

# THEORY AND PRACTICE IN TEACHER EDUCATION DEPARTMENTAL BYLAWS

## Article One. Departmental Mission

### *Advancing equity through excellence in education*

As an education department at a public land-grant and research institution, our mission is to benefit local, regional, national, and global communities by

- I. Conducting educational research designed to improve opportunities for educational equity and excellence for all. We do this by
  - Creating and participating in scholarship that leads to improved educational and interpreting practices and that extends our knowledge of issues and factors critical to school success;
  - Staying abreast of current educational research that informs our academic fields; and
  - Disseminating research in our academic fields and to the public to encourage informed decisions on educational initiatives and policy.
- II. Preparing expert, culturally competent teachers, interpreters, researchers, and educational leaders who can meet the needs of all learners. We do this by
  - Developing, modeling, and critiquing research-based practices in our teaching;
  - Advancing educational equity in inclusive, student-centered environments that provide opportunities for dialogue and multiple viewpoints; and
  - Promoting self-reflection in our students and ourselves for continued growth and life-long learning.
- III. Engaging in outreach and service designed to improve educational opportunities and outcomes for all learners, especially underserved populations. We do this by
  - Creating and participating in mutually beneficial university-school and -agency partnerships that promote equity and diversity;
  - Leading and participating in organizations (domestically and internationally) to promote evidence-based and equitable standards of practice in our respective areas; and
  - Sharing our expertise (domestically and internationally) in engaged academic outreach activities that benefit all educators, interpreters, and students.

### **Short Version for Flyers, Promotion**

As an education department at a public land-grant and research institution, our mission is to benefit local, regional, national, and global communities by:  
Conducting educational research designed to improve opportunities for educational equity and excellence for all; Preparing expert, culturally competent teachers, interpreters, researchers, and educational leaders who can meet the needs of all learners; and Engaging in outreach and service designed to improve educational opportunities and outcomes for all learners, especially underserved populations.

## **Article Two. Departmental Goals**

1. Faculty achieve productivity goals that reflect the ideals of university work.
  - 1.1. Tenure-seeking faculty establish productive research dissemination agendas.
  - 1.2. Tenured faculty maintain an active record of scholarly productivity or creativity, and work with graduate students.
  - 1.3. Non-tenure track faculty establish a strong collaboration with departmental faculty in the achievement of departmental goals.
2. Faculty establish core knowledge base and conceptual framework to serve as the foundation for our teacher and interpreter education programs.
  - 2.1. Provide alternative approaches to teacher education and interpreter training.
3. Faculty facilitate opportunities for students to share in community involvement and service.
4. Faculty increase diversity and international characteristics of the department.
5. Faculty provide an exemplary standard of teaching and exemplary teacher and interpreter education programs, informed by and embodying established standards and innovative practices.
6. Faculty collaborate with school and community practitioners.
7. Faculty participate in university service at the departmental, college, and campus levels.
8. Faculty engage in professional service that focuses on the development of policies/practices related to improving the status of children and families throughout the community and world.

## Article Three. Departmental Faculty

The departmental faculty include tenure-track and tenured faculty, non-tenure-track teaching faculty, non-tenure-track research faculty, and non-tenure-track clinical faculty.

Tenured and tenure-seeking and non tenure track faculty with regular appointments of 75% or greater and whose major appointment is in TPTE are eligible to vote on all department decisions unless otherwise prohibited by CEHHS and/or University policy.

### Section 3.01 Tenure-track and Tenured Faculty

Tenure-track and tenured faculty hold the rank of assistant professor, associate professor, or professor. The tenured/tenure track faculty specifically have jurisdiction over the shape of academic programs, and an advisory role in the appointment and retention of faculty; tenure and promotion decisions; assessment of faculty performance; resource allocation and management within the department, and adjudication of disagreements, grievances, or conflicts in faculty affairs.

