

# **Department of Teaching, Learning, and Teacher Education**

## **Governance and By-Laws**

**A Handbook of Departmental Policies**

**As Amended,  
Effective April 30, 2025**

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## **Teaching, Learning and Teacher Education Governance and By-Laws**

### **Purpose of the Document**

This handbook provides the framework for governance in the Department of Teaching, Learning and Teacher Education (TL&TE). It outlines principles and policies that guide the life of the department. It does not define procedures or operational routines (e.g., completing book orders). Procedural details are addressed in other documents (e.g., *TL&TE Faculty Handbook*, *Bylaws of the College of Education and Human Sciences*).

This handbook, as amended, describes the framework for TL&TE governance at a moment in time. It is understood that the by-laws and policies of the department will change as the internal and external circumstances that influence them inevitably change. The process used to generate this document would be followed in amending or revising it. In other words, the Chair and/or faculty member(s) would bring the proposed revision to the faculty at a departmental meeting and in consultation with the faculty, the Chair would charge the appropriate committee(s) with the task of drafting components of the revision. The revised components would be compiled into a draft which would be reviewed by the Chair and the TL&TE Advisory Group; the draft would be submitted to the faculty for consideration and approval.

### **Departmental Mission, Core Values, & Goals**

Statement of Mission: ***Expanding expertise on teaching and learning through informed practice, engaged research, and purposeful collaboration***

The Department of Teaching, Learning and Teacher Education is committed to the preparation and development of professional educators who possess the understanding, commitment, and ability to make sound pedagogical and ethical decisions that support the well being of all learners. TLTE prepares educators to function effectively in a variety of settings and engage actively in policy making and scholarship.

### **Departmental Core Values**

Robust teacher preparation and life-long professional development have the power to transform the lives of individuals, families, and communities.

By engaging students, educators, and partners in our teaching, research, outreach, and service, we enact the following values:

#### **Knowledge and Innovation**

- We innovate curriculum, pedagogy, and scholarship to address emerging educational challenges and opportunities.

- We engage in subject matter knowledge and deep learning across the humanities and sciences.

### **Diversity and Social Justice**

- We practice democratic and civic engagement to achieve social justice through collaborative and restorative practices.
- We welcome, encourage, respect, support, and include diverse peoples and perspectives.

### **Ethics and Community**

- We build ethical communities with agency, empathy, care, and honesty.
- We create and maintain partnerships with schools and communities.

### **Departmental Goals**

TLTE is committed to conducting research that informs practice and contributes to the knowledge base on teaching, learning, and teacher education and to foster the development of research expertise with our graduate students. We value, encourage and support a broad range of educational scholarship.

We believe that our programs should:

- 1) Influence teachers at all levels (i.e., both pre- and in-service) and in varied educational settings
- 2) Emphasize partnerships and collaboration
- 3) Reach to the future to prepare teachers to engage all children, utilize technology, adopt “cutting edge” practice

In its strategic plans, the TL&TE faculty has advanced a series of goals to support the missions of the college and university. A representative summary of these goals includes:

- Continue program development initiatives to ensure that teacher education programs remain research-based, innovative and current.
- Assist the professional development of Nebraska educators and others through high quality continuing education and masters programs.
- Assist the professional development of the future educational leadership through high quality doctoral programs (i.e., the Carenegi Project EdD and PhD).
- Make quality programs at all levels more responsive to the needs of our constituents (i.e., educational institutions and the students that they serve) through collaborative relationships.
- Establish partnerships with institutions of higher education and K-12 schools to provide professional development in emerging learning technologies.

- Continue program development initiatives to ensure that teacher education programs include 21<sup>st</sup> Century teaching and learning skills.
- Expand our comprehensive approach to education from birth to adulthood.

Increase Scholarship and Innovative Inquiry with faculty and graduate/undergraduate students

- Demonstrate excellence in scholarship and creative activity and increase the recognitions that this work merits.
- Increase levels of external funding, publications and contribute regularly and significantly to research at UNL and to disciplinary associations related to TL&TE.
- Support scholarly activity that improves the department's teaching and programs.
- Participate in the national/international conversations about teacher education.

Achieve Multicultural Competence, Expand Diversity, and International Initiatives

- Increase and enhance international partnerships for teaching, research and outreach/service.
- Ensure that pre- and in-service teacher education programs provide for the education of all children.
- Recruit increasing numbers of high quality students and faculty members from diverse backgrounds.

Engage in research-based outreach

- Generate and maintain projects that promote the welfare of families, schools and communities (FSCs), particularly those with underserved populations.
- Contribute to educational policy making decisions.
- Engage UNL students in outreach projects with FSCs in varied settings.

