



Terry B. Rogers College of Education & Social Sciences

Committed to Advancing Society by Developing Professionals to

Lead | Serve | Educate

Monthly Faculty & Staff Newsletter



Dr. Gary Bigham
Professor | Dean

Greetings from the Dean

I hope your semester is off to a great start with classes of students who are eager to learn and ready to begin the academic year. I also hope you were able to relax and enjoy your Labor Day weekend (although I know that several of you were hard at work as you always are).

In last month's newsletter I conveyed how honored I am to have the opportunity to work at this level with such a dedicated and accomplished group of professionals. Among other items in that newsletter, I also said that I am committed to fostering an environment where trust is inspired. This begs the question, what exactly is trust and why is it so important? In the professional context, trust encourages collegiality and teamwork, the sharing of ideas, and innovation. Covey (1989) asserted, "Trust is the highest form of human motivation" (p. 178). He further contended, "Without trust, we lack the credibility for open, mutual learning and communication and real creativity" (p. 221).

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wtamu.edu/coess

What is Trust?

I admit that I am a fan of Simon Sinek as I share videos from him on matters of importance and inspiration to me. In this video, he speaks to the very essence of trust.

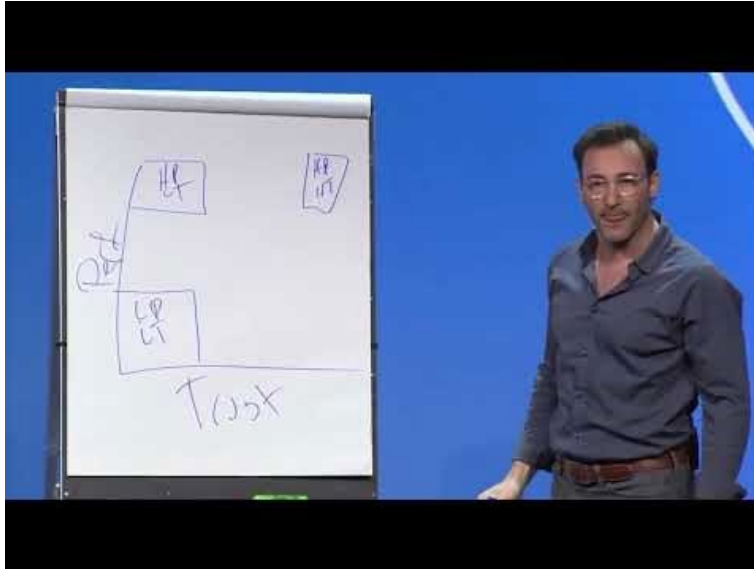


"Trust is the confidence born of the character and competence of a person or an organization."

- Stephen M. R. Covey

Inspiring Trust

According to Mr. Sinek, a relationship exists between trust and performance. I believe what he shares in this video is relevant to the work we do and the teams we have at multiple levels throughout the college.



Franklin-Covey (2018) identified four essential roles of leadership including (a) inspiring trust, (b) creating vision, (c) executing strategy, and (d) coaching potential, all of which are necessary to yield desired results. Notice where trust is positioned in the framework. Trust is at the center because “trust is the most important ingredient for building a team” (Franklin-Covey, 2018, p. 1).

A change in leadership (the dean of the college in my instance) is reasonably accompanied with a degree of uncertainty and anxiety. With assistance from Dr. Nix (thanks Vince), we have asked Franklin-Covey to create a Speed of Trust Index for our college. The content of this assessment has been validated by an outside research firm as a scientifically valid and reliable construct for measuring trust.

The purpose of the survey is to establish a behavioral baseline of the trust level *within our college*. Creating a high-trust culture is foundational for building an improved working environment, becoming more collaborative, and increasing organizational performance. Thank you in advance for sharing your candid feedback.

