

**TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT
PROCEDURES, CRITERIA, STANDARDS, AND BYLAWS**
Approved 2/98

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Preamble

In this document are described the decision-making structure, the operating procedures, the evaluation criteria, standards, and the bylaws necessary to ensure that the departmental business specified below will be conducted in a fair and equitable manner. These statements of the rights and responsibilities of department members are intended to allow for the fullest participation in each of the processes by which decisions that affect each member of the department individually, and the department as a whole, are made.

I. Departmental Membership, Actions Requiring a Vote/Voting Privileges, and Voting Procedures

A. Membership in the Department of Teacher Education and Professional Development (TEPD) includes any person who holds faculty rank in the department and carries either a full-time teaching/research/service load or at least a one-half time appointment.

Faculty rank includes professor, associate professor, assistant professor, and instructor.

Tenured, tenure-track, and non-tenure-track faculty who satisfy these criteria will be included in this membership.

Although students are not considered members of the department, their perspectives on department and university issues are valued. Membership on selected department committees may include student representation. Student representatives will be selected as follows: one from the Student Michigan Education Association, one from Kappa Delta Pi, one from Kappa Delta Epsilon, one from CLASS-IRA, and one undergraduate or graduate student elected at large by the department membership.

B. Actions Requiring a Vote/Voting Privileges in the Department of TEPD are defined as follows:

1. Regular departmental business decisions. All department members are eligible to vote on these decisions which include the following:

- Standing and ad hoc committee charges and recommendations
- Budget recommendations
- Actions which arise as a result of the department acting as a "committee of the whole"

2. Personnel recommendations. Only tenured and tenure-track faculty are eligible to vote on personnel recommendations which include the following:

- **Appointment of new tenure-track faculty**
- **Reappointment**
- **Tenure**
- **Promotion**
- **Professor salary adjustment**
- **Sabbatical leave**
- **Leave without salary (as defined in the *CMU/FA Agreement*)**
- **Selection of new Department Chairperson**
- **Reappointment of Department Chairperson**
- **Selection of temporary Department Chairperson**

3. **Bylaws revision decisions.** The *CMU/FA Agreement* restricts eligibility to vote on these changes to tenured and tenure-track faculty.

C. Voting Procedures

1. **A quorum, a simple majority of all department members, is required for departmental business to be conducted in a regularly scheduled or special meeting.**
2. **Voting will be conducted following the introduction and discussion of an agenda item. The Department Chairperson will note any restrictions on the voting membership (as defined above) specific to an agenda item; and will ask for AYE, NAY, and ABSTENTION votes. The Department Chairperson or designee will tally the votes as appropriate to the type of balloting procedure.**
3. **A majority of those voting is required for the approval of motions before the department. Reporting of the results will immediately follow the tally of the votes.**
4. **The following forms of balloting will be used as appropriate at each regularly or specially scheduled department meeting:**
 - **Oral Ballot:** Voting will be conducted orally by the Department Chairperson unless restricted as noted below.
 - **Secret Ballot:** Voting by written ballot, including absentee balloting will be conducted according to the following rules:

All personnel recommendations related to appointment, reappointment, tenure, and promotion of tenure-track faculty; professor salary adjustment; sabbatical and other leaves; special assignments; selection of a new Department Chairperson, reappointment of a Department Chairperson, and selection of a temporary Department Chairperson require the casting of a written ballot.

All bylaws changes require a written ballot.

A specific issue may become subject to a written ballot upon request to the Department Chairperson by a department member eligible to vote on that issue.

A record of those participating in a written ballot will be made by the

department secretary or a designee of the Department Chairperson.

Absentee Ballot: Department members who have filed absence forms because they will be unable to attend a regularly or specially scheduled meeting may request an absentee ballot for any scheduled election or voting matter from the department secretary. This policy applies to department members reporting the following reasons for absence: class or meeting conflicts; off-campus professional business appointments; absence due to sabbatical leave, sick leave, or leave without salary; absence due to assignment to other units within the University or to other institutions or agencies.

Absentee ballots may be transmitted in hard copy (personally or by facsimile) or by e-mail and must be received by the departmental secretary by 4:50P of the work day prior to the scheduled department meeting. These ballots will be added to the appropriate pool of votes at the meeting.

II. Department Meetings

- A. Regularly scheduled meetings** will occur at least once each calendar month during the academic year.
- B. Special meetings** will be scheduled as necessary by the Department Chairperson. Department members will be given at least two work days notice of a special departmental meeting.
- C. Agenda**
 - 1. Reports** of standing committees and ad hoc committees will automatically become agenda items for each regularly scheduled departmental meeting. Committee chairpersons should submit to the Department Chairperson a list of action agenda items at least seven (7) calendar days before a scheduled meeting.
 - 2. Other** agenda items for a regularly scheduled meeting must be submitted to the Department Chairperson at least seven (7) calendar days before a scheduled meeting.
 - 3. Distribution** of agenda by the Department Chairperson will be made at least five (5) calendar days before regularly scheduled meetings. Special meeting agenda items will be included in the notification to faculty of the date, time, and place of the special meeting.
- D. Attendance** at department meetings will be taken by the recording secretary. Faculty who cannot attend a specific meeting should complete a "Faculty Meeting Absence Form" if they wish to have the reason for absence noted in the department minutes.

