

# Drake University

## School of Education Governance Statement

*updated April 2026*

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## **DRAKE UNIVERSITY**

### **SCHOOL OF EDUCATION**

#### **Governance Statement**

Shared governance in Drake University's School of Education is a model of organizational management practice designed to integrate institutional stakeholders in decision making processes that embody the core values of the school and the University. The Faculty, Administration, and Staff of the School of Education at Drake University are committed to the principle of shared governance as both a right and an obligation, one that requires transparency, communication, and active participation. Faculty are primarily responsible for academic and educational activities. Administrators with faculty rank are primarily responsible for the operations of the school and the relationships among individual departments or programs. Staff are primarily responsible for academic and administrative support of the educational and operational mission of the SOE and the University. Each of these bodies represent distinct operational needs, perspectives, and areas of expertise, all of which are vital to the success and sustainability of the school. It is understood as appropriate, then, that these stakeholders are included and share in decision-making processes though the weight of final decisions may fall to specific stakeholders. (approved 5/2019)

#### **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.

#### **1.1 School of Education Diversity Statement**

The Drake University School of Education is committed to diversity and inclusivity. As members of the School of Education, we strive to work toward an affirming learning and teaching environment. We do so by seeking to educate culturally responsive professionals who are able to work effectively with all stakeholders. Aligned with our commitment to our guiding principles (social justice, innovation and improvement, reflective practice, collaboration, and care for self and others) we seek to facilitate the development of our students as reflective practitioners, critical thinkers, and public intellectuals.

#### **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 SOE Council (replaces Dean's Administrative Council as of 12/2020)**

Purpose: The purpose of the SOE Council is to provide guidance to the dean in SOE matters.

Functions: Members of the SOE Council will have the following primary functions:

- To be a communicative link between the dean, faculty, and staff
- To represent their constituent groups
- To participate in SOE-related strategic initiatives
- To promote a culture of equity and psychological safety\* in the SOE, with special attention to the voices of marginalized constituent members

Structure: The council shall include the following standing members: the Dean, Associate Dean, and one chair or co-chair from each department. The council shall also include the following elected members: one additional faculty member from each department elected by the full faculty, one exempt staff member elected by all staff, and one non-exempt staff member elected by all staff. The elected members shall serve two-year terms. The dean may also appoint additional members as or when needed, including but not limited to directors of major programs or grants. The Dean will serve as chair.

Annual/Ongoing Activities:

- Meetings take place at least once per month.
- Elected members will consult with their constituents on a monthly basis on matters to bring to the council.
- All members should report out the work of the council at appropriate meetings (e.g., department, staff, program).
- Minutes or a meeting report should be circulated among faculty and staff after each meeting of the council.

\*Psychological safety means “feeling able to show and employ one’s self without fear of negative consequences to self-image, status, or career” (Kahn, 1990, p. 708).

Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692–724. <https://doi.org/10.2307/256287>

### **3.4 Academic Departments**

#### **3.41 Leadership, Counseling, and Adult Development**

#### **3.42 Teaching and Learning**

### **3.5 Department Chairs**

There will be a chair or two co-chairs for each academic department in the School of Education. Department Chairs/Co-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.

### **3.6 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 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.

#### **4.5 Conversion of Consecutive Term Appointments to Tenure-Track Appointments**

After three or more years in a consecutive term appointment, faculty may make a written request to the dean to convert the position to a tenure-track role. The faculty member must include a rationale detailing reasons for the position to be converted. The dean will consider the long-term sustainability of the position in determining whether to move forward with the conversion process.

For faculty at the assistant level, the conversion would be to an assistant tenure-track position. A terminal degree commensurate with the position is required. SOE Promotion and Tenure criteria would apply. If the dean approves moving forward with the conversion process, review of a formative portfolio, as outlined in Appendix 1A of the School of Education Governance statement for candidates, will be completed by the (a) Department Chair (b) Promotion and Tenure Committee (c) and the Dean of the School of Education to determine if the conversion is possible and warranted based on the candidate's teaching excellence, scholarly productivity, and professional service.

