentor – Mentee Matching

- New faculty members are eligible for voluntary participation as mentees during their first five years of their appointments.
- Eligible mentors for probationary faculty include tenured faculty the COEd and related disciplines in LAS, and other colleges. Eligible mentors for non-probationary faculty are not required to be tenured, but they should be experienced WSU faculty members.
- New mentees in the program may request specific mentors or receive recommendations from college leadership. The associate dean, in consultation with the dean and department head/chair, makes the final selection.
- Finalization of a mentor assignment will be subject to both the mentee’s and mentor’s approval following a “get acquainted” lunch.
- Returning mentees and mentors in the program will continue to work with the same partner unless they have requested otherwise.

Mentoring Process

- Associate dean will provide information on how to serve as a mentor.
- Leadership Team will be encouraged to identify topics for discussion.
- At least two large group meetings of all mentors and mentees will be held each year.
- Mentors and mentees are encouraged to go to lunch at least six times each year.
- Topics for discussion between mentors and mentees may include, but are not limited to:
  - Balancing professional role responsibilities (teaching, research, service)
  - Balancing personal and work life commitments
  - Conducting research
  - Dealing with assessment matters
  - Engaging students
  - Enhancing and documenting effectiveness in teaching
  - Evaluating program and course effectiveness
  - Getting assistance when needed (where to go to voice concerns, get questions answered)
  - Meeting expectations in regard to professionalism
  - Participating in strategic initiatives
  - Understanding accreditation (HLC, CAEP, specialized program) and related processes
  - Understanding WSU policies and procedures
    - Key policies
    - Annual review / Faculty Activity Record
    - Curriculum changes
    - Tenure and promotion process
• Mentors and mentees may also elect to conduct at least one mutual teaching observation each. This is purely voluntary on the part of both parties.

Compensation
• Pending available funds, mentors will receive $880 ($700 base + 6 lunches @$30 each) for one year of service as a mentor.
• Mentees are not compensated for their participation in the program.
• Mentors are asked to cover the costs of the lunches for both themselves and their mentees. As indicated, lunch costs are included in the overall stipend.

2.4 –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 department head/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):

1. 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 head/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.

2. After the semester is completed, the SPTE staff will return to the department head/chair 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.

3. 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.

4. 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 head/chair for filing (in a department personnel file).

5. The department head/chair will ensure that confidentiality of the written comments and numerical results is maintained.

6. 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
7. 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.

8. 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.

9. Department heads/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.

2.5 - College Framework for Tenure and Promotion Criteria

The intent of this document is to assist the faculty in the College of Education (COEd) tenure and promotion process. The COEd adheres to the general criteria for tenure and promotion to all academic ranks as stated in the Wichita State University (WSU) Tenure and Promotion Policies and Procedures.

General Principles

University tenure and promotion policy sets institutional criteria for awarding tenure and promotion at WSU and calls for the establishment of college criteria that 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 COEd sets specific tenure and promotion criteria in compliance with both COEd and WSU policy. Official criteria are maintained by the COEd Dean’s Office, periodically reviewed by the COEd Faculty Personnel Committee, approved by COEd faculty in a college-wide faculty meeting, and subjected to reviews and approvals as specified by university policies and procedures.

From WSU University Guidelines and Criteria 4.15
http://webs.wichita.edu/inaudit/ch4_15.htm
The COEd asserts itself in this process by establishing criteria for tenure and promotion that sets parameters intended to assure consistency with the unit’s conceptual framework for professional educators and related disciplines as appropriate, as well as with the COEd mission and the university’s values as expressed through the WSU Strategic Plan.

The COEd, in alignment with the WSU Strategic Plan, values the following, which provides the framework for positive risk taking:

- Developing unique applied learning or research experiences for students.
- Pioneering and integrating interdisciplinary curricula and experiences.
- Capitalizing on relevant trends that increase quality educational opportunities in a distinctive way.
- Accelerating the discovery, creation, or transfer of new knowledge.
- Empowering students to create a campus culture and experience that meets their changing needs.
- Enhancing learning via the creation of a campus that reflects – in staff, faculty and students – the evolving diversity of society.

**COEd Criteria for Tenure and Promotion**

The general criteria or principles outlined here must be applied to tenure and promotion decisions in light of a detailed knowledge of the specific goals of each department and the COEd and the specific qualities and competencies of the individual. Tenure and promotion criteria are generally cast into three areas of scholarship, **Teaching, Research and Creative Activity, and Service** along with four key functions of each scholarship labeled as **Discovery, Integration, Application, and Education** of knowledge (Hyman et al., 2002). However, in acknowledgment of the broad importance of a pervasive sense of community in attaining the COEd mission, the notion of collaboration/teaming/cooperation within and across programs, departments, colleges, the university, and community should be an acknowledged theme across all departmental tenure and promotion criteria. The following discussions explicate how the three areas of scholarship are, theoretically, integrated with the four key functions of scholarship.