III. Department Committees

- A. Standing committees** currently include the following: Coordinating Council, Personnel Committee, Professional Concerns Committee, Assessment Committee, Undergraduate Curriculum Committee, Scholarship Committee, and Graduate Studies Committee.

B. Eligibility Criteria and Committee Composition

1. **Only tenured and tenure-track faculty are eligible to serve, as specified, on the following standing committees:**

Coordinating Council: Three (3) faculty will be elected at large. The Department Chairperson and the Associate Director of Teacher Education for Clinical and Field Experiences will also sit on this council as voting members.

Personnel Committee: Four (4) faculty will be elected with representatives from at least two of the academic ranks of professor, associate professor, and assistant professor.

2. **Any department member or student representative, as defined in Section I. A., is eligible to serve, as specified, on the following standing committees:**

Professional Concerns Committee: Three (3) faculty will be elected with representatives from at least two of the academic ranks of professor, associate professor, and assistant professor.

Assessment Committee: Three (3) faculty will be elected at large, and one student representative will be selected by the committee chairperson based on availability for scheduled meetings.

Undergraduate Curriculum Committee: Four (4) faculty will be elected at large, and one student representative will be selected by the committee chairperson based on availability for scheduled meetings.

Scholarship Committee: Three (3) faculty will be elected at large, and one student representative will be selected by the committee chairperson based on availability for scheduled meetings.

3. **Any department member who holds either associate or regular status on the graduate faculty may serve on the following standing committee:**

Graduate Studies Committee: Four (4) faculty will be elected at large, and one student representative will be selected by the committee chairperson based on availability for scheduled meetings.

4. **The Department Chairperson may serve as an ex-officio, non-voting member of any standing committee.**

C. Committee Election Procedures

1. **Nominations for a slate of candidates to fill each vacancy will be taken at the last department meeting of the academic year. The Department Chairperson will notify faculty of vacancies on each standing committee in advance of the meeting.**
2. **Voting will be conducted by written ballot except in cases when a motion is made to accept by acclamation a slate of candidates. Committee members will be determined by the number of votes received, starting with selection of the nominee with the**

highest number. In descending order, selections of persons with the highest number of votes will continue until all positions are filled. In the case of tie votes preventing the selection of the last member, a run-off vote will be cast.

D. Terms of Office, Term Limits, Rotation of Terms

1. **Coordinating Council**: Three (3) years, with a term limit of one consecutive term.
2. **Personnel Committee**: Three (3) years, with a term limit of two consecutive terms.
3. **Professional Concerns Committee**: Three (3) years, after which time the member must move off the committee for a minimum of one year.
4. **Assessment Committee**: Three (3) years, with unlimited service as determined by re-election.
5. **Undergraduate Curriculum Committee**: Three (3) years, with unlimited service as determined by re-election.
6. **Graduate Studies Committee**: Three (3) years, with unlimited service as determined by re-election.
7. **Scholarship Committee**: Three (3) years, with unlimited service as determined by re-election.
8. **Rotations of terms of office** will be initiated during the first term of a standing committee which has terms of office longer than one year. Members will be designated, as appropriate, three-year, two-year, or one-year term limits to initiate a rotation of committee members. This will be done to ensure consistency of service and induction of new members.

E. Standing Committee Responsibilities and Procedures

The charge to each standing committee is described in the *TEPD Faculty Handbook*. It includes statements of the purposes, responsibilities, and procedures of each standing committee, including procedures for the selection of a committee chairperson and a description of the duties of the committee chairperson. The charge and procedures of any standing committee may be modified by action of the department as an item of regular business.

F. Special Committees

Special committees will be formed on an ad hoc basis at the discretion of the Department Chairperson. The Department Chairperson will notify department members of the need for such committees and will consider all interested parties for membership. The Department Chairperson will serve as an ex-officio member of all ad hoc committees.

G. Departmental Input and Committee Voting Procedures

1. Departmental members may provide oral input to individual committee members

or may request, orally or in writing, of the committee chairperson time to speak to the convened committee. This notification should be given to the chairperson at least twenty-four (24) hours before the scheduled meeting. Written input for consideration in a committee decision should also be received by the committee chairperson at least twenty-four (24) hours in advance of the scheduled meeting.

2. **Voting on action items before the committee will be limited to committee members.**

IV. Department Chairperson Term, Selection, and Responsibilities

A. Term. A Department Chairperson will ordinarily be appointed for a term of three years. There is no limit to the number of terms an individual may serve in this position.

B. Selection

1. **Appointment of a New Department Chairperson**

If a serving Department Chairperson resigns, becomes ineligible, or receives a negative vote for reappointment, the Dean, with recommendations from the department will determine whether an internal or an external search for a replacement will be conducted. In the case of an internal search, the Coordinating Council will undertake this task as described below. In the case of an external search, the Coordinating Council will develop a job description and will request departmental approval of the content of the advertisement. An external search will be conducted by the Personnel Committee in accordance with University affirmative action and search policies and procedures.

