

School of Education Governance Statement

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DRAKE UNIVERSITY
SCHOOL OF EDUCATION
Governance Statement

1.0 MISSION

The School of Education at Drake University is a diverse community of collaborative learners dedicated to the preparation, licensure, advancement, and continuing education of teachers, counselors, school administrators, human resource development professionals, and other leaders of learning communities.

The SOE experience is distinguished by exemplary teaching, scholarship, and service that advances the higher education experience for on-campus and extended-campus learners.

2.0 PROGRAMS

Programs are created by the departments within the School, and approved by the administration and faculty of the School, with further approval by the University. All approved programs are then published in the Drake University Catalog. School of Education administration, faculty and staff are encouraged to become familiar with these catalogs for counseling students.

3.0 ADMINISTRATIVE STRUCTURE

3.1 Dean

The Dean of the School of Education is the executive officer and shall be responsible to the central administration of the University and the School of Education faculty and students. A chief function of this officer is to maintain the best possible learning environment within the broad scope of University and School of Education policies, rules and regulations.

The Dean shall:

1. work with the faculty to provide growth and stability in the educational programs of the School
2. support and direct programs of improvement and provide dynamic leadership to the faculty and staff
3. be responsible for recommending to the President of the University, or the President's designee, the appointment, assignment, transfer, promotion, demotion, dismissal and/or suspension of faculty or staff members of the School
4. submit an annual budget for the School
5. approve, and direct, in accordance with business procedures of the University various purchases and expenditures within the budget
6. determine the salary for each staff and faculty member and recommend its acceptance to the President or the President's designee
7. make provision for equitable and adequate support staff for the faculty
8. exercise leadership in directing staff in various studies, programs, committees, and other organizational tasks that will allow the School to remain a viable unit within the University structure
9. represent the School as its chief executive officer in all dealings with other schools, colleges, universities, public schools, social institutions, business firms, agencies of government, student organizations, and the general public. The Dean may assign other faculty or staff members to represent her/him
10. chair all faculty meetings
11. call special faculty meetings as needed
12. Shall appoint either the Assistant/Associate Dean or a member of the SOE Dean's Council to serve as a representative when absent from essential meetings or events.
13. work closely with Alumni and Development and serve as the primary School of Education contact.

Specific enumeration of the above duties does not limit the Dean's broad authority and responsibility.

3.2 Assistant/Associate Dean

The Assistant/Associate Dean of the School of Education shall be a member of the Faculty of Instruction and the Dean's Administrative Council. The Assistant/Associate Dean will coordinate SOE student services by managing orientation sessions, articulating transfer credits, registration, graduation, and admissions processes, and overseeing undergraduate and graduate (approved by faculty 9/22/15) advising; will coordinate data management, catalog copy, and accreditation processes at the undergraduate level; prepare updates/changes from the Banner and Blackboard systems and administrative functions for faculty; and may also have additional duties as assigned by the dean.

3.3 Director of Continuing Education and Professional Development

The Director of Continuing Education and Professional Development is the chief administrator of this unit within the School of Education. The Director of Continuing Education and Professional Development shall be a member of the Dean's Administrative Council.

Responsibilities include:

- 1) Supervise online learning development within Continuing Education and Professional Development.
- 2) Manage all third party contracts and program offerings within Continuing Education and Professional Development.
- 3) Coordinate conferences and special events related to the promotion of Continuing Education and Professional Development.
- 4) Articulate all Continuing Education and Professional Development programs and services with the Drake University and School of Education Strategic Plan and Statement of Governance.
- 5) Oversee a team of field coordinators in order to ensure program quality and generate new ideas for courses and programs.
- 6) Plan, coordinate, and generate all print and electronic marketing materials needed to promote Continuing Education and Professional Development programs.
- 7) Manage the budget and enrollments for all Continuing Education and Professional Development programs.
- 8) Other duties as assigned.

3.4 Dean's Administrative Council

The Dean's Administrative Council is composed of the Assistant/Associate Dean, the chairs of each academic department, the Director of Continuing Education and Professional Development, the Director of Head Start, and any directors of major programs or grants as the dean deems appropriate. The Council is ex-officio in status, and meets monthly.

3.5 Academic Departments

3.51 Leadership, Counseling, and Adult Development

3.52 Teaching and Learning

3.6 Department Chairs

There will be one Department Chair for each academic department of the School. Department Chairs shall be members of the Faculty of Instruction and, upon recommendation of the members of the department, shall be appointed by the Dean. The term of appointment will be indefinite, but the faculty will make a recommendation every two years. In addition to the duties listed under "Faculty of Instruction", the department chair shall:

1. coordinate faculty personnel procedures within the department and make recommendations regarding hiring, induction, retention, development, promotion, and tenure
2. coordinate curriculum and program development within the department
3. work with the Assistant/Associate Dean in matters of student recruitment, admissions, advisement, certification, and graduation
4. prepare tentative course schedules and faculty
5. prepare and submit an annual budget for the department
6. approve and direct, in accordance with accepted procedures of the School and the University, purchases and expenditures within the budget
7. coordinate and facilitate departmental research, grant writing, and publications efforts
8. coordinate and facilitate departmental public relations efforts and service projects
9. schedule and chair regular department meetings and distribute minutes to members of the Dean's Administrative Council
10. serve as an advocate for the department by communicating any necessary and appropriate departmental concerns or issues
11. provide faculty annual feedback regarding the faculty member's annual performance. If the chair writes a review letter for promotion and tenure in that year, no additional letter of review is needed.
12. gather annual feedback on department leadership from faculty members in the department.
13. carry out other duties as assigned by the dean.

3.7 Grant Programs

All grant applications in the School of Education shall be directed by a member of the Faculty of Instruction or the Dean's Administrative Council.

All grant applications must be approved by the Dean no less than 10 days before the submission deadline. Grant applications that require changes in the curriculum of the School will be approved only after the project is reviewed by the Department, Curriculum Committee and Faculty of Instruction. Grants that involve course release or re-assignment must be approved by the department Chair before submission to the Dean. Grant applications are submitted by the University Grants office only after obtaining approvals of other Drake offices as required by University policies. Exceptions can be made for grant applications or awards with more immediate deadlines.

Persons hired to work on grant programs may be hired either as members of the Faculty of Instruction or as Staff.

