

DEPARTMENT OF TEACHING & LEARNING BYLAWS

Adopted: February 28, 1997

Amended: September 21, 1998; April 2, 2001; May 12, 2003; September 23, 2004; September 26, 2007; November 14, 2007; November 12, 2008

Article I: Preface

The Department of Teaching and Learning is governed by regulations and policies established by the College of Education and Human Development, the University of North Dakota, and the State of North Dakota. The Department conforms to standards set forth by our accrediting bodies and professional organizations representing our disciplines.

College of Education & Human Development Mission

The College of Education and Human Development strives to fulfill, and is the organizing unit for the University of North Dakota's mission in the areas of education and human services. Our mission is to advance the quality of education for undergraduate and graduate students, as well as practicing professionals concerned with the promotion of healthy lifestyles and lifelong learning and development. We strive to provide creative, dynamic programs that exemplify effective practice and scholarly inquiry, recognizing the interactions of theory, practice and scholarship essential to the advancement of our disciplines. We are committed to the encouragement of interdisciplinary efforts and to increased understanding of our multicultural society. The work of the College extends to include service to the university and community at large through collaboration with schools, families, social services, businesses, policy makers, government, and other constituencies.

Teaching & Learning Vision

The Department of Teaching and Learning will be a recognized leader in preparing teachers and professionals for a diverse and global society through excellence in teaching, scholarship, and service.

Teaching & Learning Mission

The Department of Teaching and Learning is dedicated to the scholarly pursuit and dissemination of knowledge to aid in the professional development of teachers, teacher educators, and scholars at the bachelor's, master's, and doctoral levels. We engage in teaching, research, and service that inform exemplary policy and practice at all levels of education, from early childhood through higher education. Through our practice, scholarly pursuits, and service to the educational community, we emphasize, embrace and reflect upon the intertwined processes of teaching and learning. We believe that there exists a compelling interest for all educators and educational institutions to foster diverse learning environments, thus enhancing students' abilities to appreciate cultural diversity and operate as a productive citizen of a global society.

The vision and mission statements will be revisited annually. The Chairperson will be responsible for having the faculty review the vision and mission statement annually.

Article II: The Department Chair and Associate Chair

The Chair is first and foremost the individual who provides leadership and facilitates the mission of the department. The chair must be tenured in the department and is selected in an advisory vote by faculty for a three-year term. Faculty who participate in the chair selection process are those assigned to ½ or greater time to teaching in the department. The advisory total goes to the Dean for his/her selection of the chair. The Chair has a nine month faculty appointment with an eleven month stipend. The teaching load expectation will be one course per year. A comprehensive evaluation of the Chair is formally performed every three years. However, the Chairperson can seek an informal evaluation each year by faculty.

An Associate Chair will assist the Chair in carrying out the department vision, mission, and strategic plan. The Associate Chair will have key responsibilities pertaining to the Master degree programs, Graduate Assistants, and adjunct faculty. The Associate Chair is appointed by the Chair in consultation with the Dean. The Associate Chair receives a stipend and teaches 3 courses a year.

The Chair oversees Department faculty meetings, sets the agenda, and conducts the meetings. The Chair also convenes regular meetings of the Program Area Coordinators (PAC) (see Article V for explanation of PAC).

The Chair oversees the functioning of the Department office, schedules classes, establishes the budget, monitors faculty loads and Graduate Assistants' assignments, faculty lines, grant monies, and departmental projects. The Chair facilitates faculty evaluations, tenure and promotion decisions, and recruitment of faculty, Graduate Assistants and staff. The Chair serves on the Council of Chairs, works with Program Coordinators and is the liaison with all other departments within the College of Education and Human Development. The Chair is responsible, for program evaluations and Graduate Teaching Assistant (GTA) recruitment and assignments. The Department Chair will share the draft budget, in the spring, with the faculty in order to permit faculty input and keep the faculty apprised of budgetary matters during the year. The Chair is expected to take faculty viewpoints into consideration when preparing the final budget. The Chair hears student/faculty grievances, concerns, appeals and other matters with respect to established due process procedures. Each of the above responsibilities is done in consultation with the faculty of the department. Responsibilities may be delegated to department faculty with their consent.