The Coordinating Council will use the following procedures when conducting a search for an internal candidate:

- a. **Announce the vacancy, listing the duties and desired qualifications of the Department Chairperson and describing the application procedure. (Each candidate will be expected to prepare a statement indicating the individual's qualifications for the position and goals for the department and to provide supporting materials identified by the Coordinating Council.)**
- b. **Set a deadline for the receipt of the candidate materials.**
- c. **Prepare the candidate materials for departmental faculty to review.**
- d. **Organize sessions for candidates at which each may respond to questions from the faculty.**
- e. **Prepare a ballot for a vote by eligible members at a department or special meeting as appropriate to the timeframe within which the recommendation must be made.**

2. **Reappointment of a Serving Department Chairperson**

A request by a serving Department Chairperson for reappointment will be reviewed

and evaluated by the department following established procedures without consideration of other candidates. To provide faculty with the information necessary to act on a motion to reappoint, the Coordinating Council will conduct an annual survey of all departmental faculty (full-time and part-time), will compile the results, and will present those results to the faculty for discussion during a time set aside for that purpose at the last regularly scheduled faculty meeting of the year. Both the survey and oral discussion results will be summarized by the Coordinating Council and distributed to the faculty and the Dean yearly.

3. Temporary Department Chairperson Appointments

In the event of a temporary vacancy in the Department Chairperson position due to a sabbatical leave, a medical leave, or another acceptable reason for the absence, the Coordinating Council will contact all full-time, tenured departmental faculty regarding their interest in the position. At the first regularly scheduled department meeting following the announcement of the temporary vacancy the committee will report the names of persons interested. At that time, or at another time approved by a majority of members eligible to vote on this personnel issue, a written ballot for temporary Department Chairperson will be conducted. This recommendation will be forwarded to the Dean and Provost, who will make the appointment. The term will normally be for the period of the Department Chairperson's leave. Any extension of the term must be approved by the faculty eligible to vote on this issue, but for a time period of not more than two (2) years of total temporary service.

C. Responsibilities

CMU describes the general responsibilities of individuals serving in the leadership position of Department Chairperson in the document "Duties of the Department Chairperson, Central Michigan University." A copy of this description is included in the *TEPD Faculty Handbook*.

In addition, the Chairperson of the Department of Teacher Education and Professional Development has the following specific responsibilities:

- 1. Determine the need for, define the duties of, and select individuals to assist the Department Chairperson.**
- 2. Prepare a yearly budget and present it to the department for approval through a vote as early as possible in the Fall Semester.**
- 3. Approve faculty requests for the purchase of books, journal subscriptions, supplies, and equipment.**
- 4. Evaluate physical plant facilities and make office space allocations and assignments.**
- 5. Assign specific tasks to the appropriate standing department committees, and form special ad hoc committees as necessary to complete departmental work.**
- 6. Serve as an ex-officio member of any department committee.**
- 7. Prepare and disseminate agenda for Coordinating Council and regular and special**

department meetings.

8. Include in the agenda for the last department meeting of the year a listing of departmental committee vacancies and eligibility criteria.
9. Chair the regular and special meetings of the department.
10. Develop and publish the schedule of courses and teaching assignments for each semester and the summer sessions according to procedures described in the *TEPD Faculty Handbook*.

V. Department and Individual Professional Responsibility

Each tenured and tenure-track member of the department holds a faculty position involving responsibilities for teaching/supervision, research/scholarship, and service. In addition, each is responsible for her/his continuous professional growth. This section of the bylaws establishes the basic expectations for the individual department member and identifies the obligations of the department in providing appropriate support for meeting those obligations.

A. Teaching and/or Supervision of Teacher Candidates

Each individual will teach courses and/or coordinate the placements and supervise student teachers as a major responsibility.

1. **Qualifications for Assignments.** The assignment of an individual to carry out a specific teaching or supervision responsibility must be based on an appropriate record of prior educational and/or professional accomplishment. As needed, at the request of the individual faculty member or Department Chairperson, a member of the department may be assigned to a teaching or supervision responsibility other than one to which he or she has previously been assigned. Although the Department Chairperson has considerable discretion in making teaching/supervising assignments, the Coordinating Council and/or the Personnel Committee may be expected to provide advice when there is a question about whether or not an individual is qualified to undertake an assignment.
2. **Teaching Loads.** A faculty load of 9-12 semester hours per academic semester will be the standard for a full-time teaching assignment. Typical class size will be 30-35 students per section for undergraduate courses and 20-25 students per section for graduate courses. Although departmental scheduling will try to accommodate these class sizes, there are occasions when class sizes may need to be larger or smaller to satisfy student and/or program needs. For individuals who supervise student teachers, a load of 18 students per semester and responsibility for teaching the accompanying three credit seminar will be the guideline for a full-time assignment. Assignments may be appropriately prorated combinations of teaching and supervision of student teachers.
3. **Teaching Schedules.** Scheduling of teaching assignments for each semester and summer session will be a responsibility of the Department Chairperson. The schedule will consist of courses and times designed to best serve the students, the University, and the individual faculty member. Each individual may be expected to teach at least one evening or weekend class during the academic year. In

developing the schedule for a semester or summer session, the Department Chairperson must give balanced consideration to the following factors:

- a. Faculty preference as expressed in a survey;
- b. Student need and preference as expressed in registration data or in communications with the Department Chairperson;
- c. Availability of appropriate space in which to schedule the course;
- d. Program requirements and the need to avoid scheduling required courses at conflicting times.