#### (a) Criteria for Appointment to Faculty Rank

All who are appointed as tenure-track and tenured faculty are expected to contribute to the missions of teaching, research/scholarship/creative activity, and public service. The exact apportionment of effort in teaching, research/scholarship/creative activity, and service is a function of the skills of the faculty member and the needs of the department. All tenured and tenure-track faculty are expected to pursue and maintain excellence in research/scholarship/creative activity. At all ranks, concerned and effective advising and responsible service to the University are an expected part of the normal task of a University faculty member. University expectations by rank are detailed below. Departmental criteria to earn expected and above expectations evaluations for annual productivity at each rank are shown in Appendix A<sub>1</sub> of these bylaws.

#### (i) Faculty holding the rank of professor are expected to:

- 1) *Hold a doctorate*
- 2) *Be accomplished teachers*
- 3) *Have achieved and maintain a nationally recognized record in disciplinary research/scholarship/creative activity*
- 4) *Have achieved and maintain a record of significant institutional and disciplinary and/or professional service*
- 5) *Serve as mentors to junior colleagues*
- 6) *Have served as an associate professor for at least five years*

- 7) *Have shown beyond a doubt that they work well with colleagues and students*

**(ii) Faculty holding the rank of associate professor are expected to:**

- 1) *Hold the doctorate or other terminal degree of the discipline, or to present equivalent training and experience as appropriate to the particular appointment*
- 2) *Be good teachers*
- 3) *Have achieved and maintain a recognized record in disciplinary research/scholarship/creative activity*
- 4) *Have achieved and maintained a record of institutional and disciplinary and/or professional service*
- 5) *Have served as an assistant professor for at least five years*
- 6) *Have demonstrated that they work well with colleagues and students*

**(iii) Faculty holding the rank of assistant professor are expected to:**

- 1) *Hold the doctorate or other terminal degree of the discipline, or to present equivalent training and experience as appropriate to the particular appointment*
- 2) *Show promise as teachers*
- 3) *Develop a program in disciplinary research/scholarship/creative activity that is gaining external recognition*
- 4) *Have a developing record of institutional and disciplinary and/or professional service*
- 5) *Show evidence that they work well with colleagues and students*

**(b) Appointment of New Tenure-Track Faculty**

After consultation with departmental faculty and the College Dean, the head obtains authorization to search for a new tenure-track faculty member and follows all requirements associated with the need to recruit a diverse faculty. Faculty nominate potential search committee members, from which the head selects a search committee in consultation with tenured and tenure-track faculty. Search committees should include

departmental tenured and tenure-track faculty, departmental non tenure track and/or faculty from related programs, appropriate representatives from the field, and/or an advanced student. The search committee identifies candidates to be considered for interviews. The decision to hire a particular candidate requires an affirmative vote by a majority of the search committee based on feedback from departmental stakeholders. If the head's recommendation diverges from that of the search committee, the head must explain his/her reasons in detail to the faculty, who have the right to appeal the decision to the Dean and chief academic officer.

The head informally discusses with the prospective faculty member rank, salary, and other terms of employment. Formal notification of an appointment is made by letter from the chief academic officer that specifies rank, salary and related financial conditions, the academic year during which a tenure decision must be reached, general duties and expectations, the home department, and the appropriate peer group to be consulted during promotion, retention, and tenure considerations. The initial agreement of employment is complete when the prospective faculty member submits written acceptance of the letter of appointment and the execution of normal University employment forms.

TPTE Faculty place a high priority on the nurturing of tenure-seeking faculty. We believe in shared responsibility for mentoring. Each tenure-seeking faculty member is assigned a personal mentor as closely aligned with their teaching/research responsibilities as possible. This faculty member is responsible for providing one-on-one advice and counseling in all areas of academic life.

In addition, tenure-seeking faculty will meet on a regular basis under the guidance and support of a tenured faculty person assigned by the department head. The purpose of these meetings is to create a sense of collegiality among beginning faculty and to enhance their knowledge and understanding of expectations and available support. Tenured associate professors may also request and/or be assigned a mentor.