Tenure and promotion decisions shall be based on recognized performance and achievement in each of the several areas, as appropriate to the particular responsibilities assigned to the faculty member. In employing the scholarships of Teaching, Research and Creative Activity, and Service, the Tenure and Promotion Policy recognizes that an individual’s activities may fall within or across two or more scholarships. Faculty members are encouraged to articulate the interdisciplinary nature of their work.

**Promotion**

A terminal degree in a field appropriate to the discipline in which the candidate teaches or conducts research and creative activity is normally required for appointment or promotion to the rank of assistant professor, associate professor, or professor. Exceptions to this guideline will require careful documentation based upon an adequate rationale. Under normal circumstances, a faculty member should not expect to be considered for promotion with less than six years in rank. The standards for teaching, research, and service for each rank are indicated below. The relative significance of teaching, research and creative activity, and service may vary from case to case.
Assistant Professor
Evidence is normally expected of the following: demonstrated effectiveness in teaching; potential for achievement in research and creative activity; and some service appropriate to the mission of the department and college.

Associate Professor
Evidence is normally expected of the following: documented effectiveness of teaching; a record of research and creative activity that has earned recognition in professional circles at the regional or national level; and (3) some professional or university service.

Professor (and Professor Incentive Review)
Evidence is normally expected of the following: sustained effectiveness in teaching; a record of substantial accomplishment in research and creative activity which has led to recognition in professional circles at the national or international level; and demonstrated academic leadership in the form of service to the department, college, university and the profession.

University Policy 5.13 Professor Incentive Review Program
http://webs.wichita.edu/inaudit/ch5_13.htm

Tenure Procedures
All full-time (probationary) faculty with 50 percent or more responsibility for teaching; research and creative activity with the rank of instructor or higher must undergo review for tenure during their sixth year of employment at WSU unless their employment at WSU is to be terminated at the end of their seventh year of service. Those individuals given credit for prior experience in higher education at the time of initial appointment shall undergo review for tenure according to the policies stated.

Expectations of performance in and the relative importance of teaching; research; and service will be defined at the time of the initial appointment. Specific performance goals will be established each year during the annual evaluation of untenured faculty. These expectations and goals form the foundation for evaluation for tenure in the context of the tenure criteria established by the faculty of the COEd, but do not constitute a definitive review for tenure. The terminal degree is preferred for the granting of tenure except in exceptional and well-documented cases. The award of tenure normally requires documented evidence of effective teaching and a record of research and creative activity that has earned recognition in professional circles at the regional or national level.

Joint Appointments
COEd faculty with joint appointments will be evaluated by their Primary Department. Decisions or recommendations regarding tenure and promotion are the responsibility of the administrative head of the Primary Department and shall be consistent with the policies and procedures of that administrative unit. Candidates are encouraged to solicit documented input from the secondary department. The Primary Department may use such input from the secondary department when making tenure and/or promotion decisions.

Scholarship of Teaching
In a college whose primary purpose is the preparation of education, mental health, and physical activity professionals, effective teaching is an important criterion for tenure and promotion. Faculty in the COEd should be pedagogical leaders in their fields as well as provide effective student advising and mentoring, ensure students have applied learning experiences, incorporate innovative techniques, and encourage the development of interdisciplinary courses. Types of teaching scholarship include theoretical, technical, clinical, professional, special, and general pedagogy.

The modes for delivery of instruction may include face-to-face, distance and extension education, technical workshops and seminars, exhibits, performances, addresses, speeches, and public broadcast media. Audiences for teaching scholarship generally include undergraduate students, graduate students, postgraduates, professionals in the field, certificate students, special interest groups, and the general public.

Effective teaching within the COEd is defined as a command of the subject area content, organized and enthusiastic presentations, establishment of objectives and evaluation methods for each class, and the ability to employ effective strategies to meet specific class needs without lowering standards. Faculty are expected to revise their courses regularly to keep them relevant, on the cutting edge of new knowledge, and based upon research in their fields. Faculty whose teaching is consistently of a low quality will be expected to improve their performance.

Evidencing adequate levels of the Scholarship of Teaching includes: classroom instruction and practicum/internship supervision; curriculum and innovative program development; student research; and academic advising.