- a. With advice from the faculty and approval of the Department Chair and the Dean, grant funds may be used to hire non-tenure track members of the Faculty of Instruction when a need exists for instruction related to grant activities.”. Faculty of instruction hired in conjunction with a grant program shall be hired, employed, and evaluated on the same basis as all other faculty in the department. They in turn will carry rank and will be full voting members of the faculty. The following specific conditions will apply:
 1. When positions are open, a search committee shall operate in the same manner as for any other position, and recommendations will be forwarded to the Dean as with any other position.
 2. The loads and duties of the faculty will be determined by the chair of the department, consistent with the conditions of the grant and with the conditions of the department.
 3. Faculty in the grant programs will be reviewed in the same manner as all other faculty.
 4. The program director or chair of the department will make recommendations to the Dean regarding retention, tenure, promotion, and salary in the same manner as with all other members of the departmental faculty.
 5. Academic programs that are part of a grant must be approved and monitored by the faculty as a whole, in the same manner as all other programs within the department. Conditions of the grant will bear on those deliberations in the same fashion as certification requirements and the recommendations of the learned societies on all other programs.

- b. Grant funds may be used to hire individuals in staff positions. It is the responsibility of the program director to implement procedures for hiring, supervising, evaluating, and remunerating staff that are consistent with Drake University personnel policies and requirements of funding agencies.

4.0 FACULTY STRUCTURE

Definitions:

4.1 General Faculty

The General Faculty includes all faculty with rank. The School shall use the following ranks:

- Instructor
- Assistant Professor (T-T and CTF)
- Assistant/Associate Professor of Professional Practice (CTF)
- Assistant/Associate Professor of Practice (CTF)
- Associate Professor (T-T and CTF)
- Professor
- Emeritus Professor

Faculty in the above ranks may be designated as tenure-track or non-tenured full-time appointments. Full-time appointment to the rank of instructor or higher will be (1) appointment with continuous tenure; (2) probationary (tenure-track) appointment (appointment letter will contain a statement of the year in which the faculty member will be eligible for tenure); (3) consecutive term appointment (appointed with no restriction as to number of terms that may be served and not eligible for tenure); (4) defined term appointment (appointment for no more than three years and carries the title of "visiting"); or (5) reappointment of retired faculty on special conditions.

Other faculty appointments and titles shall be recognized according to the Charter of Drake University, under Section II. C. (such as Adjunct, University Fellow, and others).

4.2 Faculty of Instruction

The Faculty of Instruction consists of full-time School of Education faculty whose primary responsibility involves teaching six hours or more per academic semester. Directors or staff in grant programs may be given faculty status upon recommendation of the Dean and by faculty approval. The Faculty of Instruction also includes the Assistant and Associate Deans and the Dean of the School, who will act as its chair. Individual faculty members are responsible for the following activities:

Teaching:

1. practice current and effective teaching methods in all course work
2. revise curriculum and instruction as necessary
3. provide students with a usable and descriptive outline for each course
4. complete an annual Professional Portfolio to provide evidence of achievement in teaching, scholarship, and service
5. obtain necessary curricular and instructional materials and aids
6. plan and initiate special conferences, workshops, seminars, institutes, etc., to supplement regular curriculum
7. develop brochures and other materials for distribution to prospective students
8. maintain essential records on student progress

Advising:

9. provide advisement for students, ordinarily including a minimum of five in-office hours per week and email and/or online availability (approved by faculty 9/22/15)
10. maintain essential advisee records
11. work with other faculty to evaluate, develop and implement a workable plan for recruitment of new students
12. work with other faculty to evaluate and recommend acceptance or rejection of all applications for degree programs

Service:

13. attend and participate in regular and special meetings of the department and of the School of Education
14. attend and participate in appropriate activities of other organizational units within the School of Education and other units of the University
15. join and participate in appropriate professional organizations--local, state and national
16. attend and participate in meetings and conferences pertinent to the programs of the department
17. maintain contact and provide liaison with professionals, agencies and programs outside the University
18. participate in educational enterprises and related activities in the community

Scholarly Activity:

19. engage in appropriate research activities related to one's professional field
20. contribute the results of research and other professional findings and achievements to appropriate journals and professional publications

Administration:

21. submit budgetary requests and supporting data to the department chair regarding:
 - a. allowable travel expenses
 - b. allowable program expenses (conferences, institutes, etc.)
 - c. maintenance and equipment replacement/repair expenses
 - d. instructional and curricular materials
 - e. resource personnel
 - f. other allowable expenses
22. carry out other duties or functions as assigned by the department chair

4.3 Teaching Load

The teaching load for full-time faculty is generally limited to nine semester hours per semester. Variations may be made to reflect differing commitments to research, grants, administrative responsibilities, doctoral committee work, student advisement load, types of teaching assignments, and accrediting standards. Visiting and Clinical faculty are generally assigned a twelve-hour teaching load.

4.4 Support for Scholarly Work

Workload reductions that are equivalent of one course per year will be made for the first year faculty new to the Drake SOE and new to university teaching in order to allow time for scholarly writing and research. The chairs of individual departments within the SOE will establish workload adjustments that best meet the needs of each of the departments.

5.0 GOVERNANCE PROCEDURE

The faculty shall meet a minimum of one time per month during the academic year. The meetings shall be conducted according to *Robert's Rules of Order, Newly Revised* (1970). The Dean shall be responsible for calling the meetings, shall prepare the agenda, shall chair the meetings, and shall see that minutes are taken and distributed.

The faculty shall have responsibility for deliberating all matters of policy affecting the School, and shall decide on these and other program and structural changes by majority vote. For decisions to be official, a quorum consisting of fifty percent of the voting faculty must be present. All decisions thus rendered will hold final authority, subject to review by the Dean, the Provost, and the President.

Voting at faculty meetings on the matters stated above will be accorded to all members of the Faculty of Instruction.

All matters that affect the structure of any department, including but not limited to: staffing patterns and assignments; curriculum; course sequences; certification and degree programs; and, changes, deletions and/or additions to courses and programs, will be given proper consideration by the members of the affected department before a vote by the faculty. In instances where the department is bringing the matter to the faculty for a vote, the above outlined procedures for voting will be in effect. In instances where the matter arises during a Faculty meeting, the matter will be referred to the department, which shall have until the next regular faculty meeting to bring back a recommendation. Failing such action, the faculty may vote without a recommendation from the department.

6.0 STANDING COMMITTEES

6.1 Advisory Council

Purpose: The purpose of the School of Education Advisory Council is to represent the School's constituencies in reviewing and making recommendations concerning its programs and policies. The committee will provide perspectives of those concerned with, and affected by, such programs and policies, but will not be directly involved in their formulation.