### **(c) Annual Review of Tenure-track Faculty**

During the fall semester of each year tenured faculty review dossiers of tenure-track faculty. Mentors provide guidance to tenure-track faculty in the preparation of material to be reviewed by tenured faculty. Further support and guidance is provided through the Tenure-seeking Faculty Committee. The materials presented by the tenure-track faculty member should include accomplishments from the previous academic years since their appointment at UTK (August 1 through July 31). The department head shall determine a date by which faculty member's dossier of work during the Evaluation Period is due in the department Head's office. Materials presented for review should be submitted to the department head no later than the date specified in the Faculty Evaluation and Promotion Calendar provided by the Office of the Provost and should contain:

- A summary of the past year's plans and goals developed at the previous year's annual review;

- A summary of the activities and accomplishments during the Evaluation Period in teaching, research/scholarship/creative activity, and service, as specified by the TPTE Activity Report presented in Appendix A<sub>1</sub> of these Bylaws
- A list of specific plans and goals for the upcoming year;
- A completed, signed copy of the Faculty External Compensation and Consulting Annual Report Form (see the Faculty Handbook and Appendix A of the Faculty Evaluation Manual); and
- A current *curriculum vitae*.

Tenured faculty review these materials and participate in a meeting to discuss the performance of each tenure-track faculty and vote on retention or non-retention. The tenured faculty participate in a formal retention vote and the result of this vote is included in the head's written recommendation to the Dean as to retention or non-retention. Faculty must also provide a written report to the head outlining the faculty member's professional development and recommendations for future development. The head is also responsible for reporting in writing on the faculty member's strengths, weaknesses, and any areas of concern. The head holds individual conferences with each faculty member to review his or her performance, results of the retention vote, and share written reports by the faculty and the head by the close of the fall semester. As a part of the conference, the head gives specific information regarding his/her progress in the areas of teaching, research, creative and/or scholarly achievements, and service. Goals for the upcoming year in each of these areas are confirmed.

Tenure-line faculty in their fourth year of appointment at UTK will undergo a cumulative review for which the faculty member will compile a pre-tenure dossier following the tenure dossier guidelines outlined in the Faculty Evaluation Handbook.

#### **(d) Annual Review of Tenured Faculty**

Each tenured faculty member and his or her department head engage in a formal annual performance-and-planning review, examining the previous three year's activities in teaching, scholarship/creative activity, and service, and planning what should occur during the upcoming year. The department head shall determine a date by which written Activity Reports documenting the faculty member's work during the Evaluation Period are due in the department Head's office. This date shall not be later than the date specified in the Faculty Evaluation and Promotion Calendar provided by the Office of the Provost Individual conferences with the head and the faculty member will be conducted in October and November. The Activity Reports should contain:

- A summary of the past year's plans and goals developed at the previous year's annual review;
- A summary of the activities and accomplishments during the Evaluation Period in teaching, research/scholarship/creative activity, and service, as specified by the TPTE Activity Report presented in Appendix A<sub>1</sub> of these Bylaws
- A list of specific plans and goals for the upcoming year;

- A completed, signed copy of the Faculty External Compensation and Consulting Annual Report Form (see the Faculty Handbook and Appendix A of the Faculty Evaluation Manual); and
- A current *curriculum vitae*.

The head reviews these materials and completes the required Faculty Annual Review Form, which must be signed by the faculty member (to acknowledge receipt of the review document) and the department head. The head writes a Progress and Performance Narrative describing and discussing the faculty member's progress on his or her goals for the previous year and the performance of the faculty member in the areas of teaching, research/scholarship/creative activity, and service during the Evaluation Period for approximately one-third of tenured faculty per year.

The department head may, but is not required to, write a Progress and Performance Narrative for a faculty member in any year in which the faculty member is in Good Standing, unless (i) the faculty member requests that the department head write a Progress and Performance Narrative in that year or (ii) it has been three years since the department head has written a Progress and Performance Narrative for that faculty member. In any year in which the department head does not write a Progress and Performance Narrative for a faculty member as permitted by the previous sentence, the department head shall attach to the Annual Review Form that faculty member's Faculty Activity Report.

### **(e) Review for Tenure and Promotion**

The burden of proof that tenure should be awarded rests with the faculty member. Tenure is acquired only by positive action of the Board of Trustees, and is awarded in a particular department and any successor department in case of merger or alteration of departments. The award of tenure shifts the burden of proof concerning the faculty member's continuing appointment from the faculty member to the University.

The three general criteria used to determine a faculty member's tenure are: (1) teaching ability and effectiveness; (2) research, creative achievement, and scholarship; and (3) service to the University, the public, and the profession.