**Classroom instruction and practicum/internship supervision**
In order to document effective teaching, faculty must provide the course number, title, number of students, and whether the course was individually or team-taught. Independent studies, blue-carded courses, and cooperative education should be clearly indicated. Documented evidence of effective classroom instruction/supervision is crucial for successful tenure and promotion. At a minimum, required evidence for documenting effective classroom instruction and/or practicum/internship supervision includes:

- Syllabus for each course
- Concise compilation of results from student evaluations and comments, using the required COEd instrument (e.g., SPTE)
- Findings from student comments from such sources as student evaluations, formal interviews, or exit surveys should be presented by a summary statement that conveys the students’ sense of strengths and weaknesses

Additional or optional mechanisms for documenting effective classroom instruction and/or practicum/internship supervision may include:

- Additional course evaluations (e.g., IDEA)
● Peer and/or department chair review of teaching (based on in-class performance or recorded presentation) and/or internal letters about teaching effectiveness
● Statements from administrators that attest to the candidate’s teaching and advising effectiveness
● Examples of support materials (e.g., tests, handouts, etc.)
● Examples of student outcomes/products (e.g., projects)
● Guest lecturing in another faculty member’s class
● Reflective analysis of teaching (i.e., synthesizing information from different sources) to implement possible changes
● Specific course improvements, changes made as a result of evaluation and reflective analysis
● Awards or other external recognitions for teaching

**Curriculum and innovative program development**

● Teaching a course for the first time
● Developing a new course
● Significantly revising an existing course
● Program development and/or modification
● Using new and innovative techniques
● Developing an interdisciplinary course and/or program
● Developing unique applied learning or research experiences for students

**Student research**

● Supervision of, and membership on, graduate and undergraduate dissertations, theses, projects, monographs, performances, productions, and exhibitions required for degrees (serving as chair of a student research project committee will be considered to require more time and effort than serving as a member)
● Insights gleaned from supervision of student research

**Academic advising**

Academic advising is another component of the scholarship of teaching. While the process of advising differs between undergraduate and graduate programs, all advisors are expected to: be accessible to assist students with academic questions; be knowledgeable about programs, policies, and procedures; provide accurate and timely information to students; be professional in relating to students; assist students in the development of meaningful educational plans that are compatible with their professional goals; and provide assistance in refining goals and objectives, understanding available choices, and assessing the consequences of alternative courses of action.

Documenting academic advising could include the following:

● List of advising responsibilities
● Evidence of effective academic advising of departmental majors as determined by either a department evaluation form or by peers and/or the chair
**Faculty development activities**
- Participation in workshops
- Participation in conferences
- Being/having a faculty mentor
- Securing and/or maintaining certification/licensure
- Pursuit of advanced degrees and/or further academic studies

**Scholarship of Research and Creative Activity**
The discovery, integration, application, and transmission of knowledge in a field of study is what uniquely distinguishes the university from other levels of post-secondary study. Such scholarship is a critical element of the COEd mission.

Faculty must show evidence of original and innovative research and creative activity appropriate to their established role description and departmental/college goals and strategic plans. Effective research and creative activity is defined in the COEd as activity that (a) increases, organizes, explains/redefines, and/or synthesizes the knowledge, or (b) generates new processes and products that contribute to a faculty member's profession, discipline and/or broader society. Research may be basic or applied, or both, in nature. Paper presentations and publications are expected in order to establish and maintain a broad agenda of scholarly inquiry and writing. Grant proposals are also considered part of scholarship. The agenda may be focused or broad-based with several lines of inquiry.

**Collaboration**
The COEd values multidisciplinary and integrative research as well as individual research. The COEd also recognizes the importance of cross-disciplinary teams that can integrate creative works from several fields.

**Quality and quantity**
Scholarly contributions are reviewed based on the quality of the product, consistency of effort, and continued submission within the faculty member's profession or discipline. 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 (as judged by peer review or literature citations), and comprehensiveness should be considerations in setting tenure and promotion criteria for scholarship of research and creative activity.

**Venues**
As a professional school, the COEd values scholarship produced for practitioner consumption as well as more traditional publication venues. Depending upon the discipline, a faculty member's body of work can provide a balance between presentations at research, practitioner, and virtual conferences, and publication in peer-reviewed and editorial-reviewed outlets, including journals exclusively published online. However, publication of national/international peer-reviewed books and book sections (e.g., book chapters) and in peer-reviewed journals remains the highest standard for publication and faculty are encouraged to pursue these outlets for their scholarship. Faculty should provide evidence of the impact their work. Impact on the field may be documented through
citations, acceptance rates of journals and conferences or other means such as outcomes associated with the work. Faculty members are expected to clearly identify types of research and creative activity (e.g., journals, professional publications, books, book chapters, conference proceedings) and form of review (e.g., peer-review, editorial or other form of review). Research and creative activity may be documented by the following:

**Research, scholarly publications and public intellectualism**

Regarding written works, citations should include beginning and ending page numbers or total number of pages, where appropriate. For multi-authored works, the contribution of the candidate should be clearly indicated (e.g., co-author, senior author, supervised person who authored the work, etc. and percent of contribution). Typically, order of authorship reflects the degree of contribution with regard to the finished product. Explanations should be provided in cases that depart from this tradition. Impact of research scholarship and creative accomplishments within the profession and society as based on citations, readership (e.g., downloads of materials) or other forms of professional acknowledgement should be provided. Indicate if peer reviewed. Publications and/or public intellectual discourse includes:

- Articles published in academic journals
- Books including major revisions of previously published books
- Parts of books
- Book reviews
- Conference proceedings
- Research abstracts
- Research reports to sponsors
- Manuscripts accepted for publication substantiated by letter of acceptance
- Manuscripts submitted for publication, with an indication of where submitted and when
- Manuscripts in progress
- Articles published in non-academic journals and trade magazines
- Publications that translate or reword academic work for a different audience
- Articles published in in-house publications
- Cooperative extension bulletins and circular
- Legacy and/or digital media (e.g., blog, podcast, etc.) that contribute to the public intellectual discourse

**Creative activity**

- Exhibition, installation, production, or publication of original works of architecture, dance, design, electronic media including instructional videos, film, journalism, literature, music, theatre, and visual art that contributes to public intellectual discourse
- Performance of original dance, literary, musical, visual arts, or theatrical works or works from traditional and contemporary repertories of the performing arts

**Presentations and outreach activities**

- Presentations at technical and professional meetings at local, state, regional, national, and international levels (keynote speaker, invited speaker, general session speaker, research-based paper presenter, poster session, panel member, discussant, facilitator). Presentations will be considered as research and creative activity whether such are presented once or recast to address the needs of different audiences.
• Description of outreach or other activities in which there was significant use of candidate’s expertise (consulting, journal editor, reviewer for journals or presses, reviewer of grants, etc.)

Projects, grants, contracts, and emerging forms of research
• Grants awarded (fully processed financial award)
• Pending grants (submitted proposal that is awaiting funding status from sponsor)
• Grants not funded (notification received from sponsor or principal investigator that proposal was not funded)
• Contracts awarded
• Effectively manages funded grants or contracts
• Accelerating the discovery, creation, or transfer of new knowledge via inventions, innovations, or technologies that are market driven
• Products developed
• Invention disclosures
• Patents applied for or granted
• Technology developed, transferred, or adapted in the field
• Software programs developed
• Technical assistance provided
• Development of, or involvement with, multi-disciplinary and integrative research teams
• Development of, or supervision of, research laboratories
• Applications of research scholarship in the field including new applications developed and tested; new or enhanced systems and procedures demonstrated or evaluated for government agencies, professional and industrial associations, educational institutions, etc.

Additional or optional mechanisms for documenting effective research and creative activity
• List of honors or awards for scholarship or professional activity
• Other activity that significantly contributes to the faculty member’s profession or discipline that meets the criterion of scholarly activity.

Scholarship of Service
Effective service is defined as activities performed by a faculty member that benefit the department, college, university, community, society or the profession. Service activities are performed in many capacities and involve substantive contributions to a variety of communities including to the university, society, and discipline or profession. Scholarship of service contributions to the university, society, and the profession will be evaluated based upon activities within the university and beyond. These activities will be documented and judged relative to the level at which they are performed (i.e., college, department, university, community, profession), the extent of time involved, and the significance of their impact. The service area includes a broad range of activities related to the intellectual work of the faculty member where theory and practice interact and one renews the other. The faculty member must document his/her time commitment and provide some evidence of how the service related to the fulfillment of goals related to impacting the department, college, university, community, society or the profession.

Service to the university includes:
• Record of committee work at college, department, and university levels
- Participation in campus and/or university-wide governance bodies and related activities
- Serving as a program director/chair/coordinator
- Participation in accreditation activities
- Record of administrative support work (college representative, faculty mentoring, assessment activities, etc.)
- Record of contributions to the university's programs to enhance equal opportunity and cultural diversity
- Assistance to student and/or alumni groups/organizations
- Participation in program, department, college or university recruitment and retention activities
- Participation in development/fundraising activity

Service to society includes:
- Participation in community affairs
- Service to governmental agencies at the international, federal, state, or local levels
- Service to public and private organizations
- Service to citizen/client groups
- Testifying as an expert witness

Service to discipline or profession includes but is not limited to the following:
- Record of membership in professional and learned societies
- Organizing conferences and/or service on conference committees
- Active participation in professional and learned societies (e.g., offices held, committee work, and other responsibilities)
- Other examples as documented

Other service activities that enhance the university's image, represent the university to the public, further the university's goals and direction, or employ one's professional competence to benefit the public.