Even though individuals have other professional responsibilities, consideration of the points listed above cannot be construed to mean that a faculty member on a full-time assignment is entitled to a schedule which allows him or her to be available fewer than five days per week.

4. **Schedules/Assignments for the Coordination and Supervision of Student Teaching.** Schedules for faculty supervising student teachers will be based on the schedules of the schools with which they are assigned to work. The assignment of faculty to sites for supervising student teachers will be the responsibility of the Associate Director of Teacher Education for Clinical and Field Experiences in consultation with the Department Chairperson. Faculty members hired to supervise student teachers in a location distant from the campus may expect continued assignment to that location as long as an appropriate number of student teachers request or are willing to accept student teaching assignment in that area. Individuals whose assignment is a combination of on-campus teaching and supervision of student teaching may be given special preference in the scheduling of courses and the location of student teaching placements. In making assignments for student teaching supervision, the Associate Director of Teacher Education for Clinical and Field Experiences will give balanced consideration to the following factors:

- a. Opportunities for team-teaching and shared leadership of the student-teaching seminar;
- b. Geographic distances of schools;
- c. Involvement of the faculty member in providing teacher induction support.

5. **Department Surveys of Teaching and Supervision Effectiveness.** To provide information on the teaching/supervision effectiveness of the department, the Department of Teacher Education and Professional Development will develop, administer, and periodically summarize the results of surveys of student opinion. Instruments and procedures for surveying student opinion regarding teaching effectiveness and for surveying student opinion regarding student teaching supervision are included in the *TEPD Faculty Handbook*. In reporting survey results to describe the effectiveness of the department, the confidentiality of individual members of the department will be maintained.

B. Scholarship, Research and Creative Activity

Each faculty member during his/her probationary period is expected to engage in scholarship sufficient to ensure adequate and timely progress toward tenure and to maintain the intellectual integrity and relevance of the courses he/she teaches. Based on individually developed plans for professional growth including advancement in rank,

individuals who have earned tenure are expected to engage in research or scholarship which will result in presentations, publications, or other opportunities for their work to receive appropriate review by a scholarly audience. In addition, the continuing involvement of a department member in a program of research and scholarship should be sufficient to inform the process of revising and updating syllabi for department courses, reviewing and renewing the curriculum, and modeling for students the essential methods of inquiry and analysis of the discipline.

C. Professional Growth

The responsibilities of each department member for continuing professional growth are met by a wide variety of activities including participation in state, regional, national, and/or international associations relevant to the faculty member's discipline and special expertise within the discipline. It is the responsibility of the individual to determine the specific activities through which professional responsibilities are fulfilled. Individuals may document professional growth by developing and maintaining a professional development plan which may be placed in the individual's department personnel file.

As a matter of policy, the department encourages professional growth activities and, where possible, financially supports those which have the potential to increase the teaching effectiveness, research productivity, and service obligations of its members. As a matter of long-standing practice, the most frequent form of support is the reimbursement of travel expenses incurred when faculty attend/participate in professional meetings and/or engage in other types of travel for professional purposes. Travel expense funds will be made available on an annual basis.

D. Service to the Department, College, University, and K-12 Educational Community

Each tenured and tenure-track faculty member is expected to advise undergraduate and graduate students; participate in the governance of the department, college, or university through committee service; and/or provide consultation and assistance to K-12 education agencies.

- 1. Office Hours for Advising.** To meet their advising responsibilities, individuals are expected to be available to students and prospective students for at least five hours per week during the Fall and Spring Semesters and three hours per week during a summer session assignment. Individuals with less than full-time appointments, alternative assignments, or assignments which combine teaching and supervision of student teachers will have prorated advising hours. The times a faculty member is available should be publicly posted and listed with the Department Chairperson and TEPD office staff.
- 2. Advising Loads.** Each on-campus faculty member is expected to share the responsibility of the department to provide advising to current and prospective students. It is the responsibility of the Department Chairperson or her/his designee to assign advising responsibilities in a way that fairly distributes the work among all members of the department. Advising responsibilities may include service as a mentor to undergraduate students in teacher education and/or as an advisor to graduate students. In addition, some individuals will advise students on undergraduate majors and minors for which the department has responsibility. Individuals who have been approved as regular or associate members of the

graduate faculty will advise students on the graduate programs of the department. The following should be considered a guideline for an individual's advising responsibilities:

- a. Mentor for 20-25 undergraduate students;
- b. Advisor for 40-50 graduate students, with no more than 15 new students assigned per year; and
- c. Responsibility for advising and authorizing majors, minors, or endorsement programs in one area.