Tenure requires that the candidate meet standards of performance at least sufficient to hold the rank of associate professor:

- 1) *Over the assigned probationary period, the candidate demonstrates an ongoing, consistent record of research, creative achievement, and scholarship as evidenced by successful written dissemination of work in refereed journals, books, technical reports, and other peer-reviewed documents;*

- 2) *The candidate has a consistent pattern of positive performance in the teaching role, as evidenced by student evaluations and student achievement and success;*
- 3) *The candidate provides effective service in the community, the profession and university; and*
- 4) *The candidate consistently demonstrates collegiality and collaborative behavior in the department, college, university, and community.*

Although preparation of the dossier, which includes all material to be reviewed for promotion and/or tenure, is primarily the responsibility of the faculty member candidate, the department head must provide for the following:

- 1) *External letters of assessment. The letter of request to possible external reviewers should be for critical evaluation of the candidate's achievement and reputation within his/her discipline, with reference to the mission and assignment of the candidate. Requests should be for letters of assessment, not for letters of recommendation.*
- 2) *Statement explaining the method by which the external evaluators were selected.*
- 3) *Brief biographical statement about the qualifications of the external evaluator; special attention should be given to documenting the evaluator's standing in his/her discipline as part of the biographical statement.*
- 4) *A letter that addresses the candidate's employment history and responsibilities as they relate to the department and college criteria. The head's letter also provides an independent recommendation based on the head's interpretation and evaluation of materials in the dossier collected by the faculty member and the department head over a span of years.*
- 5) *An independent recommendation to the dean for or against promotion/tenure or promotion. Although the faculty report and recommendation is advisory to the head, the head is not obligated to submit a recommendation to the dean in agreement with that of the faculty. If the department head's recommendation is not the same as that of the faculty, he /she will explain to the faculty the reasons for his/her decision. The department head will remind the faculty members of their right to forward individual and/or collective dissenting reports if*

*they do not agree with the head's findings. Dissenting reports should be based on an evaluation of the record and should be submitted to the head before the dossier is forwarded to the dean, or to the dean before the deadline for dossiers to be submitted to the dean's office for review by the College Tenure and Promotion Committee.*

### **Section 3.02 Cumulative Review of Tenured Faculty**

Cumulative performance reviews for tenured faculty are triggered by evaluations from annual reviews. Faculty members whose performance is found to *fall short of expectations* in two out of five consecutive years or whose evaluations are any combination of *falls short or falls far short of expectations* in any three of five consecutive years undergo cumulative performance review. Detailed procedures for this review are provided in the University Faculty Evaluation Manual.

### **Section 3.03 Faculty Professional Development Leave**

In accordance with university policies, eligible faculty who have not had any form of professional leave in the past six years can submit a proposal for faculty professional development leave in accordance with University criteria. Proposals must be submitted to the head by August 15<sup>th</sup> of the year prior to the requested leave. The head forms an ad hoc committee to review and recommend action (accept, deny, or delay). The committee, comprised of three tenured faculty must submit a written rationale statement for their recommendation by September 10<sup>th</sup>. If the recommendation is to accept the proposal and the head concurs, then the head writes an additional statement on behalf of the proposal and submits it to the dean by the designated university deadline.

### **Section 3.04 Non-tenure-track Faculty**

The following ranks or titles may be assigned to non-tenure-track teaching faculty: instructor, lecturer, senior lecturer, distinguished lecturer, adjunct faculty, and visiting faculty. The following ranks or titles may be assigned to non-tenure-track research faculty: research assistant professor, research associate professor, research professor, adjunct research faculty, and visiting research faculty. The following ranks or titles may be assigned to non-tenure-track clinical faculty: clinical instructor, clinical assistant professor, clinical associate professor, clinical professor, visiting clinical faculty, and adjunct clinical faculty.

Non-tenure-track faculty represent a vital part of the departmental community and should be knowledgeable about the mission and objectives of the department, and the curriculum, general rules, and policies under which students are taking courses or completing internships. Such faculty should receive appropriate departmental and instructional team communications, attend departmental and team meetings, and participate in departmental conferences, seminars, or symposia as appropriate to their appointments. Departmental criteria to earn *meets, exceeds and far exceeds* expectations for annual productivity at each rank are shown in Appendix B<sub>2</sub> of these bylaws.