All responses are confidential and anonymous. You can access the survey by clicking on the button below, the link that follows, or copying and pasting the link into your web browser: <https://tinyurl.com/mt6mvncn>



[Complete Survey Now](#)

TBRCOESS Fall Start Up Stats

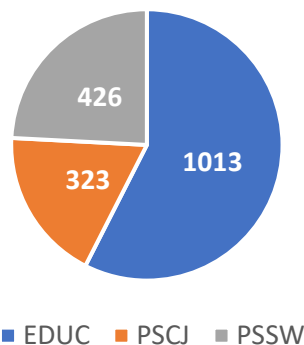
1762 Students

277 Courses

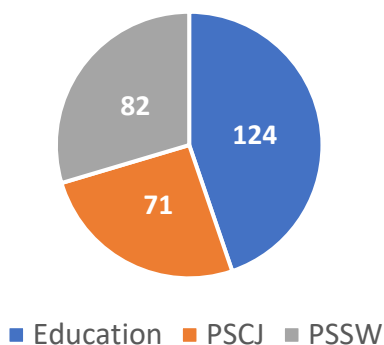
82 Faculty

ACCOUNTABILITY

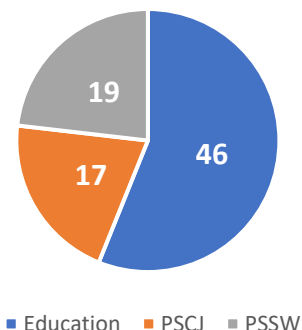
Student Headcount by Department



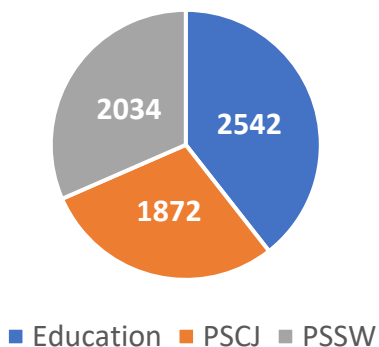
Number of Courses by Department



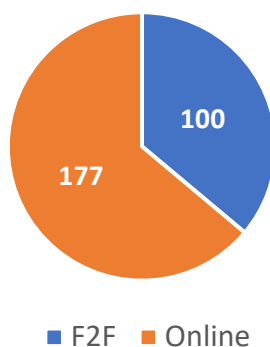
Faculty by Department



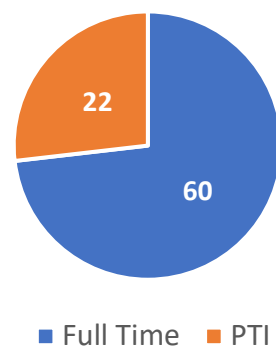
Course Enrollments by Department



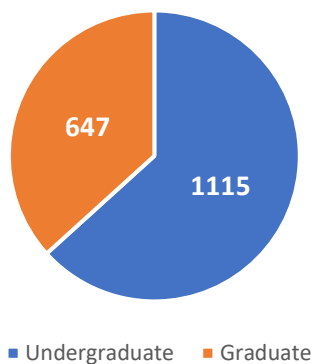
Number of Courses by Delivery



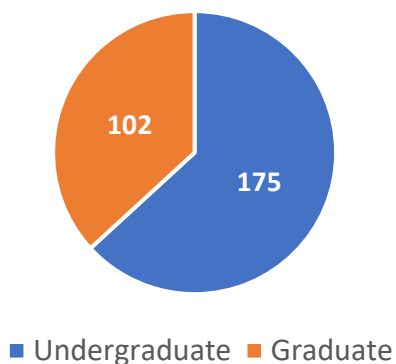
Faculty by Employment Status



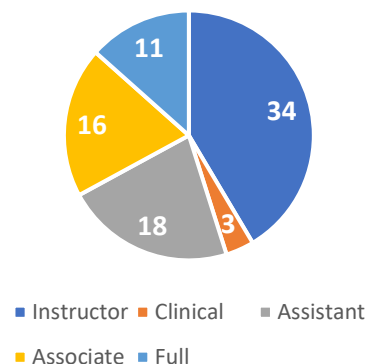
Student Headcount by Level



Number of Courses by Level

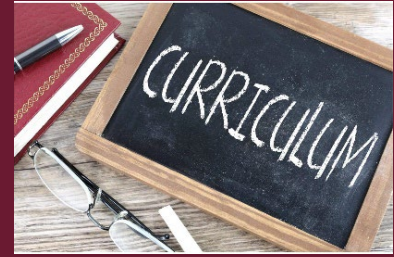


Faculty by Title or Rank



Fall Curriculum Cycle

The fall curriculum cycle begins in September. Although the first hard due date on the Academic Affairs calendar is September 25, the substantive work must happen at the program, department, and college levels prior to that date. Accordingly, if you have course additions, changes, deletions, and/or program changes, work directly with program chairs and department heads **sooner rather than later**. We want to be intentional, thorough, and complete. The TBRCOESS will submit well-written documents that are not riddled with problems, and in need of substantial edits. Please know up front, that I appreciate your professionalism, attentiveness to substance and detail, and allocation of time to the process.