Membership and term: The School of Education Advisory Council shall consist of at least twelve members. Representation shall normally include teachers, administrators, counselors, human resource professionals, community leaders, and other friends and supporters of the SOE

The Dean will appoint Council members and determine their terms of service.

Procedures: The Advisory Council will be convened for at least one meeting during each academic year. The Council, in collaboration with the Dean, shall set its own agenda and operating procedures and will normally elect a board chair from among their membership

6.2 Assessment Committee

Purpose: The Assessment Committee shall coordinate and/or develop, as appropriate, assessment and evaluation procedures in the SOE. The Assessment Committee will review aggregate SOE/department data and data provided by the Office of Institutional Assessment as appropriate and report to the SOE faculty and Dean on at least an annual basis. (Approved 3/24/15)

Membership and Term: The committee shall normally consist of the Associate Dean, two full-time faculty from each department, elected by the Faculty of Instruction. Additional participants may be invited as appropriate. Each faculty member will serve for three years. The Chair will be elected every year from among the faculty members of the committee. (Approved 3/24/15)

Procedures: Regular meetings will be held to coordinate, develop, and review assessment topics. (Approved 3/24/15)

6.3 Curriculum Committee

Purpose: The Curriculum Committee shall act on behalf of the SOE faculty to review proposed changes in curriculum, to take curricular decisions and recommendations to the total faculty, and to serve as a clearinghouse for curriculum discussion.

Membership: The Curriculum Committee shall be composed of two elected faculty members from each department, one representative from Continuing Education and Professional Development, and the Associate Dean. The Associate Dean will serve as a non-voting member. (approved by faculty 1/27/15)

Scope of Responsibility: The SOE faculty has primary responsibility and authority for the curriculum. The committee's function is to expedite ongoing curriculum decisions and to keep faculty informed of its deliberations, recommendations, and decisions. The faculty must approve all actions of the committee.

The Curriculum Committee will review and make decisions on proposals for new, revised, or deleted courses; program revisions; and new or revised endorsement programs. Specifically, revisions to course title, number, cross listings, prerequisites, impact on state regulations, and other items impacting the catalog are the concern of the Curriculum Committee. The faculty can review a decision of the Curriculum Committee if there is a question or concern about committee action. The faculty may indicate its concern and request that the sponsoring department or Curriculum Committee reconsider the proposal. In addition, the committee shall review and approve EDMA courses that are created within Continuing Education and Professional Development or offered in endorsement or degree programs as outlined in an official partnership agreement. At the beginning of each semester, at minimum, a list of EDMA courses offered at the AEAs will be provided to the curriculum committee members and department chairs. (approved by faculty 1/27/15)

Procedures: Members will serve three-year terms and the voting members of the committee will elect a new committee chair each year. The committee shall be an open committee where SOE faculty and staff are welcome to attend and speak. (approved by faculty 1/27/15)

The committee shall make decisions regarding routine implementation and revision of approved programs and shall make recommendations regarding major changes or new programs. The committee shall post their meeting times and agenda and shall regularly report to the faculty seeking approval of their actions and recommendations.

6.4 Diversity Committee

Purpose: The Diversity Committee shall develop and coordinate efforts to promote diversity and social responsibility in the curriculum and among the practices within the SOE that impact students, faculty, and staff. (approved by faculty 1/27/15)

Membership and Term: The committee shall normally consist of three full-time faculty elected by the Faculty of Instruction.

Procedures: The committee shall work with the dean to produce an annual report on diversity in the SOE.

6.5 Doctoral Committee

Purpose: The Doctoral Committee shall oversee the administration of the Doctoral Program, shall make recommendations to the faculty regarding policy and procedures, and evaluate the overall potential for success in doctoral studies of

applicants for doctoral programs in the School of Education. This committee shall recommend admission or denial of admission for each applicant.

Membership and Term: The Doctoral Committee shall consist of the SOE department chairs or their designees, the Director of the Doctoral Program (appointed by the dean) and those faculty (designated by the director) who currently teach core doctoral courses or who currently serve as primary specialization area advisors. The director of the Doctoral Program will serve as chair.

Procedures: The committee will monitor the Doctoral Program according to the approved Doctoral Handbook. This will include responsibility for the admission of students into the program and administration of comprehensive examinations.

6.6 Grievance Committee

Purpose: The purpose of the Grievance Committee is to resolve academic problems and issues related to academic misconduct such as dishonesty, cheating, plagiarism (see Appendix II on Academic Honesty); academic evaluation, advising and research; or allegations of discrimination on the part of faculty toward individual students on the basis of gender, ethnicity, sexual orientation, age, or disability that results in differential treatment brought by students enrolled at the time of the event giving rise to the grievance. Issues related to admission, or non-academic conduct covered by the Code of Student Conduct are not within the scope of this committee. The committee accepts complaints regarding final grades assigned to individual students if there is evidence of unfair differential treatment. The committee forwards a decision to the persons involved and to officers and authorities of the School of Education who have the authority to address the problems and issues that may have caused a grievance.

A grievance is a formal written complaint delivered to the chair of the committee no later than the end of the semester following the semester in which the event occurred. The written complaint must state clearly and completely:

1. the nature and cause of the complaint
2. the person or persons against whom the complaint is made
3. the desired resolution sought
4. a description of failed efforts made to resolve the issue through established procedures of the School and/or the University

Membership and Term: The committee shall normally consist of four members from the Faculty of Instruction, two of whom must be tenured, and one or more alternates elected; and one student. For a grievance involving an undergraduate student, the student member will be the School of Education's Student Senator. For a grievance involving a graduate student, the student member will be a graduate student appointed by the dean. If there is a conflict of interest between any member of the committee and any party to a grievance the dean may appoint a replacement. The term of office for faculty members shall be three years and members shall not normally be eligible to successive terms. (approved by faculty 3/24/15)

Procedures: The committee shall elect a chair who must be tenured. The chair shall receive grievances from students, coordinate the committee's work and report the committee's decision to the persons involved and the Dean.

Before appealing to the Grievance Committee, the student should discuss his/her concern with the individual faculty member. If the student is dissatisfied with the response of the faculty member or feels unable to discuss the grievance with the faculty member, he/she should contact the department chair and discuss the nature of the grievance. If the student is dissatisfied with the responses of the department

chair, he/she may file a written grievance with the committee. Formal grievance is not possible until the faculty member and/or chair of the department has been consulted.