As with tenure-seeking faculty, TPTE Faculty place a high priority on the nurturing of non tenure-track faculty. Each full time non-tenure track faculty at entry rank is assigned a personal mentor as closely aligned with their teaching/supervision/service responsibilities as possible. This faculty member is responsible for providing one-on-one advice and counseling in relevant areas of academic life. Non-tenure track faculty at mid level ranks (e.g., senior lecturers, clinical associate professors) may be assigned a mentor upon request and/or determination of need.

### **(a) Selection, Evaluation, and Roles of Non-Tenure Track Faculty Members**

After consultation with appropriate tenure-line faculty within the department, the head obtains authorization to search for and appoint non-tenure faculty, following all requirements associated with the need to recruit a diverse faculty. The decision to hire a particular candidate requires an affirmative vote by a majority of the department's tenured and tenure-track faculty. All appointments and assigned titles will be in accordance with the Faculty Handbook.

### **(b) Annual Review of Non-Tenure Track Faculty (NTTF)**

Annual reviews of NTTF shall be conducted in accordance with university policy, e.g., lecturer promotion process. The department head shall determine a date by which written Activity Reports documenting the non tenure track faculty member's work during the Evaluation Period are due in the department Head's office. This date shall not be later than the date specified by the Office of the Provost's calendar for the Lecturer Promotion Process. The Activity Reports should contain:

- A summary of the past year's plans and goals developed at the previous year's annual review;
- A summary of the activities and accomplishments during the Evaluation Period in teaching, service, and research/scholarship/creative activity (as appropriate) as specified by the TPTE Activity Report presented in Appendix A<sub>2</sub> (clinical faculty) and A<sub>3</sub> (lecturers) of these Bylaws
- A list of specific plans and goals for the upcoming year;
- A completed, signed copy of the Faculty External Compensation and Consulting Annual Report Form (see the Faculty Handbook and Appendix A of the Faculty Evaluation Manual); and
- A current *curriculum vitae*.

Unless required otherwise, promotion of NTTF shall be handled in a manner similar to TTF except that the department head shall appoint a 3-5 person committee drawn from TTF and/or NTTF faculty with appropriate rank and background to conduct a peer review

of teaching the NTTF. The rubrics provided in Appendix B<sub>2</sub> shall be used to evaluate NTTF.

### **Section 3.05 Faculty Duties and Workload**

Faculty duties include teaching and advising; collaboration with field-based personnel for all practicum and internship experiences; coordination of student admissions and progression; service on student committees; management of curricular matters; and service on department, college, and university committees. The standard of the equivalent of four courses per semester serves as the university framework for determining instructional assignments. Faculty with active research projects or scholarly/creative products evidenced by ongoing records of publication are eligible for a reduction of this teaching load.

Faculty workloads and assignments are negotiated within instructional teams and approved by the department head. Teaching duties and other responsibilities such as advising and coordination of admission boards should be distributed equitably among members of each instructional team. When disputes regarding workload can not be resolved by an instructional team, the department head will determine faculty assignments.

When a faculty member has grant-supported release time from instructional assignments, he or she must secure an appropriate substitute instructor for courses that need to be offered to assure reasonable student progression while the faculty member is unavailable to teach.

### **Section 3.06 Evaluation of Teaching by Tenure-Track and Non Tenure Track Faculty**

TPTE procedures for evaluation of teaching (e.g., peer review, self-assessment) are consistent with the current Manual for Faculty Evaluation and to the extent feasible align with resources made available by the Provost and the Faculty Senate. A folder containing appropriate detail (e.g., suggested timelines, composition of peer review team for faculty at various ranks) will be compiled and made available at the Department level. The review of teaching should be “multifaceted including inputs from the faculty member being reviewed, peers, and students.”

## **Article Four. Graduate Assistantships**

The Department offers selected graduate students positions as graduate assistants, graduate teaching assistants, graduate teaching associates, graduate research assistants, or graduate research associates. These graduate students comprise a vital part of the departmental community. The Department follows University guidelines regarding these appointments and related work assignments. Graduate assistants should receive appropriate departmental and instructional team communications, attend departmental and team meetings, and participate in departmental conferences, seminars, or symposia. However, such activities should not interfere with the student's primary educational objective.