## **Departmental Structure**

### **Description of Program Areas and Working Groups:**

For purposes of curriculum development and delivery, TL&TE is organized into five program areas: Elementary Education, Graduate Studies, Instructional Technology, Secondary Education, and Socio-cultural Foundations. Every faculty member is affiliated with a program area for administrative purposes. Faculty members are responsible for the coursework that is developed and delivered by their respective program areas. As represented by a program coordinator, program area faculty members conduct ongoing curriculum planning, course development, scheduling of course offerings, and program assessment. Faculty members also conduct research and provide service/outreach related to each of the program areas in ways that reflect departmental goals. Program areas provide an operations function for TL&TE, essentially conducting the business of the department.

Additionally, faculty members may form Working Groups that reflect mutual teaching, research and service interests (e.g., Language, Literacy and Culture; STEM Education). Membership in a Working Group is not exclusive (i.e., faculty can belong to multiple groups), nor is it dictated by a faculty member's program area affiliation. Working Groups typically participate in the course development process and in course scheduling.

The structure of TL&TE is intentionally fluid and dynamic, enabling the department to adapt to changing circumstances. The basic structure (e.g., number of program areas and working groups) will be revisited periodically and revised as needed.

### **The Chair:**

TL&TE is led by a Department Chair (with duties as described in Appendix 1), appointed by the Dean of the College of Education and Human Sciences (CEHS) in consultation with the department faculty. The Chair, at their discretion, may designate an Assistant Chair, with duties determined by the Chair (see Appendix 2). The Chair will also compile and maintain the departmental master roster and assume responsibility for the completion of tasks related to the roster (see Appendix 3).

## **Governance**

### **Departmental Faculty Meetings:**

Policy or other major decisions that affect departmental governance or directly influence the welfare of the department are made in departmental meetings (or, in some cases, by paper or electronic ballot) by the faculty acting as a committee-of-the-whole (see Appendix 4). Issues for deliberation/decision may be presented to the faculty by the Chair or requested prior to a departmental meeting by an individual faculty member(s). Decisions are reached by a vote of eligible faculty or by consensus (i.e., the agreement of the faculty present). A decision cannot be made at the meeting in which a proposal is introduced, unless this rule is suspended by a vote of the faculty (i.e., an issue introduced in August must await the September meeting for resolution, unless this rule is waived by faculty vote). The meetings also serve as forums for the dissemination of information and the regular reporting of committee proceedings. The meetings are conducted according to *Roberts Rules of Order*.

Meetings will be held throughout the academic year, with no-fewer-than four meetings scheduled per semester (roughly one per month). All members of the departmental teaching faculty are invited to attend (including university supervisors, part-time instructors and graduate assistants), but only faculty on regular appointments (e.g., as lecturers, assistant/associate/full professors of practice, assistant/associate/full professors (tenure-line)) may participate in the decision making process. No binding decision can be made without a quorum, which consists of 50% of eligible voting faculty

plus one. A schedule of faculty meetings is set by the Chair in the fall of each academic year. The schedule may be amended by the Chair (including the cancellation of a scheduled meeting) with prior notice and in consultation with the faculty.

### **Committee Structure:**

The department maintains four standing committees for consideration of policy and procedural issues raised by the Chair or the faculty in its regular meetings. Depending on the nature of the issue, these committees deliberate and prepare recommendations for Chair (and where appropriate) faculty decision-making. The committees are also charged with making routine, operational decisions as appropriate. Each committee elects a chairperson to organize committee business and serve as the committee's "contact person." The Chair meets with each committee at the beginning of the academic year to generate a list of charges that the committee should address. Committee elections are held at the conclusion of an academic year in anticipation of the coming academic year; committee chairpersons are identified at that time. The standing committees are:

- The Curriculum Committee (see Appendix 5).
- The Personnel Committee (see Appendix 6).
- The Graduate Committee (see Appendix 7).
- The Scholarship Committee (see Appendix 8).

Departmental governance also includes two councils that serve as advisory bodies to the Chair with respect to issues involving relations with other units, strategic planning, governance, academic program review, budget, resource re-allocation and faculty professional development. The councils also assist in particular operational tasks as requested by the Chair (e.g., scheduling, data collection, review of policy documents). These bodies include:

- The Advisory Council (see Appendix 9)
- The Program Coordinators' Council (see Appendix 10)

The Chair, at their discretion, may appoint an ad hoc committee(s) and/or task force(s) comprised of multiple (or individual) faculty members to assist in the operations of the department and support the decision-making process.