**Administration**
Faculty members are sometimes asked to undertake administrative roles where they coordinate significant program, departmental, college, or university activities. Given the importance of these activities to these entities, criteria should distinctly identify ways to document activity in management roles. This may be recognized formally with separate load recognition (e.g., 40-30-20-10).

**Reference**
2.6 – External Letters of Review for Candidates for Tenure and/or Promotions

University policies in the WSU Faculty Handbook section 3.8125 mandate the use of the external reviews in all tenure and promotion reviews and specify the requirements and process for said reviews. 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. Individuals who potentially have a conflict of interest and therefore are unable to provide an unbiased professional assessment of a faculty member's scholarship are:

1. Master's thesis advisor or committee member
2. Dissertation advisor or committee member
3. Colleague or co-author on grant, publication, and/or other scholarly/creative activity
4. Colleague on an outside university/WSU partnership (example, another university partners with WSU for offering courses). This requires working relationship between participating faculty.
5. Colleague who has been on faculty in the WSU COEd

2.7 - Granting of Tenure and Rank During the Search and Hire Process

The university policies in the WSU Faculty Handbook suggest in section 3.5 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 (FPC) 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 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 head/chair.
2. The department head/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 head/chair will make a separate recommendation and forward both recommendations to the dean.
5. The dean will advise the chair of the COEd FPC of the recommendations for tenure and/or rank.

6. The chair of the COEd 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 COEd FPC’s recommendation to the dean.

Adopted by COE Faculty December 11, 1997
2.8 - Review of Candidates for Tenure and/or Promotion in Departments Having Fewer than Three Eligible Faculty Members for a Departmental Review Committee

University policy 4.18 specifies the procedures for the review of tenure and/or promotion applications. The policy states that in departments having fewer than three voting tenured faculty members, the college faculty will develop appropriate procedures for the review, subject to the approval of the college dean. For the College of Education, those procedures follow:

Selection of Reviewers

From a roster of eligible College of Education faculty, the chair of the Faculty Personnel Committee will forward to the department head/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 heads/chairs and assistant/associate Deans, except for the head/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 head/chair will choose a committee of five, including the department member(s) who hold the appropriate rank. No more than two external members may be from the same department, and no more than one member shall be a currently serving department head/chair or assistant/associate dean.

Amended by the FPC on 9-6-06

2.9 - 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 heads/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 is maintained in the dean’s office.)

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 heads/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 heads/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 head/chair in collaboration with the Faculty Personnel Committee and submitted through the dean.

**2.10 - 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 is maintained in the dean’s office.)

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.
2. Maintain a professional, friendly, let-me-help you atmosphere for all visitors who enter the office.
3. Be proactive in helping others (including department head/chair, 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

2.11 – Practica and Research Activities in Schools

Practica
All teacher education practica and student teaching assignments are arranged by the Coordinator of Placements. See section 4.3 for the Field/Clinical Experience/Internship 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 head/chair, then to the dean’s office which will forward the request to appropriate USD 259 officials.
Graduate students who wish to conduct research in the schools follow the same procedure except that they must have advisor and department head/chair approval prior to sending the request to the dean’s office.

### 2.12 – Faculty Travel

University travel policies are detailed in WSU Policies and Procedures section 3.28.

A travel policy is developed by each department's faculty. The policy is maintained by the head/chair after approval by the dean. The department head/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.

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.

Revised by the LT, 8/25/05

### 2.13 – In-State Travel

1) Before in-state travel is performed, a request must be made to the department head/chair/dean/budget officer. Travel must be approved or reimbursement will not be made. Each department head/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.

2.14 – Advising Students
Advisement of undergraduate and graduate students enrolled in the College of Education is the shared responsibility of all department faculty. Supervision of advisement policies and procedures is the responsibility of department heads/chairs.
Chapter 3 – Programs

3.1 – Course and Program Changes

1. In line with university policy, changes in courses are initiated by the faculty member in consultation with appropriate the program committee. Changes in program requirements are initiated by program chairs in consultation with their program committees. Unit changes are initiated by the Initial Licensure Teacher Education Program Committee (ILTPC) or the Advanced Program Committee (APC).

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 vote. If approved, the proposal moves forward to the department head/chair.

If the department head/chair approves, changes in ILTPC or APC courses or programs are then forwarded to the ILTPC or APC for approval before being sent to the college curriculum committee.

Changes in all other courses or programs that are not involved in the Professional Education Unit 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
\[\downarrow\]
Department Curriculum Committee
\[\downarrow\]
Department Head/Chair!
\[\downarrow\]
ILTPC or APC
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.

3.2 – Program 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 an assessment system that:

a) monitors college programs and operations in general,
b) provides for program-specific assessment plans that monitor student attainment of defined program standards/outcomes and 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.