Beyond the role of the chairperson described in the University of North Dakota Faculty Handbook and the College of Education and Human Development governance document, the chairperson is expected to be more than the chief administrative officer. The chairperson also serves as an advocate for the Department's programs, faculty, students and staff.

Article III: The Department Faculty

The Department of Teaching and Learning faculty are identified as members who have faculty appointments ½ time or more in the department and have a position description in the department. Usually, faculty members are aligned with a program area within the department. In the Department of Teaching and Learning faculty and PAC meetings, a quorum of 51% of the voting members is necessary for a vote and motions must pass by a simple majority (51%).

Program Areas. The following are defined as program areas within the department: early childhood education, elementary education, middle school education, secondary education, and special education, master's education and doctoral education. (Note: early childhood, elementary, middle, secondary, and special education are initial licensure program areas.)

Faculty in the Department of Teaching and Learning are responsible for teaching and advisement, research and creative activity, and service to the university, their profession and the community. Faculty are expected to provide reasonable availability for student consultation, to provide oversight of graduation requirements, to collaborate on mutual projects such as accreditation, program and curriculum development, and to provide evaluation of colleagues, graduate students and administrators. Annually, faculty must provide accurate position descriptions. Faculty must review their position description with the Chair who approves position descriptions. If significant changes occur, the position description must be reapproved by the Chair.

Faculty plays a vital role in recruitment of new faculty, staff and students.

Article IV: Reappointment, Promotion, Tenure, and Termination

The Teaching and Learning faculty will follow the policies of the University of North Dakota, the College of Education and Human Development, and the Department of Teaching and Learning as outlined in the Faculty Handbook, the University of North Dakota Administrative Manual, the policy statements of the College Education and Human Development, as well as the Teaching and Learning promotion and tenure guidelines regarding reappointment, promotion, tenure, and termination of faculty in the Department.

The process for faculty member evaluations required during the 1st, 2nd, 3rd, 5th years and post-tenure 3rd year and for the other annual evaluations as required by the SBHE are described in the University Faculty Evaluation Procedures and the Teaching and Learning Department Faculty Evaluation Guidelines.

Article V: Committees

The Chair and faculty will collaborate on the appointment of committees, task forces, and individual assignments as these are needed to carry out the work of the Department. The

Department will maintain seven standing committees 1) Program Area Coordinator (PAC) Committee; 2) Tenure and Promotion Committee; 3) Undergraduate Assessment Committee; 4) Master's Education Assessment Committee; 5) Technology Committee; 6) Marketing Committee; and 7) Appeals and Advisory Committee. Ad hoc committees are formed as necessary in consultation with the Chairperson.

1. Program Area Coordinator Committee (PAC). The purpose of PAC is to build creative, quality programs. PAC ensures that each program's needs are fairly met, that individual faculty as well as program areas have input in decisions, and that coordination occurs across program areas. The PAC meets as necessary with the Chair to facilitate integration and collaboration amongst program areas and to advise about other matters. Voting members of PAC serve as the Department Curriculum Committee which approves curriculum and program changes.

PAC consists of seven Coordinators (one for each of the seven program areas), and Associate and Department Chairs. The Associate Dean of Teacher Education and the Director of Field Placement are ex-officio members. The voting members of PAC are the coordinators, the Associate Chair and Chair. A quorum is 51% of the voting PAC members and motions are passed with a simple majority. No coordinator may represent more than a single program area.

Each of the following program areas elects its coordinator from its full-time members: early childhood, elementary, middle level, secondary and special education. The master's education coordinator is elected by the directors of the master's programs (Early Childhood, Elementary, General Studies, Special Education, Reading, Instructional Design and Technology). The Director of the Doctoral Program represents the doctoral program in PAC.