When a vacancy occurs on one of the departmental standing committees (Amended 11/15/2013):

- 1) TLTE department chair appoints a temporary person to fill the vacant committee position, no matter the circumstance. The chair designates the start and end date of the temporary committee assignment, with the end date not going longer than the end of the spring semester of the academic year in which the temporary appointment was made.

- 2) According to the guidelines of the committee position vacated, the chair should take into account the rank and position title of someone appointed to the committee. (assistant, associate, full or tenure line, professor of practice, etc.).
- 3) If the person being replaced was a committee chair, the temporary appointee will participate only as a committee member and committees should follow their own procedures for selecting a new chair.
- 4) For a temporary absence (e.g., faculty development leave), the person resumes the committee position upon return for the duration of the original elected or appointed term. Resumption of service begins at a date designated by the TLTE chair.
- 5) For a permanent absence (e.g., departure from the University), the department chair will solicit nominations and have a faculty vote for the remainder of the absentee's term. The newly elected person would begin with the start of the next academic year.
- 6) In the case of an appointed committee assignment (e.g., Graduate Chair), the TLTE chair will make the appointment and designate start and end dates.

### **Hiring/Search Committees:**

In accordance with UNL and Regents Policy, authorization to hire appointed faculty members rests with the Chancellor or their designee (the Senior Vice Chancellor for Academic Affairs or SVCAA). Requests for "new hires" are identified and submitted by the CEHS Dean, in consultation with the CEHS Chairs Council. These deliberations take place annually, well in advance of the hiring cycle. The TL&TE Chair submits hiring requests for consideration by the Chairs Council and approval of the Dean. While the Chair may consult multiple sources of information in determining hiring requests, s/he is required to utilize data sources that inform future personnel needs (e.g., the strategic plan, the Master Roster) and to act upon recommendations of and in consultation with the Personnel Committee (see Appendix 6, Section 2, for a description of the Committee's role in this process). The Chair will also receive input from the Advisory Council and the Program Coordinators' Council in preparing this hiring plan. The proposed plan is prepared by the Chair, then reviewed by the faculty (via email or at a faculty meeting). The plan is finalized by the Chair, shared with the faculty and then submitted to the Dean. For each approved hiring request, the Chair proceeds with the selection of a Search Committee, in consultation with the Personnel Committee (see Appendix 6, Section 2, for specifics). The search will proceed in accordance with UNL policy and procedures (i.e., hiring request form completed and submitted to the SVCAA's office; SVCAA issues authorization to hire; position advertized; candidates reviewed; finalists identified; on-campus interviews of finalists; search committee recommendation to the Chair; Chair deliberates and makes recommendation to Dean) as well as departmental guidelines. The Chair will inform the faculty of the progress of the hiring process. Faculty members will be engaged in the search process as it reaches its final phases, including opportunities to meet with finalists and provide input to the Search Committee (both in writing and in an open forum). After faculty input, the Search Committee assesses the finalists in terms of strengths and weaknesses, and prepares a report to the Chair that includes a summary of faculty input regarding the



qualifications of finalists and a determination of which finalists are “acceptable” and which are not. The Chair recommends “qualified candidates” to the Dean for their determination and approval of the SVCAA. The Chair negotiates terms of employment; an announcement of the hire is made to faculty after the finalist has accepted the position.

### **University Academic Senate:**

The Senate acts on matters of interest to the University of Nebraska-Lincoln academic faculty. The powers of the faculty are generally exercised through the Academic Senate. The department elects multiple representatives to this body as determined by relevant eligibility guidelines. The policies and procedures governing the Senate are described in UNL and Regents By-Laws.

## **Faculty Personnel Issues**

### **Annual Performance Reviews:**

By UNL and Regents By-Laws, performance reviews are conducted annually to document the contributions of each faculty member to the department and to provide for their professional development. The review process follows procedures and policies that provide for faculty input prior to the Chair’s written assessment of faculty performance (see Appendix 6 for specifics regarding this process). The Chair determines review procedures, in consultation with the Personnel Committee, and must inform the faculty of these procedures no later than December 15th. The rubric for rating each performance category (e.g., teaching, research, service, outreach) and assigning an overall performance rating is as follows: *Does Not Meet Expectations, Meets Expectations, Exceeds Expectations*. Metrics (as outlined in the *CEHS Guidelines for the Evaluation of Faculty*) are utilized in assigning each rating.