**(a) Selection of Graduate Assistants**

Students interested in obtaining graduate assistantships within the department submit complete assistantship applications to the departmental office. Instructional team leaders and faculty review applications and make recommendations to the department head regarding assignment of available assistantships. The department head, in concert with the executive committee determines the appropriate distribution of assistantships throughout the department, and assigns faculty supervisors for each selected student. Pending the availability of departmental resources and satisfactory performance of the student, graduate assistant appointments can be renewed up to five years. Faculty supervisors are responsible for the evaluation of graduate assistants and must notify the department head in writing of any reasons why an assistantship should not be renewed for an otherwise eligible assistant prior to March 15<sup>th</sup>. Work assignments for graduate assistants are given by assigned faculty supervisors in collaboration with the department head.

**Article Five. Organization and Management of Academic Programs****Section 5.01 Instructional Teams**

The Department is comprised of instructional teams. Teams include affiliated tenure-track and tenured faculty, non-tenure-track faculty, graduate assistants, and field-based partners. In some instances faculty may serve on more than one instructional team. The Department is also the home for externally supported centers and projects. A listing of current instructional teams and their membership is maintained as Appendix C of these bylaws. Current centers and grant supported projects are in Appendix D. These lists are updated annually in August.

**Section 5.02 \* Degrees, Majors, and Concentrations**

\*Changes to this section to reflect program changes approved through the University Curriculum Review process do not require a vote by the Faculty.

<b>Degree</b>	<b>Major</b>	<b>Concentration/Minor</b>
<b>N/A</b>	Varies (Arts & Sciences, CASNR)	Education Minor (Elementary Education, ESL Education, Middle Grades Education, Secondary Education, Special Education, VolsTeach, and World Languages Education)
<b>BS</b>	Special Education	Audiology and Speech Pathology (Joint Degree) Education of the Deaf and Hard of Hearing Educational Interpreting Interventionist K-8 and Comprehensive Special Education K-12 Interventionist 6-12 and Comprehensive Special Education K-12
<b>MS</b>	Teacher Education	<p>Professional Internship Initial Licensure Concentrations:                      Art Education Professional Internship Concentration                      ASL Education Professional Internship Concentration                      Education of the Deaf and Hard of Hearing Professional Internship Concentration                      Elementary Education Professional Internship Concentration                      English Education Professional Internship Concentration                      English as a Second Language Education Professional Internship Concentration                      Mathematics Education Professional Internship Concentration                      Mathematics Grades 6-8 Education Professional Internship Concentration                      Science Education Professional Internship Concentration                      Science Grades 6-8 Education Professional Internship Concentration                      Social Sciences Education Professional Internship Concentration                      Special Education Professional Internship Concentration                      World Language Education Professional Internship Concentration</p> <p>Educational Studies Concentration                      Art Education Specialization                      Cultural Studies of Educational Foundations Specialization                      Education of the Deaf and Hard of Hearing Specialization                      Elementary Education Specialization                      English Education Specialization                      Literacy Education Specialization                      Mathematics Education Specialization                      Science Education Specialization                      Science Education (Informal Education) Specialization                      Science, Technology, Engineering, and Mathematics Specialization                      Social Science Education Specialization                      Special Education Specialization                      Teaching and Learning Specialization                      World Languages/ESL Specialization</p> <p>Practitioner Concentration                      English as a Second Language Specialization                      Math Education Specialization                      Science Education Specialization                      Special Education Specialization                      World Languages Specialization</p>

<b>Degree</b>	<b>Major</b>	<b>Concentration/Minor</b>
<b>Ed.S.</b>	Teacher Education	Educational Technology Elementary Education English Education Mathematics Education Reading Education Science Education Social Science Education Special Education World Language/ESL
<b>Certificate Programs</b>	N/A	Cultural Studies in Education
	N/A	Urban Specialist
<b>Ph.D.</b>	Education	Literacy Studies (specializations in Children’s and Young Adult Literature, ESL, and Literacy Education) Special Education, Deaf Education, and Interpreter Education Teacher Education (specializations in Cultural studies of Education Foundations, Elementary Education, English Education, Mathematics Education, Science Education, and Social Science Education)

**Section 5.03 Committees**

The department has thirteen standing committees. Membership on some committees is restricted while others are open to all departmental faculty and graduate assistants. The chart below identifies each of the committees, contains a brief statement of purpose, and a description of the composition of the committee and how a chair is determined. Ad hoc committees, such as search committees, are formed by the department head as needed.