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.
Chapter 4 – Students

4.1 – Student Concerns

University policy addresses student concerns of various types. Please see http://webs.wichita.edu/depttools/depttoolsmemberfiles/VPSA/RevisedStudentConcernProcessGuide.pdf for a resolution guide that references related university policies.

4.2 – Academic Dishonesty

WSU Policy and Procedure Manual, Section 8.05/Student Code of Conduct/

Academic Dishonesty states:

- Students who compromise the integrity of the classroom are subject to conduct action on the part of the University. Violations of classroom standards include:
  1. Cheating in any form, whether in formal examinations or elsewhere.
  2. Plagiarism, using the work of others as one's own without assigning proper credit to the source.
  3. Misrepresentation of any work done in the classroom or in preparation for class.
  4. Falsification, forgery, or alteration of any documents pertaining to academic records.

A standard of honesty, fairly applied to all Students, is essential to a learning environment. Students violating such standards must accept the consequences; penalties are assessed by the course instructor or other designated people. Serious cases may result in discipline at the college or University level and may result in suspension or dismissal. Dismissal from a college for academic dishonesty constitutes dismissal from the University.

Students accused of abridging a standard of academic honesty may utilize established academic appeal procedures. (See the Student Academic Honesty Policy at Section 2.17 of this [WSU Policies and Procedures] manual.)

When academic dishonesty within the College of Education is suspected, an instructor will typically use the following procedures:

1. The instructor should bring the situation to the attention of the student, informing him/her
of the instructor's concern and setting up a formal meeting to discuss the issue with the student as soon as possible. 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, and inform the student of any intended course consequences.

2. If, following the meeting, the instructor no longer suspects academic dishonesty or determines that none occurred, no further action is necessary.

3. If, following the meeting, it appears academic dishonesty did occur, the instructor should inform the academic department head/chair (via notification form) of both the action and consequence (e.g., F on the assignment/F for the course grade), and refer the student to the appeals process outlined in the Academic Appeal Form (available via the College of Education website).

4. The department chair will decide if any further consequences are necessary and send the signed report to the Dean's office, while also sending a copy to both the instructor and student. A copy of the notice should also be placed in the student's academic file kept in each respective department.

If the student wishes to appeal the suspicion and/or sanctions, he or she may do so using the Academic Appeal form (available via the COE website). The completed form and any supporting documentation should be filed with the college Dean's office within 10 class days of signing the notification form.

Upon receipt of a student appeal, the Dean will assign a representative to review the academic integrity/honesty case. The assigned individual will make a recommendation within 15 class days and the Dean of the College of Education will then have 10 class days to weigh the recommendation and determine an appropriate action. The Dean will share her/his decision with the student, Vice President for Student Affairs, Provost and Senior Vice President, Dean of the student’s School or College (if different), the faculty member, and the faculty member’s department head/chair.
WICHITA STATE UNIVERSITY
COLLEGE OF EDUCATION
ACADEMIC HONESTY VIOLATION NOTIFICATION

(To be completed by faculty member responsible for reporting academic honesty violation.)

Faculty submitting notification:

Course Title:            Semester:

Student’s Name:         Student WSU ID ;

Address:         Phone:

Date faculty became aware of incident:

Date faculty met with student to discuss incident:

Description of incident:

Course of action taken by faculty:

Faculty Signature: ____________________________  Date: __________________

Student Signature: ____________________________  Date: __________________

By signing this form, the student acknowledges receipt of this information in the meeting between the faculty member and the student. The student also acknowledges that the faculty member has informed the student of the appeals process.

Any appeal to either the accusation or the penalties imposed must be made in writing using the Academic Honesty Appeals form within 10 class days from the date on this form.

Confirmation of Review by Department Chair:

__________________________  Date: __________________

Chair’s Comments:

Original: Dean’s Office
Copies: Student, Faculty Member, Department Chair
Attachments: Copy of assignment and other relevant documentation

Approved by COE Faculty February 17, 2011
WSU Policy 8.05: Student Code of Conduct: "Students accused of abridging a standard of honesty may protect themselves through established academic appeal procedures and are assured of due process and the right of appeal from accusations or penalties felt to be unjust".

Student's Name: ___________________________ My WSU ID ____________

Address: ____________________________________________________________

Phone: ________________ Email: ________________________________

Part I - In one or two sentences state the nature of your appeal and whether you are appealing the accusation or the penalty.

Part II - Provide rationale and justification for your appeal (include documentation and add additional pages).