The annual performance review process forms the basis for the Chair’s decisions regarding merit salary raises and other personnel determinations, including promotion and/or tenure (i.e., the Chair’s P/T decision must reflect the collective performance reviews of a pre-tenured faculty member). Each faculty member will prepare an annual performance review file using a predetermined and suitable electronic format (e.g., the e-ARFA instrument, as revised) that reflects applicable college and university guidelines. The file must be submitted by a date determined, in consultation with the Personnel Committee, to allow a thorough review in advance of the date established by the CEHS Dean’s Office for completion of the annual review process. The candidate understands that only they are responsible for the contents of the review file. Following review of each performance file, an annual review conference is held between the faculty member and the Chair. As part of this meeting, the faculty member receives a written statement from the Chair that summarizes and assesses the faculty member’s accomplishments. Faculty members have the right to add a written response to the annual review statement (within 10 working days of the review conference) if they are not in agreement with the assessment of their performance. In cases where a faculty

member's performance warrants such action, a post-tenure review will be conducted in accordance with Regents and UNL By-Laws (see Appendix 11).

### **Promotion and Tenure:**

The college and department will provide a support group and a suitable mentor to any faculty member proceeding toward promotion and/or tenure. Mentor and support group are charged with providing counsel to the faculty member regarding their progress toward P/T.

The P/T review process begins in January and is initiated by a report to the Chair of eligible faculty for continuous appointment and/or promotion (see Appendix 6). The Chair contacts each candidate to confirm eligibility (for promotion and/or tenure) or to determine whether or not the faculty member will apply for full promotion. By no later than April 1st, the Chair consults with every candidate to ensure that they are aware of the nature of the P/T process and to enable them to prepare external review materials in an appropriate manner. By April 15th, the Chair and each candidate have prepared lists of potential external reviewers (i.e., experts in the candidate's field); in consultation with the candidate, the Chair selects 3-4 reviewers, contacts them to ensure that they are willing to serve as reviewers and provides them with materials for review (e.g., a professional narrative, vitae, publications selected by the candidate, exhibits representing the candidate's teaching and service work) and a transmittal letter outlining the review process. The Chair is responsible for monitoring the external review process to ensure that it is completed in a timely and equitable manner. Per CEHS guidelines, promotion to Association PoP does not involve an external review; all other elements of the promotion process do apply.

Each candidate prepares and presents a review file by a date determined to allow a thorough review in advance of the due date established by the CEHS Dean's Office. The candidate understands that only they are responsible for the contents of the review file. The Chair, in consultation with the Personnel Committee, will coordinate a peer review of candidate files (see Appendix 6). Prior to peer review, the Chair inserts external review letters (with accompanying documentation) to complete the candidate's file.

Additional information concerning the P/T review process is available in the CEHS guidelines and shall be provided by the Chair upon request. A description of what a review file should contain (including sample P/T files) will be available to the candidate.

All promotion reviews, mid-term reviews for tenure and reviews for continuous employment (tenure) will be conducted in accordance to the UNL guidelines for the *Evaluation of Faculty: Annual Evaluations, Promotions, and Tenure* and the *CEHS Guidelines for the Evaluation of Faculty*. These documents shall be made available to candidates upon their request.

Mid-term reviews regarding progress toward promotion and tenure will be done upon the completion of three full years of employment (or the equivalent) for eligible faculty members. Each candidate prepares and presents a review file representing three full years of employment or the equivalent by August 15. This file is intended to be a *first draft* of the Candidate Section\* of the Promotion and Tenure file as described by the Office of Academic Affairs at UNL. The format includes:

- A. Curriculum Vitae
- B. Candidate Statement
- C. Appendices

\*please reference the documentation formats that are described on the Senior Vice Chancellor for Academic Affairs website:  
<http://svcaa.unl.edu/faculty/promotion-tenure>

The mid-term evaluation communicates areas of progress and strengths and alerts the faculty member to performance deficiencies. Any concerns held by the Chair and/or the Department Promotion and Tenure Committee regarding the faculty member's performance should be clearly stated in the written evaluation. The review will include specific recommendations for improvement and professional development that will enhance the faculty member's potential for achieving tenure and promotion (Amended 3/20/2015).

### **Faculty Development:**

The professional growth/development of faculty members is central to the well being of the department. The work environment and daily life of TL&TE should facilitate and support the growth process. Basic expectations for faculty development are outlined in UNL guidelines. Within the department, responsibility for this process is shared by the Chair, the Personnel Committee, and ultimately rests with departmental faculty. For pre-tenured faculty members, mentors are central to the professional development process. The mentor's role is ongoing, beginning with their selection and continuing until they present the candidate's P/T file to the peer review group. The mentor's role resembles a continual relationship with the pre-tenured faculty member, rather than a series of interventions or appearances if called upon. Mentors may also be appropriate for non-tenured and tenured faculty, depending on the nature of their appointments and their professional situations.