Once a grievance has been filed the committee chair shall make sure that all possible efforts have been made to resolve the problems through established channels and shall assist the grievant through any steps not adequately pursued.

Failing the above, the committee shall meet and shall decide whether or not the grievance properly comes under its purview. If not, the committee shall recommend appropriate referral.

If appropriate, the committee chair shall schedule a hearing at the earliest possible date usually within the traditional academic year. Copies of the complaint shall be distributed to committee members and the persons involved at least one week prior to the meeting.

The hearing will be attended by the parties concerned and the committee members. If a group of students is involved, the chair of the committee will specify the number of students to be in attendance. Witnesses or other individuals whose testimony may be helpful in assessing the facts of the grievance may also be invited by the committee. The hearing will be conducted by the committee chair. Order of proceedings (including who shall sit in attendance at any one time) is the prerogative of the committee in light of the situation at hand. The substance of the proceedings should involve testimony and documentation. All parties to the grievance must be provided opportunity to hear allegations and give their responses. A record of the hearing shall be made. The committee will confer privately following the hearing and prepare a decision for resolving the grievance.

The written decision shall be distributed to appropriate department chairs or appropriate administrative officials, to committee members and to parties of the grievance as soon as practical. A copy of the materials will be kept on file in the Dean's office.

If any party to the grievance is not satisfied with the committee's decision, the party must so indicate by submitting a written request for appeal to the committee chair within fifteen (15) days after the records of the completed hearing are available. The committee chair shall forward the committee's records, findings and decision along with the request for appeal to the dean. The decision of the dean shall be final. If no written request for appeal is received, the department chair or appropriate administrative official shall take action to carry out the committee's decision. A report of grievance may be filed by a student with the Provost's Office for data collection and review, but the college/school's dean's decision is final.

Student grievances and suggestions that do not constitute a formal grievance shall follow the same process as a formal grievance. A student should discuss his/her concern or suggestions with the individual faculty member who may be involved. If the student is dissatisfied with the response of the faculty member or feels unable to

discuss the grievance with the faculty member, he/she should contact the department chair or Associate Dean and discuss the nature of the concern or suggestion. If the student is dissatisfied with the responses of the department chair or Associate Dean, she/she may file a written grievance with the committee after consultation with the faculty member or chair.

6.7 Promotion and Tenure Committee

Purpose: It shall be the purpose of this committee to make recommendations to the Dean on matters of tenure and promotion of faculty *and to support faculty members in the tenure process through an objective, systematic and critical review of materials.* (Approved 4-21-15) The committee shall provide formative and summative evaluations of all submitted portfolios. Committee evaluations are to be used by department chairs and the dean when considering matters of retention and salary. *The Promotion and Tenure Committee may not be held legally liable as long as decisions are made in good faith and there are no intentional acts of discrimination or other unlawfulness.* (Approved 4-21-15)

Membership and Term: The committee shall normally consist of five full-time tenured faculty elected by the Faculty of Instruction. *Committee membership should be representative of both academic departments.* (Approved 4-21-15) Terms shall be for three years each and members shall not normally be eligible for more than two consecutive terms. Department Chairs and other SOE administrators are not normally elected to the Promotion and Tenure Committee.

Procedures: A committee chair *shall be nominated and voted on by the members of the committee on an annual basis.* (Approved 4-21-15) The committee chair shall hold the rank of Associate or full Professor. The chair shall be responsible for notifying committee members of meeting times and places, conducting meetings, and communicating committee recommendations to the Dean.

The committee will review all portfolios submitted by the Faculty of Instruction. Such review will be completed according to the dean's yearly evaluation schedule. All procedures of the committee will follow standards for promotion and tenure of tenure-track faculty found in the Charter of Drake University, section IV, Academic Tenure, Section A and Appendices A-F. Additional review guidelines applicable to all consecutive term faculty (non-tenure track) shall also be followed as documented in the Drake University School of Education Policy Statement on Evaluation, Review and Promotion of Consecutive Term Faculty, Appendix I b.

The committee is also responsible for reviewing the materials of all individuals wishing to include time previously employed at other higher education institutions who are seeking tenure in the School of Education. During the hiring process, when a new faculty member is considered and before an offer is made, the Dean will notify the chair of the Promotion and Tenure committee of the body of work to be considered toward the tenure clock or rank. The Promotion and Tenure committee will review the materials and make a determination for inclusion based on the criteria found in the Appendices I a and I b. (Approved 4-21-15)

The committee shall follow guidelines found in Appendix I a and Appendix I b. The committee will be provided access to all performance, service, scholarship and other such records available in the School of Education files. Additional information may be requested of the person being reviewed by the committee.

In the event of promotion from Associate to Full Professor, the candidate's portfolio will also be reviewed by the Full Professor Committee, comprised of School of Education faculty members with the rank of Full professor. Should the number of Full Professors exceed five, faculty members with the rank of Full, will vote on the committee membership.

6.8 Technology Committee

Purpose: The Technology Committee shall inform/make recommendations for the general acquisition and distribution of technology resources for the School of Education, support technology integration in teaching and research, promote faculty and staff development opportunities, and communicate with Drake University's OIT. The committee will function as an advisory group to the SOE Dean's Advisory Council and/or the person(s) responsible for purchase decisions.

Membership and Term: The makeup of the voting committee shall include at least two representatives from each SOE department and a staff member. The voting committee will elect a chair each year. Committee members will serve for three years. Renewal is possible, but at the end of a three-year term, preference is given to incoming members.

Procedures: The committee will seek requests for technology-related purchases from faculty and staff twice a year. (For the fall and summer semesters, requests will be sought the spring semester before. For the spring semester, requests will be sought the fall before.) After requests are gathered, the technology committee will review requests; prioritize requests based on perceived need, impact, and cost; and seek out appropriate avenues for funding. The committee will promote faculty and staff development by communicating opportunities and resources to faculty and staff. (Approved 4-21-15)

6.9 Communications Committee (entire section approved by faculty 8/26/15)

Purpose: The Communications Committee is charged with working collaboratively with the Office of University Communications and the School of Education to advocate for the development and implementation of marketing communication strategies across the School of Education that result in outcomes aligned with the goals of the School of Education Strategic Plan and aligned with the style guidelines of university marketing and communication.

Membership and Term: The Communications Committee shall be composed of two appointed faculty members from each department, one representative from University Communication, the Marketing Coordinator and the Coordinator of Graduate Admissions. The Coordinator of Graduate Admissions will serve as a non-voting member.