Student's Signature: ___________________________ Date: _________________

List Attachments:

When completed please submit to College of Education Dean's Office Corbin Education 104.
4.3 – Field/Clinical Experience/Internship Placement

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/internships are defined by program faculties in consultation/collaboration with 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. Candidates are informed via course syllabi or other unit/program documents that they may be required to undergo background checks in order to participate in required clinical/field experiences/internships at certain clinical sites (e.g., undergraduate/graduate catalog, brochures).
2. 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.
3. 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.
4.4 – College Scholarship Awards

Procedures

1. Scholarships in the College of Education will be awarded without regard to age, color, disability, gender, gender expression, gender identity, genetic information, marital status, national origin, political affiliation, pregnancy, race, religion, sex, sexual orientation, or status as a veteran.

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

3. The scholarship coordinator will coordinate the awarding of scholarships by each department by providing each department chair/head a list of the department's scholarships, the amount of each scholarship, the scholarship policies and procedures, and a list of eligible students who have applied.

4. Each department, either through its chair/head or a faculty selection committee, will work with the scholarship coordinator to select its scholarship recipients.

5. The department head/chair will review and approve the final selections to be sent to the scholarship coordinator.

6. The scholarship coordinator will enter the awards in the appropriate university data management system and/or through the appropriate university processes.

7. No informal written or verbal notifications should be given to applicants prior to official communication from the scholarship coordinator.

8. The scholarship coordinator will notify scholarship recipients of their awards.

9. The scholarship coordinator will coordinate communication regarding awards to other appropriate offices on campus, including Strategic Communications.

10. The scholarship coordinator will maintain a file of names, contact information, and awards given to scholarship recipients.

11. Selections for scholarships that are not designated for award by any single department will be assigned to the college’s Recruitment and Retention Committee. The same procedures outlined for department awards (see items 3-8) will be followed with the assistant and
associate deans serving as the final reviewer/approver.

12. The scholarship coordinator will administer renewals for students who continue to meet their respective scholarship’s requirements. Scholarship renewals are not subject to additional department or college review.
Chapter 5 – Technology

5.1 – Provision of Technology to Faculty

When resources allow, the COEd dean’s office will supply each full-time faculty and staff member with a computer for professional use. Faculty and staff will be able to choose between two base model options—one a Macintosh platform, the other PC. Costs associated with upgrades beyond the base models and additional equipment (e.g., external monitor) will be incurred by departments and must be approved in advance by the appropriate department head/chair. The dean’s office will consider requests for replacement computers, assuming available funds. However, any funding provided by the dean’s office for a replacement computer will be contingent on an evaluation by the technology staff of the faculty or staff member’s current computer and its performance level. Whenever possible, the preferred option will be to maintain current computers to insure acceptable performance for extended life spans. There is no timetable for replacing faculty and staff computers on an interval basis.

5.2 – Inventory

The COEd technology staff will maintain inventory of all college-owned or department-owned hardware and software, in compliance with university procedures. All college or department purchases of hardware or software must be reported to the technology staff to insure that complete records are entered and maintained.

5.3 – Technology Center: Class Meetings

The COEd Technology Center is available to host class meetings on both a regular and limited basis. Requests for reservations should be sent to coe.tech@wichita.edu at least 48 hours in advance of meeting time. Reservations are granted on a first-come, first-served basis. When classes do meet in the Technology Center, the course instructor is expected to be present through the class meeting.

5.4 – Technology Center: Equipment Checkout

Eligibility
1. Equipment may only be checked out by currently enrolled WSU students or currently employed WSU faculty, staff, or unclassified professional. They must be in good standing with no outstanding lost charges or blocks on their record.
2. Equipment may only be checked out after eligible patrons present a current Shocker Card.
3. Individual iPads checked out to students as part of COEd course expectations must have an iPad loan agreement on file.
4. All internet and computer activities must comply with WSU’s Acceptable Use Policy and student Code of Conduct. Violations of these policies will be reported to the appropriate university officials.

**Liability and Fines**

1. Equipment must be checked in on the last day of final exams to prevent late fees. Fines accrue at a rate of $10 per hour, not to exceed $120 maximum fines plus an additional $15 processing fee.
2. If equipment is not returned the last day of final exams, it will be declared lost. A replacement charge based on replacement costs and not to exceed $650 will be assessed to the patron’s account until the equipment is returned. Once returned, as long as there is no damage to the equipment, the fee will be reduced to the $10 per hour fine, not to exceed the $120 maximum overdue fine. Failure to return equipment during the next business day will result in an assessment of the maximum fine plus an additional $15 processing fees.
3. Once equipment is considered lost, attempts will be made to contact the patron to recover the equipment. If the patron cannot be contacted or refuses to return the equipment, the WSU College of Education dean’s office reserves the right to turn the account over to the WSU Police for possible prosecution.
4. Patrons are fully responsible for the equipment in their care from the time of checkout until check in occurs, including any damages or theft.
5. Damage charges will be based on the replacement value of the equipment including peripherals damaged. Charges will be placed on the patron’s university account and collected through the same process used for other university charges.
6. Patrons are cautioned to never leave the equipment unattended as they are responsible for any lost charges resulting from neglect or theft. If a theft occurs, the patron should contact the Technology Center immediately. The Technology Center will contact the WSU police Department.
7. Any problem with the equipment should be reported immediately to the Technology Lab.
8. WSU College of Education accepts no responsibility for files lost or damaged while using the equipment.
9. Abuse of any aspects of this policy by a patron will result in the loss of equipment privileges by that patron.