The department will provide experiences to nurture the professional growth of every faculty member, including (but not limited to): mentors (as appropriate), the peer review process, participation in the CEHS Scholarly Enhancement Program scholarly seminars, support groups, teaching observations (by the Chair and/or selected faculty), regular meetings with the Chair, and financial assistance (as appropriate) for presentations at state, regional, national, and international meetings. As part of the annual review process, each permanent/appointed faculty member (at .50 FTE or

above) will submit a professional development plan to the Chair as part of the performance review process (see Appendix 12). The Assistant Chair will assume responsibility for coordinating the performance review process and appropriate professional development activities for temporary/part-time faculty (.49 FTE or below).

### **Professional Travel Policy:**

The Chair allocates “financial assistance (as appropriate) for presentations at state, regional, national, and international meetings.” These determinations reflect faculty-approved principles for equity and access to funding for professional travel, a set of procedures drafted initially and reviewed periodically by the TL&TE Personnel Committee. These principles are as follows:

- Faculty on tenure-line or multi-year appointments will receive departmental funding support for travel related to scholarly activity. A total funding amount provided for travel support will be determined prior to the start of each academic year and will be announced to the faculty. There will be a cap for funding per conference as determined by the Chair. This cap will be announced in advance of each academic year. Funding will not exceed two travel opportunities per academic year.
- Additional travel funds may be made available to support special professional circumstances and scholarly duties including but not limited to: presenting at a national conference, presenting an invited keynote talk, providing national service to the profession (e.g., an elected office), engaging in collaborative scholarly work at another institution, professional development activities. Disposition of these funds will be made by the Chair in consultation with the Personnel Committee as needed.
- The process and criteria for awarding travel funds should be as transparent as possible and with an emphasis on fairness, equity, and department priorities. Procedures and deadlines for applying for travel funds will be clarified in the form of a memo from the Chair to all faculty members and graduate students annually including dollar amounts allocated for professional travel. Faculty will submit the travel pre-trip request form along with documentation for their travel commitments. Travel funding requests should be submitted no less than 30 days in advance of travel.
- The Chair will provide a summary report of travel allocation to the faculty at the conclusion of the academic year.

### **Workloads:**

Workload policies within TL&TE are informed by the CEHS workload document. These statements are intended to clarify the CEHS workload document within the context of the Department.

The standard workload for TL&TE faculty is shaped by the Department’s primary responsibility—the preparation of pre-service teachers and the continuing education of

in-service teachers and instructional leaders. TLTE's strong emphasis on scholarship and service that addresses all aspects of the professional triad requires a balanced workload for individuals as well as for faculty collectively across the Department.

A typical workload allocation for a faculty member within the Department of TL&TE is 50% teaching, 30 % research, and 20% service. For research active faculty, this means a 2-2 teaching load. Each course counts 10% plus 10% apportionment for advising. It is expected that all faculty will regularly teach. Non-research active faculty will have 3-2 teaching loads; faculty not research active and not engaged in graduate student advising will have 3-3 teaching loads. A definition of *research active* will be determined between the Chair and the individual faculty member with attention to metrics outlined in the CEHS workload document. The Chair and the faculty member will consider the unique contributions of the individual faculty member in relationship to the Department as a collective working toward the Department's mission.

For appointed non-tenure track faculty (e.g. lecturers, professors of practice), the emphasis on teaching will be greater. A typical pattern for distribution of workload is as follows: .80 FTE *Teaching* and .20 FTE *Service*, in which ".80 FTE Teaching" represents a "4/4" course load. Variations on this pattern can include:

- A term-of-employment (negotiated at time of hiring) that specifies non-teaching duties and an alternative workload allocation.
- Course reduction(s) for research and/or service funded externally.
- Course reduction(s) for program coordination or administration, as appropriate and as negotiated with the Chair.

Descriptions of duties assumed in alternative workload allocations (e.g., the research productivity expected from a ".40 FTE *Research*" or a ".20 FTE *Research*" distribution) shall be generated and updated by the Personnel Committee and approved by the Chair (in consultation with the faculty). These descriptions shall include the extent to which supervisory and advisory activities count against teaching load.

### **Absence of the Instructor:**

Every faculty member is responsible for providing coverage of all class meetings for a course that is part of a teaching assignment. If a class must be canceled due to illness or family emergency, the instructor should make provision for notifying students (e.g., requesting support staff to post a written notice of cancellation). If a faculty member is traveling to meet a professional or family obligation, the appropriate documentation (e.g., a *Memorandum of Absence* or a *Travel Authorization Form*) should be filed and approved in advance of travel. Faculty on 9-month appointment do not accrue what is typically understood as "vacation time."