Each member will serve for three years with staggered terms. Members have the option to serve a consecutive term. The Chair will be elected every year from among the members of the committee:

Procedures: The Communications Committee will prioritize marketing needs, monitor allocations of the annual budget and maintain communications within the separate SOE departments and programs. Monthly meetings are required with the option for more frequent meetings as the need arises.

6.10 School of Education International Committee (SOEIC) (entire section 6.10. approved 3/24/15)

Purpose: The School of Educational International Committee (SOEIC) shall act on behalf of the SOE faculty to review and publicize international opportunities and events on campus with global implications. The SOEIC will communicate Drake international initiatives, opportunities, and programs, and serve as a resource for SOE faculty regarding the same. The SOEIC will also serve to integrate international perspectives into the SOE strategic plan and update that plan whenever necessary.

Membership: The committee shall be composed of one faculty representative from each academic SOE department and the SOE Global and International Programs Actions Council (GIPAC) representative.

Chair: The chair is responsible for calling meetings, creating an agenda, and the general coordination of the committee's activities.

Procedures:

6.10.1. Chair assignment

The SOEIC Committee chair will be elected by a vote of its constituent members on the occasion of its first meeting (August or September) of each academic year and serve a term of one year.

Each member of the SOEIC is eligible to be chair.

If the chair is reassigned to another committee or cannot continue on this committee during the academic year, the two remaining members and the departing chair's replacement will hold a vote to elect a new chair.

If the departing chair is not replaced, the two remaining members will determine the new chair until the next academic year rotation.

6.10.2. Department Representative assignment

The department representatives will be elected to the committee by their departments and serve terms of three years.

There is no limit to the number of terms a faculty member may serve on the committee.

If a department representative is reassigned to another committee or cannot continue on this committee during the academic year, the departing member's department is responsible for electing a replacement and notifying the committee chair of their selection.

6.10.3. SOE International Coordinator

The SOE GIPAC representative holds the same committee rights and responsibilities as the department representatives, and this faculty member's participation in the SOEIC is subject to appointment to GIPAC.

6.10.4. Meetings

The SOEIC will meet monthly during the academic year.

Additional meetings may be called when necessary.

The chair reserves the right to conduct meetings or votes via email when necessary.

7.0 GOVERNANCE APPROVAL AND AMENDMENT

7.1 Approval

This Governance shall be in effect when approved by a two-thirds vote of the Faculty of Instruction at a regularly scheduled meeting at which a quorum is present.

7.2 Amendment of Governance

This Governance may be amended by a two-thirds vote of the Faculty of Instruction at a regularly scheduled meeting at which a quorum is present.

An amendment may be proposed by a member of the Faculty of Instruction at a regularly scheduled meeting, but may not be voted on until the next regularly scheduled meeting. The proposed resolution of amendment shall be put in writing and distributed to each faculty member.

APPENDIX I a

Policy Statement on Faculty Evaluation Procedures for Promotion and Tenure of Tenure-Track Faculty (Section revised 9/22/15 to be effective Fall 2016)

Considerations for promotion and/or tenure will begin on the date of initial appointment or date of promotion. The time required in rank for eligibility for promotion of assistant to associate or associate to full professor is typically six years.

When some employees are hired, years of service/teaching at another institute may be brought into Drake and counted toward their six-year tenure clock. During a new faculty member search, a candidate may make a request for prior years of teaching and/or service to be accepted as part of their terms of employment and counted toward their tenure clock.

The Dean should take details of that request to the P&T Committee for consideration. If the P&T Committee is in agreement as to counting the prior years of teaching and/or service, a letter of acceptance is sent from P&T to the candidate (once hired) and the Chair of the faculty member's department. The letter of appointment should make the accelerated evaluation schedule clear to the employee by listing the year in which the first portfolio review is expected as well as the required tenure date.

Formative evaluations of non-tenured faculty will occur following two years of service and then every two years thereafter. The summative evaluation of non-tenured faculty will occur only after three years of continuous service in one rank and no later than the sixth year of appointment unless otherwise specified in the faculty member's letter of contract. ***The P&T Committee can request a portfolio be submitted in year 3 or 5 should the Committee feel receiving feedback during these years would be important in the tenure and promotion process. P&T can make a request, but a faculty member is not required to submit in off years. If the faculty member elects not to provide the portfolio and a decision is made not to reappoint, then they will have assumed that risk of that possibility by not taking advantage of the opportunity to submit a mid-term portfolio.***

After three years in rank, Associate Professors may submit their materials to the P&T committee for formative feedback prior to submitting their portfolio for consideration of promotion to Full Professor.

Tenure and promotion to Associate Professor normally requires demonstrated teaching excellence over a period of six years, cohesive scholarly activity leading to at least three significant products, and demonstrated service achievements.

Promotion to Professor requires demonstrated teaching excellence over a sustained period of continuous service at Associate Professor, at least six significant scholarly products

including a major work or an extended body of related work that constitutes a major contribution to the field, and outstanding professional service.

Review of candidates for promotion to Full Professor will be considered by both the Promotion and Tenure Committee and an ad hoc committee comprised of all School of Education faculty with the rank of Full Professor, referred to as the Full Professor Committee. The recommendations of both will then be forwarded to the Dean.

Although every case must be determined based on the facts, in the normal course, so long as decisions are made in good faith and in the scope of the decision-maker's employment and there are no intentional acts of discrimination or other unlawfulness the university would defend and indemnify those involved.

Criteria

Teaching Excellence is the fundamental criterion of evaluation. No faculty member shall be retained, promoted, or tenured without demonstrated excellence in supporting student learning through classroom teaching, advising, and/or coordination with practice settings. Faculty have defined teaching excellence as a matter of *worthy objectives*, *student mastery* (of objectives), and *student satisfaction*. Objectives should relate to the professional knowledge base, coordinate with other SOE courses in the same program(s) of study, reflect recommendations of learned societies and certifying bodies, and be related to the developmental needs of students. It is expected that most students will achieve mastery of most learning objectives and that assessment results or other recorded student behaviors will demonstrate such achievement. Course evaluations, student surveys and interviews of present and former students should demonstrate student satisfaction.

Scholarly productivity is the second criterion for evaluation. Every faculty member will engage in scholarship that creates and disseminates new knowledge. Productivity is demonstrated by a programmatic set of scholarly activities (e.g., participation in regional and national associations, grant writing, editorial work, professional consulting, personal learning, writing, research, and evaluation) and by the production, dissemination, and external validation of at least one significant scholarly product (usually published) every two years.