Due Dates	Items
Sept. 1-10	Program faculty convene to consider curriculum and program needs
Sept. 11	Curriculum forms due to program chairs / directors
Sept. 12-22	Program faculty “convene” to review curriculum to forward to Department Heads
Sept. 25	Curriculum due to Department Heads
Sept. 26-29	Department curriculum committees convene to review curriculum to forward to Dean
Oct. 2	Curriculum due to Deans
Oct. 3-13	College curriculum committees convene to review curriculum to forward to next level
Oct. 16	Curriculum due to Teacher Ed Unit, Core Committee and Graduate Committee
Oct. 23	All curriculum due to University Committee (Academic Affairs)
Nov. 17	University Curriculum Committee meeting

Official university curriculum guidelines, examples, and forms are accessible in the [Academic Affairs section](#) on the Intranet. The following documents and forms will be needed as you engage in the curriculum processes:

Guidelines & Examples	Curriculum Request Forms	
General Curriculum Guidelines	Core Curriculum Request	Program Change Request
Core Curriculum Guidelines	Course Change Request	Program Deactivation Request
Portfolio of Curriculum Form Examples	Course Deactivation Request	New Program Request
SACSCOC Substantive Change Checklist	New Course Request	Library Consultation Form

The deadline for January and Spring SCHEDULING
is at **noon on Friday September 15!**

Textbooks

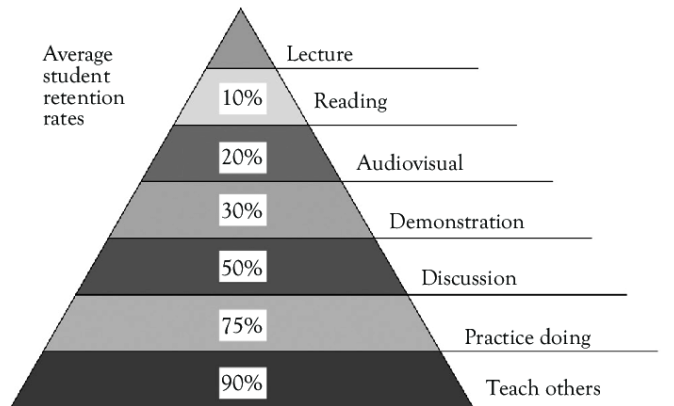
President Wendler sent a memo to all students, faculty, and staff on August 24 saying, “Beginning the fall semester of 2024, no West Texas A&M University student will be required to buy any textbook for any course.” This was followed by a press release on August 25 titled *WT Students Won’t Pay for Textbooks Beginning in 2024*. Based on data reported by the University bookstore in the table to the right, the sum of the price of books required in our college at the time of adoption for this fall semester was \$510,875 for 19,369 SCHs. For the college, this calculates to \$26.38 per SCH.

What’s in Motion above our Level?

Dr. Terry has contacted some of the major textbook publishers (e.g., Cengage, McGraw-Hill, and McGraw-Hill) to investigate options regarding access to materials for widespread use by WT faculty and/or students. **At the moment, I do not know how this may look or if agreements can even be reached.**