A situation may develop that, because of illness, accident or other unforeseen circumstances, a faculty member cannot perform their duties and others are asked to perform their teaching assignment. In the event of a short replacement time (30 days or

less), the replacement instructor's contribution should be recognized as service to the department in the annual review process. In the event of a replacement equaling one course or extending longer than 30 days, one of two options can be followed (as determined by the Chair and the replacement faculty member):

- The faculty member carrying the extra load shall be paid a stipend equal to the summer school rate for teaching (prorated for number of courses and length of commitment). This option requires that sufficient funds are available.
- The faculty member carrying the extra load shall have their teaching load adjusted the next semester to compensate for the overload.

## **Student Personnel Issues**

### **Advising of Graduate Students:**

A mentor/advisor should always promote the major purpose of graduate study: to help educators in their quest to become the best they can be in their respective fields and to provide a program that will aid the achievement of greater understanding of the complexities of schooling, curriculum, and teaching. Nine aspects of professional competence should be included in all degree programs of study: research, teaching/instruction, curriculum, knowledge of the learner, philosophy/foundations, content knowledge/usage, skills/tools for professional growth, student assessment, and equity in education. Advisors/mentors support their advisees by helping to establish programs of study, by coordinating the preparation of required oral and/or written examinations, by facilitating the completion of a culminating project/thesis/dissertation, by reviewing progress periodically, and by acting as an advocate when appropriate. An advisor/mentor maintains a file on each graduate student and provides the Graduate Committee with regular updates on a student's progress toward their degree; every mentor must ensure that the Graduate Committee is provided with annual updates on each advisee's progress via the online *TL&TE Graduate Student Annual Progress Report*.

### **Grade Appeals:**

Students are expected to discuss issues related to the assessment of their course performance directly with the instructor as they arise. Having met with the instructor, a student may bring an issue to the TL&TE Chair should it persist. The Chair's role shall be to mediate the resolution of the issue and to facilitate communication between student and instructor.

If a grade is posted and the student believes it is inconsistent with course grading procedures and/or with prior feedback received, the student should contact the instructor to resolve the variance. If the instructor and student cannot resolve it, the undergraduate student may formally appeal their grade in writing to the Department Chair within 30 days following the grade's posting; a graduate student may formally appeal their grade in writing to the Graduate Chair within 60 days following the grade's

posting. The appropriate faculty committee (the Curriculum Committee at the undergraduate level; the Graduate Committee at the graduate level) will review the appeal and report a decision following a set of procedures and a timeline that has been developed by that committee; the appropriate committee and Chair will periodically review these procedures/ and timelines to ensure their effectiveness (see Appendices 5 & 7). Once the committee has reached its decision, the Department or Graduate Chair will inform the student and instructor (in writing). Either the instructor or the student may appeal the committee's decision to the next level (see Appendices 5 & 7).

### **Graduate Assistantships:**

Ultimately, the Chair appoints individuals to hold graduate assistant positions in the department. For teaching assistantships and research assistantships funded directly by TL&TE, the appointment process involves application procedures, a review of applications, and a timeline determined by the Graduate Committee (see Appendix 7). The process involves the following elements:

- Preparation of application materials by all students interested in holding a departmental GAship; appointments are for 1 year only, with continuation subject to re-application and review; the anticipated duration of these yearly appointments is up to 4 years (a fifth year may be granted if circumstances warrant, upon special petition to the Graduate Committee);
- Screening of applications by the Graduate Committee, with recommendations for appointment to the Chair;
- Applicants for renewal of an assistantship must submit the *TL&TE Graduate Student Annual Progress Reports* by the report deadline to have their graduate assistantship application files eligible for review.
- Consultation by the Chair with program coordinators and relevant faculty members to determine staffing needs and identify individuals most suitable for particular departmental GAships.
- Consultation by the Chair with funded project directors to determine if any GA applicants are suitable for the needs of particular research/service projects.

## **Program Development**

### **Master Schedule:**

The creation of a master schedule for each semester or summer term is the responsibility of the Assistant Chair (or the Chair's designee). Schedules are finalized in a 3-step process utilizing a timeline determined by the university that requires the department to plan 8-12 months in advance. The Assistant Chair (or the Chair's designee) will consult with program coordinators in completing the schedule. Coordinators will, in turn, consult with individual faculty members. Primary considerations in completing a master schedule include:

- Programmatic needs (e.g., required course offerings, rotations for course offerings, enrollment trends);
- Faculty workload apportionment (as negotiated with the Chair);
- Faculty professional commitments (e.g., service/outreach projects, professional travel, research data collection).