Professional service is the third criterion for evaluation. Every faculty member is expected to demonstrate contributions to students, school, university, and their profession. Faculty are expected to be positive role models, to provide advisement and support to students, to attend and support school and university functions and activities, and to be active in their professional communities.

Leadership and/or Stewardship is an overarching criterion for evaluation from Associate to Full Professor. The successful candidate will articulate a pattern of leadership and/or stewardship by demonstrating commitment to the School of Education, the University, and to the Profession through participation in roles or responsibilities that benefit the common good of the institution. The P&T committee may solicit reviews of the candidate's effective leadership or stewardship from colleagues familiar with the candidate's specific responsibilities and contributions.

Procedures

The fundamental responsibility for faculty development and for providing evidence of evaluation and growth is upon the individual faculty member. Each faculty member is expected to review requirements and criteria; to understand the natures of teaching, scholarship, and service; to be reflective, self evaluative, and growth oriented; and to provide evidence of achievement. At the same time, peers, department chairs, P&T Committee members, and the Dean shall provide support and guidance.

The primary support and guidance processes involve interaction among the individual faculty member and peers, the Department Chair, and the Dean. Classroom observation visits and formative discussions are usually scheduled by the faculty member and carried out informally. Evaluation is based upon the following elements: course syllabi, observation of teaching, student evaluations, optional performance contracts, faculty portfolios (containing vitae and activities records, other evidence of teaching excellence, scholarly productivity, and professional service), and by any other evidence submitted by individual faculty.

The faculty portfolio is the primary basis of formative and summative evaluation, and it should contain a summary of all relevant data and original copies of pertinent documents. The Promotion and Tenure Committee may supplement the portfolio by soliciting external evaluations of faculty scholarship. Faculty members will be asked to nominate possible reviewers when this is done. All external evaluations will be confidential. Only members of the committee and administrators assigned to make promotion and tenure decisions will review portfolios.

When a faculty member wants to be considered for promotion, a letter of intent, as well as the portfolio and any other data the candidate wishes to submit, should be sent to the Promotion and Tenure Committee Chair in accordance with the SOE calendar. Faculty are encouraged to solicit external reviews in support of any component of their application for promotion and include them in their submission. In some cases the P&T committee may request external reviews of the candidate's submission, in total or in part.

If the P&T Committee requests external review of a component of the candidate's portfolio, the candidate may nominate three possible reviewers. From this list, one individual would be chosen by the P&T Committee for the component review.

Portfolios

All faculty submitting materials for promotion shall prepare and submit professional portfolios according to the calendar established by the Dean's office. All faculty, regardless of rank, shall submit brief activity reports and updated vitae each year. While latitude is given in format and contents, the portfolio must be prepared with great care and professionalism. Each portfolio shall contain the following:

- (1) cover sheet and table of contents
- (2) updated vita and activities record that summarizes teaching, scholarship and service for the period which the portfolio covers
- (3) Teaching Excellence Section: a file on each course including the syllabus, summaries of student evaluations, original course materials, student examinations and results, sample student papers, peer observation reviews, etc.

Each syllabus should contain the following elements: (1) learning outcomes or objectives; (2) a student reading and assignment list; (3) a course calendar; (4) student grading criteria; and (5) course and instructor evaluation plans.

Teaching Observations (this section approved by faculty 9/22/15)

Peer teaching observations are to be done by non-tenured faculty once a year and by tenured faculty once every two years. Written observations and accompanying reflections should be included in annual activity reports and/or professional portfolios. Observations may be conducted by senior or junior faculty members in the School of Education, faculty outside of the School of Education, and knowledgeable others with the intention of offering insight as to the improvement of teaching and gaining new ideas and perspectives about teaching. A pre and post observation discussion is encouraged.

In the event that direct observations prove difficult (on-line classes, weekend classes or classes taught out of town) observations may be made utilizing video evidence or through on-line access to course materials and interactions.

There is no template or required format for written observations but they should include a focus on those areas identified as defining teaching excellence and may focus on observable areas such as organization, presentation, knowledge, and rapport.

Formative portfolios should include reflections regarding teaching and a growth plan that will be implemented over the next formative evaluation period.

- (4) Scholarly Productivity Section: a file describing scholarly activities, significant scholarly products, and supplemental scholarly products.

This section shall include significant scholarly products. Significant scholarly products include peer-reviewed work, and/or juried publications. In the case of a non-published significant scholarly product, the faculty member must document (1) primary or secondary authorship, and (2) evidence of external validation of the significance of the work. A copy of the significant scholarly product must be included in the portfolio, as well as letters of acceptance or

external validation. For tenure consideration, a minimum of three (3) significant scholarly products is required.

Supplemental scholarly products are encouraged and may include presentations at regional and national meetings and conventions (invited and peer reviewed), published newsletter articles, book reviews, and other similar products. A copy of the conference proceedings and/or letter from the professional organization indicating conference acceptance must be included.

Faculty in their sixth or final year of review or those applying for advancement to full professor may include an external evaluator's review of their research contributions.

As part of the P&T review process, it is possible some submitted scholarly work will not be accepted by the committee as significant scholarly work based upon the governance criteria. If a faculty member disagrees with the committee's decision, the faculty member will be afforded an opportunity to submit a letter to the P&T chair indicating how the faculty member objects or disagrees with the evaluation. The letter shall be added to the portfolio file. (approved by faculty 9/22/15)

- (5) Professional Service Section: a file describing service activities.

Significant service to students, the School of Education, the University, and one's profession is an important aspect of consideration for advancement and tenure and should be carefully documented. Service includes the various committee involvement and professional service to regional, national, and international organizations.

Portfolios should include reflections regarding service activity. Formative portfolios should also include a growth plan that will be implemented before the next formative or promotion review.

- (6) Leadership or Stewardship Section for Promotion to Full Professor: a file describing these activities.

Associate Faculty members are expected to demonstrate commitment to the School of Education, the University, and the Profession through willingness and participation in leadership roles or responsibilities to benefit the common good. The file should include evidence of these roles and their impact over time. Evidence of effective leadership or stewardship should be provided from colleagues familiar with the candidate's specific responsibilities and contributions.

Portfolios should include reflections regarding leadership or stewardship.