For faculty at the associate level, the conversion would be to an associate tenure-track position. The faculty member would need to demonstrate evidence of having met the scholarly productivity requirement as outlined in Appendix 1A of the School of Education Governance statement or submit the scholarly productivity section of the tenure-track portfolio to (a) Department Chair (b) Promotion and Tenure Committee (c) and the Dean of the School of Education for review. Evidence of meeting teaching excellence and service at the tenure track level will also be provided to the dean. If the conversion is not granted, the faculty member will remain in a consecutive term appointment.

## 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.

A member of the faculty of instruction (Member) may vote by proxy given to any other Member. A Member can serve as proxy for only one Member. Any such proxy designation must be submitted in writing to the meeting chair and must identify the specific meeting or matter to which the proxy applies coming before the Members for approval. Any such proxy shall be revocable at any time prior to a vote and shall not be effective at any meeting at which the Member giving such proxy is in attendance.

## 6.0 STANDING COMMITTEES

**6.1 Advisory Council** (removed 9/17/20 per 4/18/17 minutes)

**6.2 Assessment Committee** (disbanded 5/14/25 per 4/22/25 minutes)

**6.3 Budget Committee** (Approved 11/22)

Purpose: The Budget Committee shall advise administration on budgetary issues and work to promote transparency with respect to the School of Education (SOE) budget and budgetary processes.

Functions: Generally, the committee will promote the transparency and health of the SOE budget. The committee provides faculty and staff perspectives in determining budgetary priorities and navigating budgetary concerns. The committee will share budgetary processes (e.g., deadlines) and trends as well as seek input from faculty and staff via departmental, SOE faculty, and SOE staff meetings regarding budgetary concerns or goals. The committee will work with the Dean to ensure all faculty and staff have the opportunity to be aware of the state of the SOE budget, budgetary goals, and budgetary concerns.

Structure: The makeup of the voting committee shall include one department chair from each SOE department, two additional elected representatives from each SOE department, and two elected staff members. The voting committee will elect a chair each year. Committee members will serve for three years with staggered terms.

Annual Activities:

- Elect committee chair at the first committee meeting of the academic year.
- Meet with the dean and budget manager at least once each semester to review budget concerns and goals.
- Delineate budgetary processes to ensure clarity and transparency.
- Collaborate with the dean and budget manager to identify SOE budgetary concerns.
- Collaborate with the dean and budget manager to set SOE budgetary goals.
- Communicate with the faculty and staff budgetary processes, health, concerns, and goals.
- Reviews committee governance language yearly and recommends updates as needed
- The committee chair is responsible for sharing the monthly activities in faculty meetings using the expected method

**6.4 Curriculum Committee** (approved 5/2017; updated 5/14/25)

Purpose: The purpose of the Curriculum Committee is to review and vote on advancement of proposed and revised academic courses, curriculum, and programs in the School of Education. New courses and programs approved by the Curriculum Committee will be taken to the full faculty to vote on adoption.

Functions:

- Develop and maintain policies and procedures for the committee.
- Inform faculty on the processes and procedures for submitting and reviewing course, curriculum, and program revisions.

Curriculum Committee follows the guidance below.

| Type of Item for Review                     | Department Agenda Item | Curriculum Committee Agenda Item | Requires Curriculum Committee Vote | Requires Full Faculty Vote |
|---|------------------------|----------------------------------|------------------------------------|----------------------------|
| 1. New course                               | YES                    | YES                              | YES                                | YES                        |
| 1. New program                              | YES                    | YES                              | YES                                | YES                        |
| 1. Major change to course content           | YES                    | YES                              | NO                                 | NO                         |
| 1. Change to course prerequisite            | YES                    | YES                              | NO                                 | NO                         |
| 1. Major change to course title             | YES                    | YES                              | YES                                | NO                         |
| 1. Major change to a program or endorsement | YES                    | YES                              | YES                                | NO                         |

- o The committee shall take into account:
  - § The alignment of new programs to the mission of the School of Education.
  - § Impact on existing SOE programs and courses.
  - § Alignment with external requirements (accreditation, certification, licensure, etc.), when appropriate.
- Review and vote to advance proposed or revised courses, curriculum, and programs to the full faculty for adoption, or to deny such proposals/revisions.
- Review and vote to approve or deny changes in course title, course number, and course description; cross listing of courses with other programs; prerequisite requirements for enrollment in courses; or any other items that impact the catalog.
- Review and approve proposed or revised academic courses, curriculum, and programs in both departments in the School of Education.