### **Curriculum Changes:**

The curriculum change process requires a series of steps at the undergraduate and graduate levels (for specifics see Appendices 5 & 7) that include:

- Initiation of a proposed change by a TL&TE faculty member(s);
- A review of the proposed change by the appropriate committee (undergraduate programs – the Curriculum Committee; graduate programs – the Graduate Committee), in consultation with the faculty;
- A review of the proposed change by the Director of Certification to ensure that it meets state licensing requirements (unless the change does not involve an endorsement area);
- Approval of the Department Chair;
- Submission of the proposed change to the CEHS Curriculum Committee (or Graduate Committee if appropriate).

### **Research and Program Dissemination:**

The department will provide regular and public forums for the dissemination of information about faculty research and departmental projects and programs. These forums may include: “brown bag” luncheons, colloquia, speaker series, sponsored publications, press releases, student research conferences, and agenda items at departmental meetings. Additionally, the Assistant Chair (with staff support as appropriate) will maintain a website (including a blog feature) that disseminates current information about TL&TE programs, policies, procedures, and accomplishments.

## **Appendices**



## **Appendix 1.**

### **The TL&TE Chair:**

#### 1.00 Guidelines

- 1.10 The Chair is appointed by the Dean, College of Education and Human Sciences (in consultation with the TL&TE faculty), with duties as assigned by the Dean, CEHS.

#### 2.00 Duties

- 2.10 The Chair assumes responsibilities and authority for matters of administration and day-to-day operation of the department (e.g., budget, personnel, program, building maintenance) as defined in UNL and Regents policies and procedures.
- 2.20 The Chair maintains the departmental master roster, and
  - 2.20.1 The Chair supervises the processes under which the document, *TL&TE Master Roster*, is prepared and utilized.
- 2.30 The Chair maintains active engagement with and assumes responsibility for programs for the mentoring and professional development of faculty. Much of this responsibility is met during the meetings that accompany the annual review process, but is especially emphasized throughout the academic year for non-tenured faculty and emphasized for faculty who are not yet fully promoted.
- 2.40 When tasks requiring faculty involvement are required, the Chair may appoint an ad hoc committee with the counsel of the TL&TE Advisory Council. The size of each ad hoc committee is determined by the Chair, and may be as few as one person. The recommendations of the committee are brought to the Chair in a timely fashion for their and/or faculty decision making as appropriate.
- 2.50 The Chair arranges for and supervises elections for all faculty committees and for the resolution of policy or personnel issues before the department (e.g., P/T, governance).
  - 2.50.1 Ballots for standing committees include candidate names and copies of the departmental guidelines for the committee.

#### 3.00 Chair Evaluation

- 3.10 The Chair of the TL&TE Personnel Committee, with direction from the Dean (e.g., appropriate CEHS assessment instruments must be utilized) and in consultation with committee members, develops and implements procedures for the annual evaluation of the Chair.
- 3.20 The Chair's annual evaluation is conducted by the Dean, CEHS, with input from the TL&TE faculty.

**Appendix 2.**  
**TL&TE Assistant Chair:**

1.00 Guidelines

- 1.10 The Assistant Chair shall be a full time member of the TL&TE faculty normally appointed to a 3-year term by the Chair, but serving at the discretion of the Chair. There is no limit to the number of terms of service. The appointment of an Assistant Chair is made in consultation with the Advisory Council and Personnel Committee and reported to the faculty immediately upon confirmation.

2.00 Duties

- 2.10 The Assistant Chair assumes duties assigned by the Chair. The Chair may delegate selected decision making responsibility to the Assistant Chair, except in cases where UNL or Regents By-Laws specify that responsibility/authority rests with the Chair alone (e.g., financial oversight, personnel).
- 2.20 The Assistant Chair receives a course-release(s) rather than additional monetary compensation for the position during the academic year. They receive a negotiated stipend for summer work performed.
- 2.30 The Assistant Chair typically assumes an extensive service role representing the department on various CEHS and UNL committees.

3.00 Evaluation

- 3.10 The Assistant Chair's evaluation is conducted by the Chair, TL&TE, with input from the TL&TE faculty.
- 3.20 The Assistant Chair negotiates a workload apportionment appropriate to their duties that forms the basis for their evaluation.