- (7) Formative portfolios should include all prior promotion and tenure letters from Department Chair, Promotion and Tenure Committee, and Dean. ***In the event of an electronic submission the document must be submitted once in a read-only or otherwise locked format that can be read on all computers and platforms. A key formatting requirement is to make navigation through the portfolio clear and easy for the reviewers. Since reviewers do not always progress through a review in a linear fashion it is important to provide clear and concise instructions on how to open and navigate the document including links that enable reviewers to easily go back and forth during the review. (approved by faculty 9/22/15)***

A single copy of the portfolio is submitted to the Department Chair according to the Dean's schedule. The Department Chair will provide to the P&T Committee a written review of the portfolio. Then the P&T Committee and the Full Professors Committee will independently review the portfolio, but jointly provide a written recommendation, the Department Chair's review, and all other materials to the Dean. The Dean will then review the portfolio, the Department Chair's review, and the reviews and recommendation of the P&T and Full Professors Committees. The Dean shall provide the faculty member a written response to the portfolio within 30 days of receiving the P&T Committee recommendation. A copy of this response will be sent to the P&T Committee Chair and the Department Chair. In all matters of promotion or tenure, recommendations from P&T and the Dean should be filed with the Provost according to the Dean's published schedule. If necessary, a meeting may be held to discuss faculty progress with the faculty member, the P&T Committee, the Full Professors Committee, and the Dean present. Any of the parties may request such a meeting.

Promotion to Associate Professor and tenure recommendations will be made at the same time, except in instances when a faculty member begins employment at Drake at the Associate Professor level without tenure. In this instance, the faculty member could earn tenure without advancement to Full Professor.

Procedures for University Promotion and Tenure Applications

In any year that a faculty member is being considered for promotion and/or tenure, a formal notification to the Promotion and Tenure Committee Chair needs to be completed. The Portfolio, any other data which the faculty member wishes to submit, and recommendations from the Department Chair, the P&T Committee—and for promotion to Full Professor, the Full Professors Committee—and the Dean are forwarded to the Provost.

The Dean is obligated to support the recommendation of the P&T Committee, amend the recommendation, or reject the recommendation and (in cases of amendment or rejection) may request a conference with the committee and the faculty member. In the event the Dean determines that the candidate merits tenure, the Dean shall forward the

recommendation and support materials to the Provost, who shall make a recommendation to the President of the University, who shall in turn submit the recommendation to the Board of Trustees for action. In the event the Dean determines the candidate does not merit tenure, the Dean shall notify the candidate of that decision. Ordinarily the decision of the Dean is final. A faculty member may however appeal the Dean's negative tenure decision to the Provost within two (2) weeks of notification. The Provost's review will focus on issues such as violation of stated procedures, inadequate consideration, and violation of fundamental fairness. The Provost will not reevaluate the quality of the faculty member's work. In the case of tenure denial at the University level, the faculty member may pursue University appeals as described in Section VIII of the Academic Charter.

Should a School of Education faculty member disagree with a decision on his/her promotion and/or tenure, the faculty member has the right to follow the University appeals process. Ultimately, the Drake University Academic Freedom and Tenure Committee can review the decision if the Faculty Member believes the decision was not based on adequate consideration (failed to follow procedures) or constituted a violation of Fundamental Fairness (motivated by discrimination or in violation of academic freedom).

APPENDIX I b

Drake University School of Education Policy Statement on Evaluation, Review and Promotion of Consecutive Term Faculty

Evaluation and Renewal

Consecutive Term Faculty are non-tenure-eligible faculty who may be appointed with no restriction on the number of terms that may be served. Such faculty are subject to approval by the Dean and the Provost and are eligible for renewal based upon the quality of performance. Periodic review by School of Education Promotion and Tenure Committee shall occur in accordance with procedures delineated herein. Individuals appointed to these positions will be evaluated for compensation, retention or renewal, and advancement using the continuing need of the unit, established criteria appropriate to their positions such as clinical activities, and which will include: Teaching Excellence and Professional Service contributions.

Formative evaluations of non-tenured faculty will occur following two years of service and then every two years thereafter. Consideration for advancement for consecutive term faculty is an optional decision on the part of the faculty member.

Advancement

Evaluation for advancement will be conducted by the School of Education Promotion and Tenure Committee who will make recommendations to the Dean of the School of Education.

Consideration for advancement in rank for consecutive term faculty (non-tenure track) will occur after six years or the completion of 12 semester FTEs of employment. Review for advancement will be determined by the program/department at the time of hire, and criteria will be established that are appropriate to the position being held by the consecutive term faculty member. Such criteria will be subject to the approval by the Dean at time of hire, and will be stated in the appointment letter to the consecutive term faculty member. Additional information for the committee may be requested of the faculty member under review. An outcome of the review process should be to provide constructive, developmental feedback to the individual regarding progress in meeting departmental criteria for advancement.

For currently employed consecutive term faculty members (in the 2010-2011 academic year) who wish to apply for advancement in rank either now or in future years of employment, program/department heads shall develop and forward criteria to the Dean for approval; this shall be followed by a letter to the faculty member and one to the SOE Promotion and Tenure Committee outlining the criteria for advancement consideration.

Upon receipt of the recommendation of the committee, the Dean may support the decision of the committee and forward the recommendation to University administration, amend the decision and request a conference with the committee, or reject the recommendation and

request a conference with the committee. In the case of amending or rejecting the decision of the committee, the Dean shall forward to the committee chair a statement of reasons for such action and request a conference. The conference shall not be later than two weeks following the receipt of notification of the Dean's action.

The two outcomes of this review include: recommendation for advancement or continuation of appointment without advancement.

Procedures

The fundamental responsibility for faculty development and for providing evidence of evaluation and growth is upon the individual faculty member. Each faculty member is expected to review requirements and criteria; to understand the natures of teaching, clinical experiences and service; to be reflective, self-evaluative, and growth oriented; and to provide evidence of quality work. At the same time, peers, Department Chairs, Promotion and Tenure Committee members and the Dean shall provide support and guidance. The primary support and guidance processes involve interaction among the individual faculty member and peers, the Department Chair, and the Dean.

During the term prior to submission of review materials to the School of Education Promotion and Tenure Committee, the individual seeking Advancement will submit a Letter of Intent for Advancement. Upon submission of the portfolio of review materials, the Department Chair of the unit shall write the department review and forward the recommendation to the Promotion and Tenure Committee on behalf of the individual.

Evaluation is based upon the following elements: course syllabi, observation of teaching, student evaluations, faculty portfolios (containing vitae and activities records, other evidence of teaching excellence, clinical work and professional service), and by any other evidence submitted by individual faculty. The faculty Portfolio is the primary basis of evaluation and should contain at least a summary of all relevant data.