On-campus faculty members with advising responsibilities less than those described in the guidelines may be expected to carry out special assignments as designated by the Department Chairperson.

3. **Alternatives to Advising.** Faculty members assigned to supervise student teachers at distant locations are expected to provide service to the K-12 education communities in which they place student teachers. Such service may include any combination of the following: new teacher induction support, advising/consulting/counseling with K-12 administrators, providing in-service learning experiences for teachers/staff, and serving on local school committees or teams. In addition, individuals supervising student teachers may assist in the mentoring of undergraduate students by providing assistance in the development of the professional portfolio, completing Cycle III interviews required of students as they complete the teaching candidacy process, and providing advising related to employment search activity.
4. **Committee Assignments.** Each tenured and tenure-track member of the department is expected to serve on at least one standing or ad hoc department committee during each academic year. Service on college and/or university-wide standing and ad hoc committees is also a responsibility. Because participation on such committees is dependent on election or appointment outside the department, service on such a committee for one multi-year appointment every six years is a reasonable expectation.
5. **Other Service.** On behalf of the department, college, or university, the faculty have a responsibility to participate in any of a variety of short-term activities (CMU and You Day, major/minor advising programs in the residence halls, commencements, convocations, etc.). Since participation in these activities is a responsibility of the department, the Department Chairperson will ensure a sufficient level of participation by requesting volunteers, designing schedules that rotate the responsibility, or by assigning the responsibility to individuals whose opportunities to participate in college or university-wide service have been limited. In addition, members of the graduate faculty provide service to the department by serving on thesis committees and as readers of comprehensive examinations.

Faculty members can and should participate in the larger community by serving in professionally relevant community organizations and community development projects. Serving in leadership roles in organizations may be recognized by the faculty of the department as a significant service contribution.

E. Absence /Inability to Meet Professional Responsibility

When a department member is absent from the university for medical, professional, or personal reasons on days for which professional responsibilities of any kind are scheduled or is otherwise unable to fulfill those scheduled responsibilities, the individual is expected to communicate the reasons for absence to the Department Chairperson and/or the TEPD office staff. When absences from the university are anticipated in advance, it is the responsibility of the individual to complete and file with the TEPD office staff an absence report.

When an anticipated absence for medical reasons is expected to extend for more than five days, the *CMU/FA Agreement* requires faculty members to provide a physician's statement identifying the length of the medical leave. When an individual on such a leave is able to partially or completely return to his/her duties a physician's statement releasing the individual for these responsibilities is also required.

The notification and approval provisions specified in Article 28 of the *CMU/FA Agreement* are required, when necessary.

VI. Criteria for Appointment, Reappointment, Tenure, and Promotion

Initial appointment to a tenure-track faculty position in the Department of Teacher Education and Professional Development may be at any of the following academic ranks: instructor, assistant professor, associate professor, or professor. Appointment at the rank of assistant professor requires a terminal degree in the discipline. Appointment at the rank of associate professor or professor requires a terminal degree in the discipline and record of accomplishment in teaching, scholarship, professional growth, and service appropriate to the rank.

For all reappointments and the tenure decision, the promise of the faculty member's potential for professional growth and development, the ability to contribute to the goals and objectives of the department, and the future needs of the university will be considered in conjunction with the extent to which the faculty member satisfies the criteria and standards in each of four areas as specified below. The department will make qualitative judgments concerning the extent to which faculty have satisfied these four areas.

A. Teaching/Supervision Competence

- 1. Criteria.** Teaching/supervision competence refers to the ability of a faculty member to carry out instructional responsibilities effectively. The elements of effective performance of this responsibility include, but are not limited to, the following: preparing a course outline and other course materials in ways that meaningfully express the subject matter and relate to the master syllabus for the course; organizing and presenting course-appropriate learning experiences which actively engage the minds of the learners and relate to their relevant prior learning; establishing a classroom climate consistent with open communication among students and between the instructor and students; assessing student achievement with well constructed tests, performance assessments, projects, or papers; maintaining appropriate and accurate records of student performance and assigning grades as evaluations of student achievement in ways that are supported by these records; effectively modeling those elements of effective practice being taught; and engaging in reflection on information about one's teaching effectiveness and the

degree of student learning in one's classes. For the purposes of appointment, reappointment, tenure, and promotion decisions, teaching competence also refers to effective supervision of student teaching experiences. In addition to elements of effective classroom performance as described above, competence in supervision also includes, but is not limited to, the following: establishing a supervisory relationship, the use of structured observation to provide teacher candidates with information about their classroom performance, coaching and counseling increasingly more effective performance, modeling effective practice, and resolving conflicts between teaching candidates and cooperating teachers.