Options for Appeals:

1. If a course, curriculum, or program proposal is denied by the Curriculum Committee, feedback will be provided to the proposing faculty member(s). Proposing faculty member(s) may resubmit.
2. If a course, curriculum, or program proposal is denied by the Curriculum Committee, feedback will be provided to the proposing faculty member(s). Proposing faculty member(s) may bring an appeal to the full faculty for a discussion and subsequent  $\frac{2}{3}$  (two-thirds) vote.

Structure: The makeup of the voting committee shall include two elected faculty members from each department, the Director of Licensure and Accreditation (as a non-voting member), and the Records and Schedule Specialist (as a non-voting member). Members will serve for three years with staggered terms, and the voting members of the committee will elect a new committee chair each year.

Annual/Ongoing Activities:

- At the beginning of the academic year the committee will provide faculty with access to policies and procedures of the committee.
- Announce and hold monthly meetings to review timely submitted requests (at least one week prior to monthly meeting).
- Generate and publish minutes from each committee meeting.
- Chair is responsible for moving items forward in the established process and when required with personnel in the Office of the Registrar.
- Provide faculty with feedback on timely submitted requests following review.
- Present timely recommendations to the full faculty at faculty meetings for vote on adoption.
- Reviews committee governance language yearly and recommends updates as needed
- The committee chair is responsible for sharing the monthly activities in faculty meetings using the expected method

**6.5 Diversity, Equity, and Inclusion (DEI) Committee (approved 9/2018)**

Purpose: The purpose of the SOE's DEI Committee is to create a more diverse School of Education that ensures students, faculty, and staff from historically marginalized communities are more equitably represented, have the support they need to be successful, and receive the respect inherent in an inclusive environment by being both proactive and responsive in creating a safe and welcoming environment.

Functions: The DEI Committee will have 3 primary functions:

- 1) to create opportunities that promote the development of future professionals from historically marginalized populations,
  - 2) assist the development of professionals in meeting the needs of historically marginalized populations,
- and

3) provide opportunities for faculty to engage in self-reflection around culturally responsive practices.

Structure: The makeup of the DEI Committee shall include at least one elected faculty member from each SOE department, a staff member, and two students nominated by faculty at large (preferably one graduate and one undergraduate student). The committee will elect a chair each year. Committee members will serve for three years with staggered terms. Renewal is possible, but at the end of a three-year term, preference is given to incoming members. Students will serve 1-2 year terms; students will be selected by the faculty and staff committee members based on faculty recommendations.

Annual Activities:

- Elect committee chair at the first committee meeting of the academic year
- Collect and share data from students and faculty on needs around preparing pre-service and in-service teachers and other professionals to support historically marginalized populations
- Develop annual plan for committee work based on data
- Generate and submit annual report
- Actively and strategically recruit students, faculty, and staff from historically marginalized backgrounds and communities.
- Provide specific opportunities for support for students from historically marginalized backgrounds within the SOE.
- Advocate and provide support for a curriculum that is representative of marginalized communities and aware of bias.
- Create learning opportunities and providing resources for students, faculty, and staff to implement strategies for creating safe spaces for conversations on race, justice, and equity and for redressing wrongs when they occur.
- Develop partnerships with community organizations working toward similar outcomes.
- Recommend and/or assist with implementation of school-wide policies and procedures that support our goal.
- Create and foster allies working toward diversity, equity, inclusion, and justice.
  - Reviews committee governance language yearly and recommends updates as needed
  - The committee chair is responsible for sharing the monthly activities in faculty meetings using the expected method

**6.6 Doctoral Committee** (removed from Governance 5/14/25 per 4/22/25 minutes)

**6.7 Governance Committee** (Approved 5/13/25)

Purpose: To serve as the formal SOE body for issues related to SOE Governance not explicitly assigned to another group, i.e., standing committees.