Observation of Teaching

Faculty Portfolios should contain evidence of observation, evaluation, and a discussion of results by Department Chairs, and/or peers. Observations are arranged jointly between faculty, Department Chairs, and peers. Observations may be supplemented by videotape.

Student Evaluations

The school shall adopt a particular student evaluation system. Results will be shared with the individual faculty member and the Dean. Faculty members may elect to use supplementary student evaluation plans. Faculty Portfolios should contain a student evaluation report and a discussion of implications.

Portfolios

All term faculty shall prepare and submit professional portfolios beginning no later than the fall of the second year of employment and every two years thereafter until reaching advancement. After advancement, activity reports are submitted annually. All consecutive

term faculty shall submit brief activity reports and updated vitae to the Department Chair and Dean each year they do not submit a full portfolio toward advancement. Those faculty members not seeking advancement shall continue to submit activity reports to the Department Chair and Dean.

Some latitude is given in format and contents, but the portfolio, being a primary summative document, must be prepared with great care and professionalism. The same criteria for teaching excellence, clinical activity, and professional service contributions that apply to advancement decisions shall be used in evaluating portfolios of all term faculty and recommending adjustments in salary or other benefits.

Each portfolio shall contain the following:

- (1) cover sheet and table of contents
- (2) updated vita and activities record that summarizes teaching, clinical work and service for the period which the portfolio covers
- (3) Teaching Excellence: a file on each course including the syllabus, summaries of student evaluations original course materials, student examinations and results, sample student papers, observation reviews, etc.

Each syllabus should contain the following elements: (1) learning outcomes or objectives; (2) a student reading and assignment list; (3) a course calendar; (4) student grading criteria; and (5) course and instructor evaluation plans.

Classroom observations by peers are arranged by the faculty member with faculty colleagues in SOE and other colleges, Department Chairs, or external referees. This section should contain evidence of observation, evaluation, and a discussion of results. Faculty may include a videotape of segments of classes that provide additional evidence of teaching style and results.

Formative portfolios should include reflections regarding teaching and a growth plan that will be implemented over the next formative evaluation period.

- (4) Clinical Work: a file containing clinical activity work including artifacts representative of the responsibilities and appropriate to the employment criteria.

Formative portfolios should include reflections regarding clinical work and a growth plan that will be implemented over the next formative evaluation period.

- (5) Professional Service Section: a file describing service activities. Service to students, the School of Education, the University, and one's profession is an important aspect of consideration for advancement and should be carefully documented. Service includes the various committee involvement and professional service to regional, national, and international organizations.

Formative portfolios should include reflections regarding service activity and a growth plan that will be implemented over the next formative evaluation period.

- (6) Formative portfolios should include all prior review and advancement letters from Department Chair, Promotion and Tenure Committee, external referees, and the Dean. (Term faculty are encouraged to work with Department Chairs, P & T members, or other faculty mentors to develop both formative and summative evaluation materials)

A single copy of the portfolio is submitted to the Department Chair according to the Dean's schedule. The portfolio will be reviewed by the Department Chair who will provide a written review to the Promotion and Tenure Committee; then by the Promotion and Tenure Committee who will provide a written evaluation to the Dean.

The Dean will then review the portfolio, the Department Chair's review, and the Promotion and Tenure Committee evaluation. The Dean shall provide the faculty member a written response to the portfolio within 30 days of receiving the Promotion and Tenure Committee evaluation. A copy of this response will be sent to the Promotion and Tenure Committee Chair and the Department Chair.

In matters of review and advancement, recommendations from Promotion and Tenure Committee and the Dean should be filed with the Provost according to the Dean's published schedule. If necessary, a meeting may be held to discuss faculty progress with the faculty member, the Promotion and Tenure Committee, and the Dean present. Any of the parties may request such a meeting.

Faculty Searches for Consecutive Term Faculty

In the event of a search for an open Consecutive Term Faculty position, the Dean, the Department Chair and the Search Chair will determine which of the following titles would be appropriately utilized:

Assistant/Associate Professor
Assistant/Associate Professor of Professional Practice
Assistant/Associate Professor of Practice

APPENDIX II

Policy statement on **ACADEMIC HONESTY**

School of Education 3/17/94

Academic Honesty

The School of Education expects intellectual integrity on the part of undergraduate and graduate students who participate in professional preparation and enhancement programs offered by the School. As future practitioners, students of the Drake University School of Education must maintain high ethical standards and academic honesty.

Academic Dishonesty

Definitions

Plagiarism is defined as misrepresenting another's ideas, phrases, discourse, or words as one's own.

Cheating is defined as an act, or attempted act, of giving or obtaining aid and/or information by illicit means in meeting any academic requirements, including examinations.

Academic dishonesty is an encompassing term that includes not only plagiarism and cheating, but also involves any activity that seeks to gain credit for work one has not done or deliberately damages or destroys the work of others.

Penalties

The penalty for plagiarism, cheating, and other forms of academic dishonesty will vary from incident to incident, depending upon the scope and magnitude of the offense and the circumstances in which it occurred. Possible penalties may include any of the following: reprimand, dismissal from the course with a failing grade, probation, suspension, and/or dismissal from the University.

Appeal of Penalties

The following sequence should be used by students who wish to appeal penalties associated with alleged academic dishonesty:

1. *Instructor* - The student should express concern/complaint about the penalty to the instructor involved.
2. *Department Chair* - In the event that satisfactory resolution to the penalty situation is not achieved through expression of the student's concern/complaint to the instructor who is involved, the student may submit the concern/complaint in writing to the department chair.
3. *School of Education Grievance Committee* - If a student's request for an appeal hearing before the department and/or program faculty does not resolve the

situation, the student may file a complaint regarding the penalty with the School of Education Grievance Committee.

4. *Dean of the School of Education* - Student complaints/concerns about penalties for alleged academic dishonesty, which are not resolved by the School of Education Grievance Committee, may be appealed to the dean of the School of Education.

Reporting Academic Dishonesty

Students who observe incidents of academic dishonesty should use the following sequence of actions, moving up in the sequence only if dissatisfied with the response at the lower level.

1. Express their concern/complaint to the instructor.
2. Express their concern/complaint to the department chair/program director.
3. Express their concern/complaint to the associate dean of the School of Education.
4. Express the concern/complaint to the dean of the School of Education.

*The School of Education and its faculty recognize the importance of keeping reports of academic dishonesty confidential.