The Program Area Coordinators are elected for a two year term and receive a stipend. The coordinator schedules program area meetings each semester and is expected to communicate with program area faculty about the discussion at administrative meetings.

2. Tenure and Promotion Committee. The Tenure and Promotion Committee is responsible for making recommendations to the Chair regarding tenure and promotion decisions. The committee is advisory to the department chair regarding fourth year evaluations. Members of the Tenure and Promotion Committee could be elected by May 1, prior to taking office in the fall. The election would be for the next full academic year.

The Committee consists of three tenured faculty members elected by tenured and tenure track faculty. If three tenured faculty members are not available to serve, other faculty members can be elected. A T&L faculty member may not be member of both the College and Department Tenure and Promotion committees. A person elected to both the College and the Department Tenure and Promotion committee must resign from one of them.

3. Undergraduate Assessment Committee. The Undergraduate Assessment Committee provides leadership regarding implementation of the undergraduate plan for the department. The Committee is appointed by the Department Chair and consists of at least three faculty members who represent diverse program areas, an individual with technology expertise, and the Associate Dean of Education. A faculty member serves as committee chair and has an adjusted teaching load, as needed. The committee chair is responsible for convening the committee, setting the agenda, and collaborating with the Associate Dean of Education and Department Chair. The committee chair reports on the work of the Assessment Committee, delegates assessment tasks, and oversees the development and maintenance of the assessment plan. The plan is posted online for national, state, and local review. The assessment plan is responsive to NCATE, ESPB, and national accreditation criteria

4. Master's Education Assessment Committee. The Master's Education Assessment Committee provides leadership regarding implementation of the master's education assessment plan. The Committee is comprised of graduate directors (Early Childhood, Elementary, General Studies, Reading, Special Education and Instructional Design & Technology), and the Associate Chair. The Associate Chair serves as the committee chair and is responsible for convening the committee, setting the agenda, collaborating with the Associate Dean of Teacher Education and Department Chair. The committee chair reports on the work of the Master's Education Assessment Committee and oversees the development and maintenance of the assessment plan. The plan is posted online for national, state and local review. The plan is consistent with NCATE, ESPB, and national accreditation criteria.

5. Technology Committee. The duties and responsibilities of the Technology Committee will be to: make recommendations to the T&L Department Chair about technology needs of the department, suggest ways of utilizing student technology fees to benefit students within the T&L Department, develop tutorial/workshop forums, as needed, for faculty for using technology in the Department and also online, develop a goals and objectives for the committee that tie into the department and college strategic plan, as well as the College Technology Committee, encourage grant writing in the committee and outside the committee to generate money to help with the technology needs of the T&L Department, disseminate to the Department faculty & staff information regarding relevant applications for emerging technology (i.e. Breeze).

The Technology Committee is comprised of members of the T&L faculty. The members will be appointed by the T&L Department. The committee chair will be elected at the first meeting of the committee. More than 50% of the committee shall be composed of tenured or tenure track faculty. There will be four committee members, one of whom is from IDT. The term of office will be two years with re-appointment for an additional two years. Three graduate students (master and doctoral) from the T&L Department will be appointed to the committee by the Department Chair with recommendations coming from the Graduate Directors and the Doctoral Director. At least one member of the T&L Department Technology Committee will serve on the EHD Technology Committee.

6. Marketing Committee. The Marketing Committee of the Department is comprised of four faculty who have an interest in marketing and recruitment and represent different program areas. One member must be from the Doctoral Program and one member from the Masters' programs. The committee is appointed by the chair and members serve a two year term. The committee will be chaired by the Associate Chair of the Teaching & Learning Department. The responsibilities of the committee include: developing a marketing plan to be approved by PAC and updated annually, coordinating marketing/recruiting efforts among all the programs, helping programs develop their marketing plans in conjunction with the Department Marketing committee, oversee updating of the website to portray a positive image about the department and its programs, developing a formal recruitment plan for Graduate Assistants, doctoral and master students, and developing a formal recruitment plan for undergraduates.