Functions:

The committee functions are:

- Responsible for the maintenance and revision of SOE Governance.
- Serves as an optional point of entry, resource, and collaborator for faculty and SOE committees engaged in clarifying, reviewing, revising, interpreting, and proposing additions and deletions to SOE Governance.
  - Conflict of Interest: If there is a conflict of interest involving a committee member, a temporary member may be appointed by the Chair or senior committee member. Members can also recuse themselves for any reason.
- Collects, informs, and delegates specific requests to the appropriate SOE body for specific review and development when appropriate.
- Serves as an actively informed body with knowledge and relative expertise regarding SOE

Governance.

- Additional functions related to the purview of the committee as circumstances arise.

Structure:

The committee shall consist of:

- One faculty representative from each SOE department
- SOE Associate Dean- ex officio
- And two additional full-time faculty

Departmental members will serve three years via staggered terms to increase governance document consistency.

|               | Year 1      | Year 2      | Year 3      | Year 4      |
|---------------|-------------|-------------|-------------|-------------|
| L&C Rep       | 3-year term |             |             | 3-year term |
| T&L Rep       | 2-year term |             | 3-year term |             |
| General Rep 1 | 3-year term |             |             | 3-year term |
| General Rep 2 | 1 year term | 3-year term |             |             |

The committee Chair will call for a vote to elect the next academic year committee Chair at the committee’s last meeting of the present academic year and no later than May of that academic year. Chairs are eligible to serve more than one term as Chair, pursuant to that member’s rotational schedule and availability. All current and incoming committee members are eligible to be Chair.

Annual Activities:

- Elects Chair (as described above) no later than May 1 of the academic year
- Convenes at least one time per semester via Chair
- Reviews the SOE Governance document each year
- Updates SOE faculty on committee actions, inquiries, requests at SOE Faculty meetings

The committee does not supersede or otherwise restrict the opportunity for any SOE faculty member to identify and/or propose changes to SOE Governance.

**6.8 Grievance Committee** (approved 4/2018)

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 IIa on Academic Honesty); academic evaluation, advising and research; or allegations of discrimination on the part of faculty toward individual students on the basis of any difference as defined in Drake University’s commitment to diversity and inclusion that results in differential treatment brought by students enrolled at the time of the event giving rise to the 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.

Functions: The committee shall implement grievance procedures (see Appendix IIb) outlined in the School of Education’s Grievance Policy when a grievance is filed.

Structure of the Committee: 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 who will be appointed once a grievance is filed. Committee members who are faculty will serve for three years with staggered terms. The committee shall elect a chair who must be tenured. 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.

Annual Activities:

- The chair shall receive and review grievances from students, coordinate the committee's work, and report the committee's decision to the persons involved and the Dean per the Grievance Policy & Procedures
- The committee shall hold hearings with all parties involved per the Grievance Policy & Procedures
- The committee shall provide a copy of all materials to the Dean's office per the Grievance Policy & Procedures
- The committee submits appeals of committee decisions to the Dean per the Grievance Policy & Procedures
- Reviews committee governance language yearly and recommends updates as needed
- The committee chair is responsible for sharing the monthly activities in faculty meetings using the expected method

**6.9 International Committee** (disbanded 5/14/25 per 4/22/25 minutes)

**6.10 Marketing and Communications Committee** (disbanded 5/14/25 per 4/22/25 minutes)

**6.11 Promotion and Tenure Committee** (approved 1/2018)

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. 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.

Functions: 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.