2. **Documentation and Evidence.** The following items provide information relevant to the department criteria for teaching/supervision competence.
 - a. **Summaries of the results of the TEPD Teaching Effectiveness Survey, the TEPD Supervision Effectiveness Survey, or the CMU Student Opinion Survey.**
 - b. **Copies of original materials used in teaching and preparing to teach a course, including course syllabi or outlines, bibliographies, handouts, study guides, computer mediated presentations, hypercard stacks or other computer-assisted learning activities, examples of exams, papers, project reports, and descriptions of other assignments.**
 - c. **Other observational evidence of teaching effectiveness. Letters of appreciation or commendation from students or other observers; reports of peers, including descriptions of reflection on teaching practices considered in mentor-protégé relationships; and video- or audio-tapes of teaching accompanied by reflective analysis are considered evidence of teaching effectiveness.**
 - d. **Evidence of student achievement and success. Faculty members may present summaries of data of student test performance or performance on alternative assessment tasks as evidence of teaching effectiveness. Where such data is presented, copies of the test (or summaries of test content which describe the levels of student thinking as well as the content) should accompany the data. Evidence of student success in subsequent courses, in field experiences, or in work experiences may also be submitted.**
 - e. **Honors and awards. A faculty member who has been recognized in the CMU community or beyond for outstanding accomplishments wholly or partially related to teaching may cite such honors or awards as evidence of teaching competence.**
3. **Standards.** Demonstrations of teaching/supervision competence must satisfy different standards for each of the following personnel decisions. In each case, consideration of teaching effectiveness must include summaries of the results of surveys of student opinion. On-campus faculty members must present summaries of the TEPD Teaching Effectiveness Survey or the CMU Student Opinion Survey. Individuals responsible for the supervision of student teachers should submit summaries of responses to the TEPD Supervision Effectiveness Survey. Comparisons of student ratings to responses for the department, college, or

university are not considered appropriate for judging teaching competence. Instead, for each item, responses should be presented in a table or in graphic form. The student responses must be addressed in a narrative which explains the context and provides interpretation of the relevance of the data to teaching/supervision competence. A plan designed to improve ratings for the qualities assessed by an item may be included and should be considered as evidence in support of teaching/supervision competence.

- a. **Reappointment.** An applicant for reappointment must present summaries of appropriate surveys of student opinion, by course, for each course taught during each semester and at least one other form of evidence. Evidence of competence sufficient for reappointment requires favorable student evaluations, or includes compelling descriptions of the mitigating circumstances which resulted in the less than favorable ratings. Evidence from at least one of the forms of evidence described in section 2.b. through 2.e. above must also support the conclusion that the faculty member is effective in carrying out instructional responsibilities.
- b. **Tenure.** An applicant for tenure must present summaries of appropriate surveys of student opinion, by course, for each course taught during each semester of the entire probationary period. In addition, at least two other forms of evidence described in section 2.b. through 2.e. must be submitted. A positive recommendation for tenure must be based on the following: a) favorable student evaluations, or includes compelling descriptions of the mitigating circumstances which resulted in the less than favorable ratings, b) a record of consistent and/or improving pattern of positive evaluations on the appropriate surveys of student opinion, and c) at least two other forms of evidence which support the conclusion that the faculty member is effective in carrying out instructional responsibilities.
- c. **Promotion/Professor Salary Adjustment.** An applicant for promotion must present summaries of appropriate surveys of student opinion, by course, for each course taught during each semester of the most recent three years. In addition, at least two other forms of evidence described in section 2.b. through 2.e. must be submitted. A positive recommendation for promotion/professor salary adjustment must be based on the following: a) favorable student evaluations, or includes compelling descriptions of the mitigating circumstances which resulted in the less favorable ratings, b) at least two other forms of evidence which support the conclusion that the faculty member is effective in carrying out instructional responsibilities.

B. Creative and Scholarly Activities

1. **Creative and scholarly activities** include development of original manuscripts completed alone or with colleagues for various purposes; delivery of presentations at national, state, and local conventions, conferences, and annual meetings; performing research in areas of relevance and interest; grant writing and other scholarly work. Each faculty member during his/her probationary period is expected to engage in scholarship sufficient to insure adequate and timely progress toward tenure and to maintain the intellectual integrity and relevance of the courses she or he teaches.

2. Categories of accomplishment with examples are presented below:
 - a. **Category 1 (outcomes refereed by blind review or editorial board and published or accepted for publication at the international or national level):** articles and monographs published in refereed journals and conference proceedings; textbooks, books, or chapters of books that are juried or judged to be of merit to the discipline; directorship or co-directorship of an externally funded program or research grant of at least \$50K; creative products such as children's books, poetry, musical compositions, films, videotapes, computer software, etc., that are intended to serve the national or international educational community. Articles in national or international journals of recognized high prestige but which do not require peer review are included in this category.
 - b. **Category 2 (refereed outcomes published or accepted for publication at the state or regional level AND other outcomes that will require external documentation regarding scholarly merit and review by departmental personnel committee):** refereed items published at the state or regional level; reviews of books or articles; revisions of previously published textbooks (revisions which include new chapters may be considered sufficiently significant to be counted in Category 1); curriculum materials or instructional manuals published by professional associations; directorship or co-directorship of an externally funded program or research grant of less than \$50K; internally funded research or program grants; editorship of a scholarly journal; non-refereed articles and monographs; keynote or invited speaker at a national conference; creative products such as children's books, poetry, musical compositions, films, videotapes, computer software, etc., that are intended to serve the state or regional educational community; presentation of creative works or action research at conferences.
 - c. **Category 3 (activities and or outcomes that indicate progress toward accomplishments in Categories 1 and 2):** grant applications; presentations of research and or practice at conferences, conventions, annual meetings; documentation of research in progress evidenced by an approval of the Institutional Review Board, or a review of the literature, or a working draft; participation as a discussant at professional meetings; reviewer of textbooks, articles for publication, and conference proposals as verified by a letter from the editor or conference chair; evidence of creative works in progress; course packets of original materials with letter supporting quality; invitation to write a chapter of a book or an article; invitation to speak at a conference, convention, or meeting
3. Documentation includes a copy of the work itself and a letter from the publisher or an external evaluation of merit of work. Evidence of the quality of creative and scholarly work or its outcome must accompany each application for reappointment, tenure, and/or promotion. Works published without peer review and at the expense of the author will not be considered as evidence of creative and scholarly activity.
4. Standards for personnel decisions include the following levels of required