Dept	Sum of Price at Time of Adoption	SCH in Sections Requiring Books	Cost Per SCH in Book Required Sections	Total SCH	Cost Per Total SCH
AEF	\$ 222,926.69	4,134	\$ 53.93	7,717	\$ 28.89
AGS	\$ 98,528.65	2,391	\$ 41.21	9,818	\$ 10.04
ATD	\$ 6,983.83	453	\$ 15.42	3,518	\$ 1.99
CD	\$ 13,922.75	308	\$ 45.20	1,023	\$ 13.61
CIDM	\$ 23,392.10	861	\$ 27.17	3,567	\$ 6.56
COMM	\$ 30,491.18	999	\$ 30.52	4,815	\$ 6.33
CP	\$ 175,849.75	3,040	\$ 57.85	4,527	\$ 38.84
ECS	\$ 159,121.06	2,414	\$ 65.92	4,496	\$ 35.39
EDUC	\$ 159,178.92	4,704	\$ 33.84	7,527	\$ 21.15
EPML	\$ 62,510.43	2,660	\$ 23.50	5,724	\$ 10.92
HIST	\$ 34,290.01	2,004	\$ 17.11	3,309	\$ 10.36
HNRS	\$ 71.80	12	\$ 5.98	156	\$ 0.46
LEES	\$ 204,623.47	4,179	\$ 48.96	7,095	\$ 28.84
MATH	\$ 261,341.50	5,382	\$ 48.56	6,492	\$ 40.26
MMGB	\$ 236,983.30	4,857	\$ 48.79	8,316	\$ 28.50
MUS	\$ 53,090.50	955	\$ 55.59	3,469	\$ 15.30
NURS	\$ 112,820.00	3,158	\$ 35.73	4,787	\$ 23.57
PSCJ	\$ 131,970.79	3,426	\$ 38.52	5,685	\$ 23.21
PSSW	\$ 219,725.21	3,652	\$ 60.17	6,157	\$ 35.69
SES	\$ 37,232.50	825	\$ 45.13	2,831	\$ 13.15
Total	\$ 2,245,054.44	50,414	\$ 44.53	101,029	\$ 22.22

Points to Ponder...



“If” the graphic above has any merit, have we been relying too heavily on textbooks for too long?

Do you still use a Kodak camera that requires film to be developed? Do you know [Kodak’s story](#)?

Remain mindful that textbooks are not being taken away from instructors, thus textbooks will remain as viable a resource for instructional organization and class delivery of information as they ever were.

What I’m Hearing from Conversations with You and Your Colleagues...

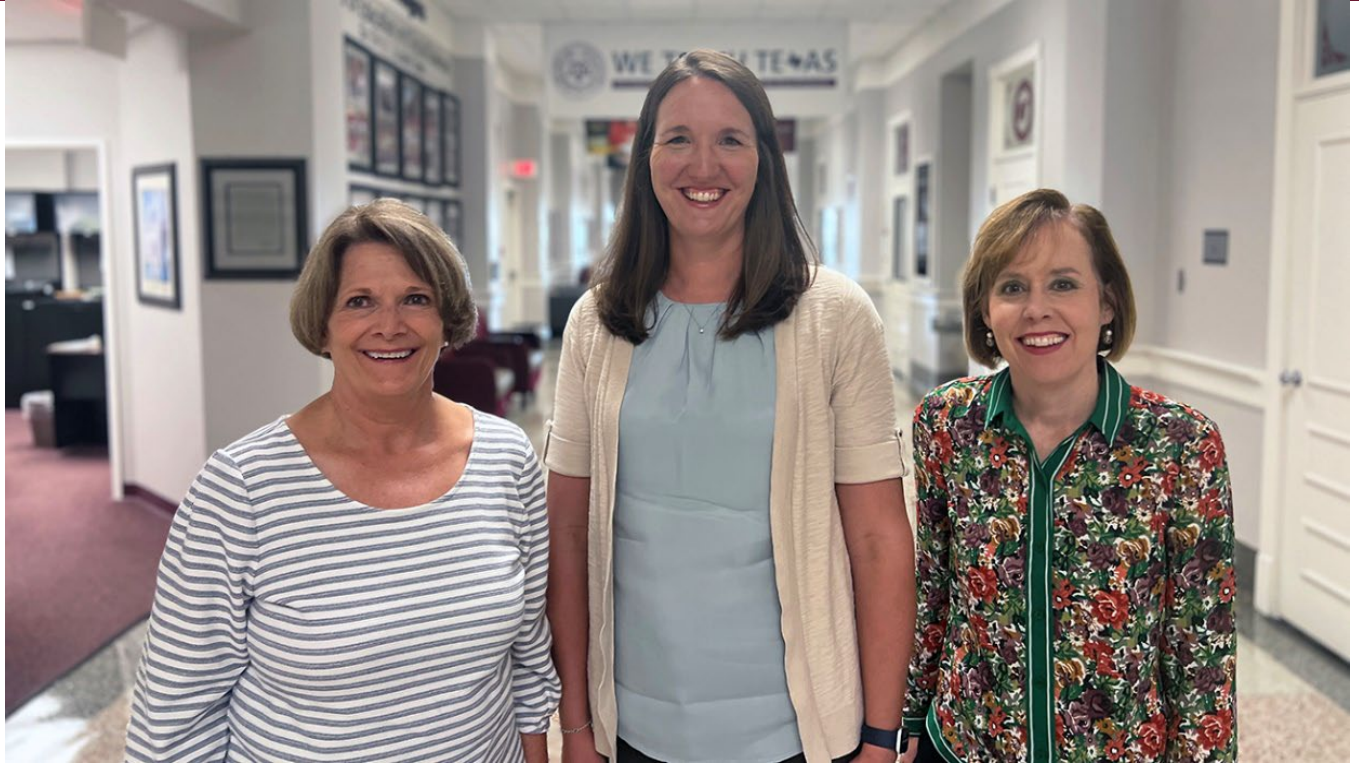
- Although I expected this to be coming, it was still shocking to read it.
- Each program should consider dividing the labor and creating a sharable repository of relevant materials for use by all faculty in that program.
- In programs where multiple sections of each course are taught, a core curriculum could be developed so all faculty members can collaborate in the development of materials that can then be shared and accessed by all.
- I’m not convinced all of my students actually read the assigned readings anyway.
- OER may help, but it is not the magic bullet.
- The library does have a number of helpful resources that I had never before explored.
- I am disappointed that I am unable to assign textbooks of which I am an editor or within which I have written chapters.
- Most faculty are content experts and instructional facilitators, but this forces faculty to become instructional designers, and that does not happen with a 3-hour workshop.
- I’m concerned about how this will impact our scholarly productivity and how jr. faculty will be affected for T&P.