Structure: The makeup of the committee shall include two elected faculty members from each of the two departments and one additional elected faculty member from the department with the greater number of faculty members. The larger department will be identified at the time of elections every fall. The committee will then use that information to identify how many members from each department need to be elected to the committee that year. Membership will be elected by the Faculty of Instruction. Members will serve for three years and the terms will be staggered. (see chart below). Members shall not normally be eligible for more than two consecutive terms. Department Chairs and other SOE administrators shall not normally be elected to the Promotion and Tenure Committee. It is recommended, but not required, that the committee be made up of

faculty with both the rank of Associate Professor and Full Professor. The members of the committee will elect a new committee chair each year. The chair shall be responsible for notifying committee members of meeting times and places, conducting meetings, and communicating committee recommendations to the Dean.

| -        | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------|--------|--------|--------|--------|--------|--------|
| Member 1 | 1      | 2      | 3      | 1      | 2      | 3      |
| Member 2 | 3      | 1      | 2      | 3      | 1      | 2      |
| Member 3 | 2      | 3      | 1      | 2      | 3      | 1      |
| Member 4 | 1      | 2      | 3      | 1      | 2      | 3      |
| Member 5 | 3      | 1      | 2      | 3      | 1      | 2      |

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Annual Activities:

- Elections will occur at the first faculty meeting of the academic year.
- The Committee Chair will notify the faculty of instruction of the procedures for submitting documentation to the committee at the first faculty meeting of the academic year.
- Conduct Formative Reviews of Untenured Tenure-Track Faculty in years two and four of their appointment
- Conduct Formative Review of Consecutive Term Faculty seeking promotion every two years
- Conduct Summative Review of Tenure-Track Faculty for Promotion to Associate Professor and Tenure in year six of their appointment
- Conduct Summative Review of Tenure-Track Faculty for Promotion to Full Professor
- Conduct Summative Review of Consecutive Term Faculty for Promotion
- Conduct additional Formative Review of Tenure-Track or Tenured Faculty on an as needed basis when suggested in previous reviews or in preparation for Summative Review
- Conduct a review of materials when a new or prospective faculty member wishes to submit evidence from employment at another higher education institution
- All reviews are shared with the Dean of the School of Education, the Provost, and the faculty member.
- Reviews committee governance language yearly and recommends updates as needed
- The committee chair is responsible for sharing the monthly activities in faculty meetings using the expected method

**6.12 Technology Committee** (disbanded 5/14/25 per 4/22/25 minutes)

**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.

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## APPENDIX I a

### **Policy Statement on Faculty Evaluation Procedures for Promotion and Tenure of Tenure-Track Faculty** (amended 10/6/20 per 11/19/19 minutes)

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 or Committee of Fulls for consideration. If the P&T Committee and Committee of Fulls are in agreement as to counting the prior years of teaching and/or service, a letter of acceptance is sent from P&T or Committee of Fulls 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.

The Committee of Fulls will be nominated and elected by the SOE faculty. The Committee of Fulls will consist of 5 members, full professors may serve on P&T and the Committee of Fulls simultaneously. A chairperson for the Committee of Fulls should be designated by the members of the committee. If there are not 5 full professors in the SOE, then the Committee of Fulls can be reduced to 3 full professors. If there are not 3 full professors, the P & T Committee will replace the Committee of Fulls.

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 for review by both the Department Chair and the Committee of Fulls for formative feedback prior to submitting their portfolio for consideration of promotion to Full Professor.

The review of formative and summative portfolios for candidates seeking tenure and/or promotion from

Assistant Professor to Associate Professor will be completed by the (a) Department Chair (b) Promotion and Tenure Committee (c) and the Dean of the School of Education.

The review of formative portfolios for candidates seeking promotion from Associate Professor to Full Professor will be completed by the Department Chairs and Committee of Fulls. A copy of that recommendation will also be forwarded along to the Department Chair and the Dean of the School of Education.

The review of summative portfolios for faculty members seeking promotion for Full Professor will be completed by the (a) Department Chair (b) Committee of Fulls and (c) the Dean of the School of Education.

When department chairs are submitting summative or formative portfolios, the department co-chair or department designee will review the materials before moving forward to the Department Chairs, Committee of Fulls and/or Dean.