accomplishment:

- a. **Initial reappointments (first two years) will be based upon**
 - **three (3) scholarly activities in Category 3 which demonstrate progress toward Categories 1 and 2 as required for tenure and promotion.**
- b. **Fourth and succeeding reappointments will be based upon**
 - **one (1) outcome from Category 1 or 2 and three (3) scholarly activities in Category 3 which demonstrate further progress toward tenure and promotion.**
- c. **Tenure will be based upon**
 - **two (2) outcomes in Category 1 and two (2) scholarly activities in Category 3 OR**
 - **one (1) outcome in Category 1, two (2) outcomes in Category 2, and three (3) scholarly activities in Category 3.**
- d. **Promotion in rank from assistant professor to associate professor will be based upon**
 - **two (2) outcomes in Category 1 and two (2) scholarly activities in Category 3 OR**
 - **one (1) outcome in Category 1, two (2) outcomes in Category 2, and three (3) scholarly activities in Category 3.**
- e. **Promotion in rank from associate professor to full professor and professor salary adjustment will be based upon accomplishments completed since last promotion which include**
 - **three (3) outcomes in Category 1 and two (2) scholarly activities in Category 3 OR**
 - **two (2) outcomes in Category 1, two (2) outcomes in Category 2, and two (2) scholarly activities in Category 3 OR**
 - **one (1) outcome in Category 1, three (3) outcomes in Category 2, and three (3) scholarly activities in Category 3.**

C. Professional Growth

1. **Criteria.** The professional growth of a faculty member is indicated by participation and leadership in state, regional, and national or international associations in the faculty member's discipline (broadly defined); completion of post-doctoral courses, symposia, and/or training which enhance the individual's ability to carry out teaching, research, or service responsibilities; and by self-directed study, including but not limited to a sabbatical leave, which results in a significant addition to the faculty member's area of special expertise.
2. **Documentation is primarily based on a reflective narrative by the faculty member which describes the activities related to this category and explains the contribution of these experiences to his/her professional growth. The narrative will usually be supplemented by one or more of the following**
 - a. **Evidence of active participation in professional organizations;**
 - b. **Record of attendance at national and state professional conventions;**

- c. Honors and degrees awarded;
 - d. Membership in professional organizations;
 - e. Evidence relating to the individual's accomplishment post-doctoral education or self-directed study, for example new courses developed and taught or a modification of the content of an existing course.
3. Standard. Demonstrations of professional growth must satisfy different standards for each of the following decisions.
- a. Reappointment. The narrative must identify one of two forms of accomplishment:
 - Description of the significant professional associations in the faculty member's discipline/area or expertise and explanation of the contribution of participation in at least one of these to the individual's professional growth; or
 - Description of participation in post-doctoral education or training and the contribution of this experience to enhancing the ability of the faculty member to carry out professional responsibilities.
 - b. Tenure. The narrative must identify one of three forms of accomplishment:
 - Description of the significant professional associations in the faculty member's discipline/area of expertise and explanation of the contribution of participation in at least two levels (state, regional, and national/international) to the individual's professional growth; or
 - Description of participation in post-doctoral education or training and the contribution of this experience to enhancing the ability of the faculty member to carry out professional responsibilities; or
 - Description of significant self-directed study and an explanation of how such study has contributed to the ability of the faculty member to carry out professional responsibilities.
 - c. Promotion/Professor Salary Adjustment. The narrative must identify one of three forms of accomplishment since the last promotion:
 - Description of a pattern of continuing significant participation in professional associations in the faculty member's discipline/area of expertise and explanation of the contribution of participation in at least two levels (state, regional, and national/international) to the individual's professional growth; or
 - Description of participation in post-doctoral education or training and the contribution of this experience to enhancing the ability of the faculty member to carry out professional responsibilities; or
 - Description of significant self-directed study and an explanation of how such study has contributed to the ability of the faculty member to carry

out professional responsibilities.