7. Appeals and Advisory Committee. Four full time faculty will be elected by September 1st each year to serve on the Appeals and Advisory Committee. The term is one year. One student member will be elected from a list of faculty nominated students. The student will be a graduate student. The committee will meet initially to establish procedures, if an appeal is made. At this initial meeting the committee will elect a chair, and discuss the process and confidentiality issues. The committee hears appeals and makes decisions on the appeals and forwards the decision with written justification to the T&L Department Chair.

Article VI: Faculty and Student Grievance and Appeal Procedure

1. Faculty Grievance Process. Any person who has a grievance must attempt to resolve it at the Department level. (See Section 11 of the College of Education and Human Development Academic Concerns and Grievance Process.)

In addition to the College procedures noted in Section II, the Department Appeals/Advisory Committee shall become involved in the grievance process following Step 2 under formal options. At this point, the Department Chair will present the information to the Department Appeals/Advisory Committee for their advice before proceeding to Step 3. Four faculty members will be elected at large by T&L faculty from a listing of eligible faculty. One student will be elected at large by faculty from a listing of faculty-nominated students. The four faculty members receiving the most votes and the student receiving the most votes will constitute the committee. It is a five-member committee student grievance process.

2. Undergraduate Student Grievance Process. The student grievance process in the T&L Department adheres to the following process as outlined in course syllabi. Students are encouraged to voice their perceptions of all relevant academic matters in class and to the professor outside of class. Should an academic grievance arise, it is the Department of Teaching and Learning policy to proceed as follows:

- a. Any student with an academic grievance should first discuss the grievance with the professor.
- b. If the grievance is not resolved at faculty level, the student may discuss it with the program coordinator.

- c. If the grievance is not resolved at the coordinator level, the student may discuss it with the Chair of the Department of Teaching and Learning.
- d. If the grievance is not resolved at the Department level, the student may discuss it with the Associate Dean of Teacher Education.
- e. If the grievance is not resolved at the Associate Dean level, the student may appeal it to the Department's Grievance and Appeals committee.
- f. If the grievance is not resolved at the Department level, the student should discuss it with the Dean of the College of Education and Human Development and request remediation. Further details regarding grievance policy of the college can be found on the EHD home page on the internet.
- g. If the grievance is not resolved at the college level, the student may request a review of the grievance by the Academic Standards Committee of the University. The ASC will consult with all parties involved in the grievance, will document its findings, and will make recommendations to the Vice President of Academic Affairs who will then render the disposition of the grievance within fifteen days following receipt of the ASC recommendations.

It is the student's responsibility to initiate and advance the grievance.

For students, the levels are as follows:

Instructor > Department Chair of Teaching & Learning > Dean of the College of Education and Human Development > College of EHD Appeals Committee > University Appeals Committee.

This policy is included on undergraduate syllabi.

3. Graduate Student Grievance Process: Graduate student grievances fall under the jurisdiction of the Graduate School except for grade grievances, which fall within the jurisdiction of the college offering the course. For grade grievances it is the student's responsibility to seek resolution by going through the appropriate levels. For students, the levels are as follows:

Instructor > Department Chair of Teaching & Learning > Dean of the College of Education and Human Development > College of EHD Appeals Committee > University Appeals Committee.

This policy is included on graduate syllabi.

For non-grade related grievances, see the UND Graduate Academic Catalog.

It is the student's responsibility to initiate and advance the grievance.

Ratification. This document shall become the organizational, decision-making document of the Department of Teaching and Learning when it is ratified by a majority vote of the ballots casts by the Department faculty. This document will become fully operational upon ratification.

Amendments. A petition to amend this document must contain the signatures of a minimum of 20% of faculty, as defined in this document. The petition will be made available to all faculty for signatures by a general announcement. The amendment must be ratified by a fifty-one percent majority of the ballots cast by the Departmental faculty. Faculty must have access to the amendment document at least ten days before voting.