<b>Committee</b>	<b>Purpose</b>	<b>Composition</b>
<b>Awards</b>	Serve to identify and promote awareness of relevant award opportunities for departmental faculty and staff, with an emphasis on awards internal to the university. Manages process for departmental awards and departmental nominees for college and university level awards.	Representative from tenured/tenure seeking faculty, full time clinical faculty or lecturer; and administrative support staff (appointed by head)
<b>Community Relations</b>	Serve to maintain and enhance departmental presence and relevance in the local and state community and beyond. Support communication, marketing and fundraising efforts	Tenured/tenure-seeking and NTTF faculty and administrative staff members (appointed by head)
<b>Doctoral Faculty</b>	Oversee all aspects of the doctoral programs within the department and establish standards and policies for faculty acquisition of doctoral directive status	Faculty who hold doctoral directive status, chair appointed by head (restricted)

Committee	Purpose	Composition
<b>Elementary</b>	Serve as a clearinghouse for information related to elementary education and as a deliberative body to address issues that cut across instructional teams preparing elementary teachers	Representatives from elementary instructional teams, one special education representative; Representatives selected by instructional teams; Chair appointed by head (open)
<b>Executive</b>	Advise head on management of the department	3-5 faculty appointed by the head (restricted)
<b>Graduate Studies</b>	Advise and assist the departmental Graduate Studies Director in administering the graduate programs within the department, providing guidance and support for graduate students in the department, and in otherwise fulfilling the responsibilities as defined by the University Graduate School policies.	Composition includes 4-6 persons appointed by the Head (restricted); composition includes representation across various programs. Graduate CRC representative is a standing member of the Committee.
<b>Diversity Collaborative in Education</b>	Maintain oversight of departmental efforts to engage in international and intercultural activities	Interested faculty, chair appointed by head (open)
<b>Mentoring Faculty</b>	Provide opportunities to discuss role of mentor, (such as ensure scheduling of mentee’s peer observations, offering advice on fulfilling UT’s expectations for rank, ensuring mentee’s dossier is prepared according to prescribed format, and serving as advocate for mentee in retention and review and promotion and tenure review meetings.), identify areas of concern and problem-solving approaches related to the support of tenure-seeking faculty.	Faculty appointed as mentors to tenure-seeking faculty, chair appointed by head (restricted)
<b>Personnel</b>	Advisory to the department head in matters concerning priorities and resource distribution regarding personnel	3-6 faculty appointed by department head (restricted)
<b>Tenure-seeking Faculty</b>	Provide a forum for tenure-seeking faculty to discuss matters unique to their interests, particularly the earning of tenure	Tenure-seeking faculty in tenure-seeking period with chair from senior faculty appointed by head (restricted)

Committee	Purpose	Composition
<b>Secondary</b>	Serve as a clearinghouse for information related to secondary education and as a deliberative body to address issues that cut across instructional teams preparing secondary content teachers	Representatives from secondary content instructional teams, Representatives selected by instructional teams; Chair appointed by head (open)
<b>Sponsored Efforts, Engagement, and Development</b>	Encourage and cultivate external funding efforts by faculty and students in support of scholarship, engagement and service mission of the department	Interested faculty, chair appointed by head (open)
<b>Technology and Website</b>	Advise department about technology related matters; oversee development of the departmental website, and develop departmental policies for technology renewal, software upgrades, etc.	Faculty with expertise and interest in area, the departmental webmaster (GA), chair appointed by head (open)