D. Service

Service to the department includes service directly related to the department, college, or university and professional service in a broader sense. Service is demonstrated by description and documentation of service credits. A service credit is a unit or fraction of a unit describing one semester of significant service to the department, college, university, or larger community. Faculty hired with experience will be expected to compile a prorated number of service credits for time-shortened personnel decisions.

1. Categories of Service

- a. Category 1 - Advising majors and/or minors, mentoring undergraduate students, advising graduate students, chairing a thesis committee, representing the department in the Academic Senate, chairing a department committee, chairing a college or university committee, serving as Academic Senate Chair, president of the Faculty Association, or president of a state, regional, or national professional organization, sustained involvement in pre-K to 12 education.**
- b. Category 2 - Serving as advisor to a student organization, membership on college and department committees, membership on a thesis committee, serving as an officer (other than president or chair) for state, regional, or national association, mentoring another faculty member, continuous involvement in student recruitment and/or faculty promotion, sustained contribution in service to community agencies or organizations, teaching or advising for the College of Extended Learning**
- c. Category 3 - Engaging in short-term activities and events which promote the department, college, or university; short-term community board service; receiving awards or recognition for service or leadership; providing workshops and consulting in the educational community; guest lecturing**

2. Weights. All of the listed activities are considered to be valuable, but we recognize that some service activities require a longer and more sustained commitment on the part of the faculty member. Category 1 service represents deeply involved, continuous service activities. Category 2 service represents involved service of a continuous nature with less leadership opportunity or activities for which the individual receives payment for all or a portion of the time spent in service. Category 3 service represents activities of a shorter duration or “one shot” activities. In general, positions of leadership may count more than non-leadership positions. Service for which an individual receives released time, salary, or stipend may count at a reduced level.

- a. Category 1 service activities will count as one credit activities.**
- b. Category 2 service activities will count as 3/4 credit activities.**
- c. Category 3 service activities will count as 1/2 credit activities.**

- d. **An applicant for a personnel decision may make a case for consideration of a specific form of service at a higher level with appropriate documentation.**
3. **Documentation and evidence of type and quality of service. The significance of the experience must be documented by the individual so that his/her service credits can be evaluated appropriately.**

The following items may be used to provide information to make relevant judgments of faculty satisfaction of department criteria for service:

- a. **A clear statement written by the faculty member which describes in his/her own words the significance of the service to be used for reappointment, tenure, or promotion purposes.**
- b. **Letters outlining contributions made by a faculty member while serving on committees, public relations activities, mentoring faculty, community boards, advising, mentoring teacher education candidates, recruitment, contributions to non-profit organizations, and officerships. Letters must be from a person familiar with the work done by the faculty member and must document the length of service and the quality of the contribution made by the individual.**
- c. **Newspaper articles, promotional materials, evaluative materials for presentations, commendations, certificates, and testimonials may also be used to document service.**
4. **Standards. A positive recommendation for reappointment, tenure, or promotion requires that the applicant demonstrate the accumulation of a sufficient number of service credits.**
 - a. **For each reappointment, it is the responsibility of the candidate to show significant progress toward the standard established for tenure.**
 - b. **For a positive tenure decision, the candidate must accumulate at least twenty (20) service credits during the probationary period that must include credit for advising/mentoring undergraduate and/or graduate students.**
 - c. **For promotion to associate professor, the candidate must accumulate at least sixteen (16) service credits as an assistant professor that must include credit for advising/mentoring undergraduate and/or graduate students.**
 - d. **For promotion to professor, the candidate must accumulate at least twenty (20) service credits as an associate professor that must include credit for advising/mentoring undergraduate and/or graduate students.**
 - e. **For the professor salary adjustment, the candidate must accumulate at least twenty (20) service credits since promotion to professor or since a prior professor salary adjustment that must include credit for advising/mentoring undergraduate and/or graduate students.**

VII. Other Personnel Issues

- A. The Personnel Committee will make to the department on all other personnel actions, such as sabbatical leaves, position reduction prior to layoffs, layoffs, etc., recommendations based upon procedures in the *TEPD Faculty Handbook* and in accordance with the *CMU/FA Agreement*.**
- B. The Personnel Committee will make recommendations to the department concerning the hiring of new tenure-track faculty recommendations based upon procedures in the *TEPD Faculty Handbook* and in accordance with the EHHS policy governing searches and hiring of faculty.**
- C. The Department Chairperson, in consultation with appropriate faculty, may offer temporary faculty employment upon approval of the Dean and the Provost.**

VIII. Procedures for Establishing, Revising, and Amending Bylaws

- A. A department member may propose changes or additions to the bylaws. Written proposals must be submitted to the Coordinating Council.**
- B. The Coordinating Council will determine whether or not a proposal is sufficiently clear for inclusion as a discussion and action item on a departmental meeting agenda. Initial proposals may be returned to faculty for further clarification, and resubmission to the Coordinating Council.**
- C. A copy of a proposed change or addition will be attached to the departmental meeting agenda at which it will be considered.**
- D. Changes or additions will require a two-thirds vote of eligible faculty voting at the department meeting.**
- E. The effective date of changes or additions is governed by the *CMU/FA Agreement*.**

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