Meeting and Greeting in the Living Room TBRCOESS Style

FACULTY



Three WT Education Faculty Recently Honored



Congratulations to Drs. Williams, Simmons, and Campbell on your selection as recipients of the Liz and John Mozola Faculty Excellence Award!

Read the [Press Release](#) to learn more.

Faculty Consulting and/or External Employment

In some cases, the university permits faculty to enter into consulting and external employment agreements for which the faculty member is paid for services provided. This is addressed on p. 33 of the [Faculty Handbook](#). Prior to engaging in the work, faculty members must submit the Notification of Outside Employment form and receive approvals at the required levels. The rule and form may be accessed by clicking on the buttons below.

[WTAMU Rule # 31.05.01.W1/AA](#)

[Notification of Outside Employment Form](#)

Tenure, Promotion, and 3rd Year Reviews

Candidates Seeking Promotion to Full Professor



Candidates Seeking Tenure and Promotion to Associate Professor



Candidates Undergoing 3rd Year Review



FACULTY

3rd Year Reviews , Tenure & Promotion, and Post-Tenure Reviews

Due Dates	Actions
Sept. 15	Candidates submit T&P and 3 rd year review materials due (Interfolio)
Sept. 18-Oct. 8	Department committees review, convene, and chairs write recommendations
Oct. 2	Provost notifies tenured faculty members undergoing CPE post-tenure review process
Oct. 9-15	Department heads write recommendations
Oct. 16	Department head T&P and 3 rd year recommendations due to dean (Interfolio)
Oct. 17-Nov. 7	College committees review, convene, and chairs write recommendations
Nov. 8-14	Dean writes recommendations
Nov. 15	Dean T&P and 3 rd year recommendations due (Interfolio)
Nov. 16-29	University T&P committee reviews materials
Nov. 30	University T&P reviews due (Interfolio)
Dec. 1	University T&P committee meeting

Instructional Responsibilities

WTAMU Strategic Plan Goal 1: Enhance the Academic Experience of All Students

Strategy 1.1: Deepen current and develop new opportunities to support innovation and success in teaching excellence.

Objective 1.1: The University will enhance the online delivery of all academic courses and programs to support innovation and success in teaching excellence with quality as a cornerstone.

From the email shared by Dr. Andersen last week...

ACUE Micro Course

West Texas A&M University is excited an opportunity to elevate your teaching practice through a program with the Association of College and University Educators ([ACUE](#)).