Review of candidates for promotion to Full Professor will be considered by a by both the Promotion and Tenure Committee and an ad hoc committee comprised of 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.

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 Full 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, sustained pattern of recognizable leadership/stewardship and outstanding professional service.

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 promoted without demonstrated excellence in supporting student learning through classroom teaching, the, 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/or interviews of present and former students could be used to 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 a minimum of six significant scholarly products since the faculty member's initial appointment to Drake University.

*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 of Fulls 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, the Committee of Fulls 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, the Promotion and Tenure Committee, the Committee of Fulls, 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 or Committee of Fulls 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 or Committee of Fulls 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 or Committee of Fulls may request external reviews of the candidate's submission, in total or in part.

If the P&T Committee or Committee of Fulls 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; (5) course and instructor evaluation plans; and (6) a non-discrimination statement and policy.

#### Teaching Observations

Peer teaching observations are to be done 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 online 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.

Portfolios should include reflections regarding teaching.

- (4) Scholarly Productivity Section: a written statement describing scholarly activities, significant scholarly products, evidence of scholarly significance, and supplemental scholarly products.

Significant scholarly products include peer-reviewed work, and/or juried publications.

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.

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 or Committee of Fulls Chair indicating how the faculty member objects or disagrees with the evaluation. The letter shall be added to the portfolio file.

Portfolios should include reflections regarding scholarship.

- (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 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) Portfolios should include all prior promotion and tenure letters from Department Chair, Promotion and Tenure Committee, Committee of Fulls 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.

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/or 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 or Full Professors Committees. These are the procedures below:

#### **Formative - Assistant to Associate Professor**

After reviewing the materials, the department chair and P&T committee will send their letters to the candidate before the end of the fall semester. The Dean will be responsible for forwarding their letter to the candidate once it is completed no later than the end of February of that year. This will ensure that the last communication with the candidate comes directly from the Dean.

### **Summative - Assistant to Associate Professor**

After reviewing the materials, the P&T Committee Chair will forward the department chair and P&T committee letters to the candidate before the end of the fall semester. The Dean will be responsible for forwarding their letter to the candidate once it is completed no later than the end of February of that year. The Dean sends the materials to the Provost to ensure that the last communication with the candidate comes directly from the Provost.

### **Formative - Associate to Full Professor**

After reviewing the materials, the P&T Committee Chair will forward the department chair and P&T committee letters to the candidate before the end of the fall semester. The Dean will be responsible for forwarding their letter to the candidate once it is completed no later than the end of February of that year. This will ensure that the last communication with the candidate comes directly from the Dean.

### **Summative - Associate to Full Professor**

After reviewing the materials, the Committee of Fulls will forward the department chair and Committee of Full letters to the candidate in accordance with the published SOE calendar. At that time, the candidate decides whether or not to move forward with the Dean review. The Dean will be responsible for forwarding their letter once it is completed no later than the end of February of that year. The Dean sends the materials to the Provost to ensure that the last communication with the candidate comes directly from the Provost.

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.

## Procedures for University Promotion to Full Professor Applications

In any year that a faculty member is being considered for promotion and/or tenure, a formal notification to the Department Chair and the Chair of the Committee of Fulls 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 Committee of Fulls P&T Committee, amend the recommendation, or reject the recommendation and (in cases of amendment or rejection) may request a conference with the P&T Committee, the Full Professors 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; (5) course and instructor evaluation plans; and (6) a non-discrimination statement and policy.

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 a

### **Policy statement on ACADEMIC HONESTY**

Approved 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.

## APPENDIX II b

### **Grievance Procedures**

The purpose of the Grievance Procedures is to resolve academic problems and issues related to academic misconduct such as dishonesty, cheating, plagiarism (see Appendix IIa 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. A grievance is a formal written complaint delivered to the chair of the committee. Students have ten business days from the date a grade is posted by the registrar's office to begin the grievance process (see below).

The grievance (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

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.

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, the student should contact the department chair and discuss the nature of the grievance. If the student is dissatisfied with the responses of the department chair, the student 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, the student 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, the student may file a written grievance with the committee