**5.5 – Technology Center: Software**

Faculty requests for specialized software to be placed on COEd Technology Center equipment
(e.g., lab computers) must be submitted to coe.tech@wichita.edu at least two weeks prior to the
date needed. COEd technology staff members, in consultation with the dean’s office, will review
each request, assess any costs involved and whether adequate resources are available to cover those
costs, and evaluate the technical support needs related to the software. Based on this review,
requests may or may not be supported.

5.6 – Technology Staff: Personal Equipment

COEd technology staff members are prohibited from working on any student’s or faculty or staff
member’s personally-owned computer or other equipment. Staff members may provide guidance
as faculty or staff members configure their mobile devices to receive university email.

5.7 – Technology Center: Printers and 3D Printers

WSU uses a printing tool called PaperCut to handle paper print jobs on campus. Computers in the
COEd Technology Center employ this system, and the price to print is 10¢ per page. The
technology staff cannot grant exceptions to students, faculty or staff members wanting to print on
lab computers without using the PaperCut system.

The Technology Center’s 3D printers are available to students, faculty and staff. However, given
the complexities of completing 3D printing projects, 3D printing requests must be submitted to a
technology staff member who will complete the printing process. The requestor must provide the
technology staff member with full details about the project, including the print file in a format
compatible with the 3D printer. Upon receipt of the project information, the technology staff
member will then provide pricing information to the requestor. Once the requestor agrees to the
charge, the project will be scheduled for printing at the earliest available opportunity.

5.8 – Technology Center: Decorum

Students, faculty and staff members working in the COEd Technology Center or interacting with
technology staff members on technical support matters are expected to exhibit appropriate,
professional behavior, as defined in WSU Policies and Procedures and the Faculty Handbook, at all
times. Failure to uphold such expectations may result in suspension of COEd Technology Center
access and equipment checkout privileges, as well as additional consequences that may be
determined through university reporting mechanisms.
5.9 – Redeployment of College Equipment/Technology

In the event that technology\textsuperscript{1} 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.

1. 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.

2. Department-Funded\textsuperscript{2}: 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.

3. 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.

4. Donation or Cascade From Other University Unit: If a department (or the dean’s office) received 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/redeployed accordingly.

5. If the technology is considered to be College funded, it will be cascaded as specified by the dean’s office in consultation with the technology staff. Considerations will include relevant requests that may have been submitted by departments, any costs that be incurred in optimizing equipment for redeployment, and the college’ strategic priorities.

6. If the dean’s office, in consultation with the technology staff, cannot identify potential benefit from redeploying or keeping the technology item, it will be identified as surplus and

\textsuperscript{1} Technology is broadly defined. It encompasses both hardware and software and includes such items as computers, projectors, fax machines, scanners, monitors, video/digital cameras, etc.

\textsuperscript{2} “Department” is broadly defined and includes, but is not limited to, other subunits such as Education Support Services, the Center for Physical Activity and Aging, and the Play Therapy Center.
sent to the University Physical Plant Warehouse.

7. 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.
Chapter 6 – Miscellaneous

6.1 – Annual Fund Campaign

1. 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.

2. 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.

3. While departments may utilize their Annual Campaign in numerous ways, they are expected to devote at least 51% of their allocation to uses that directly benefit students.

6.2 – Online Course Fees

When online course fees are distributed to the college, the dean’s office will retain 10% of those net proceeds received from Academic Affairs. The remaining balance will be allocated to the college’s academic departments in proportion to the online credit hours generated by each department for the semester(s) pertaining to the distribution.

6.3 – 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/internship/clinical courses, these minimums apply:

- 15 in upper division courses & workshops
- 8 in master’s 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
Revised 12/1/16
6.4 – Special Events

When planning for a conference to be hosted at Wichita State, faculty and staff should work in concert with Office for Workforce, Professional and Community Education.

The policy that follows is designated for an event that specifically requires approval from the College of Education.

An event 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.

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, COEd, or university to the department chair/head or supervisor. The department chair/head or supervisor insures 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 chair/head 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, COEd and/or technical support services, and other university resources.

3. The department chair/head 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 chair/head will review and make a recommendation for or against approval with rationale to the dean. 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 if the dean deems necessary, the College of Education Leadership Team for a final decision. The final decision for approval of the event will be made by the dean.