**THE TEXAS A&M
UNIVERSITY SYSTEM**

***Promoting Active Learning Online* will provide you with practices to more actively engage your students in varied learning formats including small and large-group activities, discussions, and microlectures.**

You will learn with a professionally facilitated online cohort of 30 WT colleagues, with whom you will share insights and ideas. This course is organized around six competencies:

- Developing Effective Modules and Microlectures
- Teaching Powerful Note-taking Online
- Using Groups to Ensure Active Online Learning
- Using the Active Learning Cycle in Online Courses
- Planning Effective Online Discussions
- Facilitating Engaging Online Discussions

This opportunity is offered at no cost to you or your department—and is appropriate for **all faculty who teach**, and in any discipline.

Upon completing the requirements for this course, you will earn a microcredential in ***Promoting Active Learning Online***. This digital badge can be added to your curriculum vitae, used in online teaching portfolios, and displayed on LinkedIn profiles or webpages as a sign of your achievement. The microcredential may be utilized in meeting partial requirements necessary to earn the American Council on Education (ACE) endorsed Certificate in Effective College Instruction.

- **This course begins September 11, 2023**
- Internal ACUE research indicates that a faculty member spends approximately 2-3 hours of activity per week, on average, in the course.

Register Now! We have a limited number of seats available! Interested faculty are encouraged to apply by August 25 by completing the course application at [the West Texas A&M University and ACUE portal](#).

To learn more about ACUE and to experience an ACUE course demonstration, please attend an ACUE course information session prior to the Fall 2023 launch of your course. [Please sign up here](#).

Fun Times at Buff Branding

Many thanks to those who were instrumental in making this year's Buff Branding for the TBRCOESS a success.

STUDENTS

Jennifer Kuntz | Jeanette Arpero | Brandon Bang | Kristy Bartlett | Betty Coneway | Michael Crippen | Ruth De Anda



Jennifer Denham | Kenneth Denton | Juleigha Hugg | Crystal Hughes | Shelly Johnson | Dawn Jordan | Ashley Pinkham

Intellectual Contributions

WTAMU Strategic Plan Goal 2: Become a Regional Research University

Strategy 2.1: Assess and enhance research resources, including faculty time (teaching loads), facilities, faculty lines, and scholarly research dissemination activities (including travel, access to repositories, and open access journals).

As reported at the opening college meeting to start this academic year, I reported that our current progress toward achieving a 3 x 3 teaching load for tenured and tenure-track faculty across the college is currently at 87%. The breakout by department is as follows:



Political Science and Criminal
Justice

100%

Psychology, Sociology, and
Social Work

92%

Education

79%

For faculty to devote more time to research, the college has the responsibility to free up time and avail support for scholarly activity. We will remain committed to pursuing a 100% 3 x 3 teaching load for all tenured and tenure track faculty. By way of support, as announced at the college meeting, your research allotment for this academic year is \$2000 to be used as you need it, in compliance with all applicable rules, procedures, and guidelines, for your scholarly engagement. These funds are restricted to only those activities that directly contribute to scholarly productivity. **Since this is a new approach, guidelines will likely evolve without advanced notice as unforeseen circumstances arise.** As for now, the general guidelines are as follow:

1. Funds are available for scholarly activity for all full-time faculty, excluding those who hold professorships, whose appointment letters include “scholarly activity” as a duty. Funds may be provided for instructors whose appointment letters do not list scholarly activity as a duty on a case-by-case basis with adequate justification and approval by the department head and dean.
2. Funds may be expended for conference fees and associated travel only if the conference / travel is directly associated with the requestor’s scholarly activity. Although presentation at a conference is desired, it is not required if the conference or travel has a direct link to scholarly activity. These funds are not availed for professional development and other non-research related travel and/or conference attendance.
3. Funds may be expended on approved supplies, materials, and/or equipment that are needed in the course of one’s research.
4. Funds requested as incentives for human subject participation in research must include a copy of the payment distribution methods approved by the IRB. There are strict university-level limitations on payments to non-employees from funds flowing through university accounts.
5. All requests must be made in strict compliance with department and college processes (conference, travel, budget, equipment requests; NOAs; compliance with university travel and purchasing guidelines, etc. – refer to [Faculty Resources and Support page](#) for applicable forms).
6. All requests must be submitted no later than November 1 for this academic year.