**Section 5.04 Management of Academic Programs**

Faculty shall determine curricular matters within the parameters set by the Associate Dean for Professional Licensure, the Tennessee State Department of Education, NCATE/CAEP standards, Southern Association of Colleges and Schools Commission on Colleges, discipline-specific certification criteria, and curricular review procedures within the College and University. Faculty wishing to propose curricular changes must post a copy of desired changes on the TPTE organizational website at least three weeks (15 business days) prior to the agenda deadline of the College Curriculum Review Committee. Proposed curriculum change postings must be concurrently announced to all departmental faculty via email. The department head, instructional team leaders, or faculty have three business days to post comments on the department organizational site about the proposed changes. If no concerns are raised regarding the proposed changes within three working days, the faculty initiating the proposal can forward it to CRC for action. If significant concerns are raised, the head, with advisement from the executive committee, will call a meeting to discuss and resolve questions about the proposal and/or request a vote of full-time non-tenure-track faculty who are associated with the affected programs and all tenure-track faculty.

**Article Six. Role of the Department Head**

**Section 6.01 Responsibilities**

The head is a member of the faculty who has been assigned the special duty of administering the department. The head is appointed by the dean of the College in consultation with the faculty of the department, which he/she will administer. His/Her duties as outlined in Chapter 1 of the Faculty Handbook include:

1. to provide leadership for the departmental academic program in relation to the comprehensive academic program of the University, through
  - a. recruitment development, and evaluation of faculty and staff;
  - b. working with faculty to plan, execute, and review curriculum;
  - c. encouragement and support of faculty, teaching and research and creative activity, and public service;
  - d. encouragement and support of faculty in public service;
  - e. counsel and advice to students majoring in the discipline; and
  - f. representation of the department to the public, the other faculty and administration, colleagues at other universities and institutions, and the political constituency supporting the University.
  
2. to provide leadership for the infrastructure necessary for support of the academic programs through
  - a. employment and supervision of clerical and supporting personnel;
  - b. management of departmental physical facilities and planning for space and equipment needs;
  - c. resource enhancement;
  - d. preparation , presentation, and management of departmental budget; and
  - e. authorization of all expenditures from the department budget.
  - f. annual performance planning and review of faculty and staff.

The head is specifically responsible for all processes related to recommendations concerning faculty appointments, retention, promotion, tenure, salary adjustment, and development, as well as those concerning the budget. The head is expected to seek appropriate faculty advice in these recommendations. The head may, in consultation with the dean and the department's Executive Committee, appoint up to two associate/assistant department heads whose duties will be defined by the department head. Duties may include but are not limited to annual evaluation of non tenure track faculty and/or staff; approval of departmental expenditures; and duties typically associated with university undergraduate and graduate studies director roles.

Departmental bylaws ensure an orderly and mutually understood conduct of departmental affairs. In all cases these arrangements require the general consent or approval of the

Dean, and in no case may such arrangements be taken to alter or diminish the head's authority as the administrative officer finally responsible for the department.

The headship, like all other administrative offices, carries no tenure. The head is appointed to a five-year term and can be reappointed by the dean. Departmental faculty members provide annual objective and systematic evaluation of the head to the dean.

### **Section 6.02 Annual Evaluation of the Department Head**

The dean of the College of Education, Health, and Human Sciences will request department faculty to participate in an annual evaluation of the department head. The dean will convey the results of this evaluation to the head.

## **Article Seven. Amendments to Department By-laws**

### **Section 7.01 Rationale**

Departmental by-laws should be flexible in order to meet the needs of that department, its faculty, and its students and to ensure that the department is able to function well in relation to its mission and goals.

### **Section 7.02 Initiation of the Amendment Process**

Amendments may be brought before the faculty of the department in one of three ways:

- a. An amendment may be proposed and supported by an instructional team or a standing committee.
- b. An amendment may be proposed by petition from at least one-third of the departmental faculty.
- c. The department head may determine a need for amendments relative to effective operation and governance of the department and appoint a committee of at least two faculty members to draft an amendment or amendments to meet the need.

### **Section 7.03 Passage of Amendments**

An amendment will become part of the departmental by-laws when approved by a majority vote of the full time (75% or greater) regular tenure-track and non tenure track faculty with majority appointments within TPTE. Any such vote may only be taken at a departmental meeting with at least two-thirds of that faculty in attendance.