Resources and Support

The deadline for applying for a Killgore Faculty Grant is September 8th!

This is a great opportunity for you to apply for up to \$5000 in funding to support your research.

INTERNAL GRANTS

CALL FOR RESEARCH PROPOSALS 2023

West Texas A&M University's Killgore Research Committee requests proposals for the Internal Grants Programs. Grants are available for all disciplines.

[Learn More](#)

Terry B. Rogers College of Education and Social Sciences Faculty Resources and Support Page

As a faculty member, I often found myself frustrated in trying to navigate the tremendous number of forms I was required to use for various purposes, and the array of places I had to go to find them. I found myself going to the Graduate School for some, the Registrar's page for others, the University forms page for others, Research Compliance and Instructional Technology for yet more forms, guidance, and assistance, and the madness just seemed to grow as the years progressed. I always wanted a "one-stop shop" for access to all forms and other necessary webpages, etc. that I needed. With the help of Dr. Justin Moeller, we now have that (or at least a good start) on our college website. You can click the underlined link in the title of this section to access it or follow this path: Terry B. Rogers College of Education and Social Sciences > Welcome Message > About the College > Faculty Resources and Support. We think we have a good beginning to a great and useful page for everyone. As you use it, we expect that you will find something we failed to include. When you do, please inform us so we can add it to the page. My desire is to simplify your work by eliminating the endless searching for the next form. I hope you will use the page and find it useful!

Behavior Intervention Team (BIT)

The Behavioral Intervention Team (BIT) exists to help promote the development of a healthy campus community at WT. The team, made up of select University employees, provides early intervention and support to students who may display behavior that causes reason for concern for the welfare of the individual or the University community. While we might initially perceive the BIT as being only useful for on-campus students, I learned at the last President's Council meeting that applicability extends even to online students at a distance. If something about a student leads you to believe something is not right, submit a report form. If that student is at a distance, [Dr. Chris Thomas](#), V.P. for Student Affairs, will contact appropriate authorities where the student resides (in or out of state) to get them the help they need. It was reported that there has already been an alleged suicide prevented via a BIT report this semester.

If you are not familiar with the BIT or have known about it and perhaps forgotten about it, I encourage you to visit the [BIT website](#).

September 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 2:00: IRB and IACUC Submission Deadline	2
3	4 Labor Day – No Classes	5 Program faculty window to prepare curriculum forms for submission to curriculum process	6	7	8	9
10	11 Curriculum forms due to program chairs and program directors	12 Program-level curriculum committee window to convene to review and approve curriculum	13	14	15 T&P and 3 rd Year Review Folders Due – Interfolio ----- January and Spring Course Schedules due to Registrar ----- 2:00: IRB and IACUC Submission Deadline	16
17	18 Program-level curriculum committee window to convene to review and approve curriculum ----- Dept. T&P committees window to review, convene, and chairs write recommendations	19	20	21	22	23
24	25 Curriculum due to Dept Heads ----- Dept. T&P committees, review, convene, and chairs write recommendations	26 Dept. curriculum committee window to convene to review and approve curriculum	27	28	29	30

Academic Affairs Calendar

Academic Calendar (Registrar)

October 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Curriculum due to Dean ----- 2:00: IRB and IACUC Submission Deadline ----- Dept. T&P committees, review, convene, and chairs write recommendations	3 College curriculum committee window to convene to review and approve curriculum	4	5	6 T&P and 3 rd year review recommendations due to dept. heads	7
8	9 College curriculum committee window to convene to review and approve curriculum ----- Dept. heads write T&P recommendations	10	11	12	13	14
15	16 Curriculum due to Teacher Ed Unit, Core Committee, and Graduate Committee ----- 2:00: IRB and IACUC Submission Deadline ----- T&P and 3 rd year review recommendations due to dean	17 College T&P committee window to review, convene, and chairs write recommendations	18 2:00: College meeting with President Wendler	19	20	21
22	23 Curriculum due to University Committee ----- College T&P committee window to review, convene, and chairs write recommendations	24	25	26	27	28
29	30 College T&P committees, review, convene, and chairs write recommendations	31 Last day to drop or w/d w/X				