### **Appendix 3.** **The TL&TE Master Roster:**

#### 1.00 Guidelines

- 1.10 The *Master Roster* document is the principal planning tool for decision making relative to TL&TE programs and policies.
- 1.20 The roster consists of a spreadsheet(s) that outlines the appointed faculty, courses taught, publications, grant funding and service/outreach commitments for faculty within each program area and at each faculty rank.

#### 2.00 Procedures

- 2.10 The Chair, in consultation with relevant TL&TE Committees, develops the *Master Roster*.
- 2.20 Data for the *Master Roster* are compiled from the annual performance review materials submitted by each faculty member.
- 2.30 A new roster is generated annually and maintained for a 3-year period.

#### 3.00 Applications

- 3.10 This roster provides data for determining trends, anticipating departmental needs and establishing a context for faculty performance reviews. Projections for decision making 3-5 years in the future are developed/revised following the annual review period and the amending of the roster.
- 3.20 The roster guides personnel decisions relative to hiring, teaching assignments, research productivity, service commitments, and furtherance of the departmental mission.
- 3.30 The roster guides programmatic decisions relative to new course development and resource availability for the new program initiatives.

**Appendix 4.**  
**Participation in Faculty Decision Making:**

1.0 Guidelines

1.10 The following chart provides guidelines for determining levels of faculty participation in various types of departmental decision making (including, but not limited to, participation in faculty meetings).

	Full Prof / Tenure	Associate Prof / Tenure	Assistant Prof	Professor of Practice	Permanent Lecturer	Graduate Assistant	Adjunct / Visiting Faculty
Faculty Meetings	2	2	2	2	2	1	1
Curriculum (e.g., Course Approval)	2	2	2	2	2	1	1
Rules / Policy / Procedures	2	2	2	2	2	1	1
Personnel Policy	2	2	2	2	2	1	1
Promotion / Tenure Process / Policy	2	2	2	2*	0	0	0
Graduate Studies	2	2	2	2**	0	0	0
Promotion to Full Professor	2	0	0	0	0	0	0
Promotion to Associate Professor	2	2	0	0	0	0	0
Appointment to Assistant Professor	2	2	2	2	0	0	0
Award Tenure	2	2	0	0	0	0	0
Promotion of Professor of Practice	2	2	2	2	0	0	0
Not-Participating = 0							
Attend / Participate; not voting = 1							
Attend / Participate and Vote =2							
*Promotion of a PoP only (NOTE: only Assoc/Full PoPs vote for promotion to Assoc PoP; only Full PoPs vote for promotion to Full PoP)							
**Grad Faculty Associate only							

## **Appendix 5.**

### **TL&TE Curriculum Committee:**

#### 1.00 Guidelines

- 1.10 The Undergraduate Curriculum Committee (hereafter referred to as “the Committee”) will be comprised of three members, at least two of whom are tenure-line faculty members, plus graduate student representation (as determined by CEHS guidelines). Members will serve for 3-year, staggered terms and be elected by a vote of the eligible department faculty.
- 1.20 The Committee will elect a chair from its membership, usually a person in their third year of a 3-year term. The chair serves on the TL&TE Advisory Group.
- 1.30 The TL&TE representative to the CEHS Curriculum Committee shall be elected by the faculty to a 3-year term. The representative may/may not be a member of the departmental committee.

#### 2.00 Responsibilities of the Committee

- 2.10 The Committee will provide administrative support to the undergraduate program in the area of analyses, suggestions, and recommendations for program change as needed.
  - 2.10.1 Recommendations and suggestions will be presented to the TL&TE faculty for discussion and reaction, where appropriate. The final recommendations will be forwarded to the Department Chair in writing. The Chair will consider the recommendations and communicate their dis/approval to the CEHS Curriculum Committee in writing. In cases where the decision varies from the Committee’s recommendation, the Chair will note the dissent in a communication to the CEHS Curriculum Committee.
  - 2.10.2 The Committee will assist and serve as a resource for proposed changes based upon college and department evaluation efforts that are currently in place (e.g., State DoE, TEAC, Academic Program Review).
- 2.20 The Committee will receive faculty proposals for creating, revising and/or deleting undergraduate programs, endorsements, or courses as needed.
  - 2.20.1 The Committee will review these proposals and recommend dis/approval of proposed changes in undergraduate courses and programs within TL&TE. The Chair reviews these recommendations, makes their decision, and forwards course proposals to the CEHS Curriculum Committee for its consideration.

2.20.2 The Committee will monitor and/or review course, endorsement, and program changes through the College and University Curriculum Committees. The Committee will bring any changes that will impact the undergraduate programs of TL&TE to the attention of the TL&TE chair and faculty.

2.30 Serve as the TL&TE Undergraduate Appeals Committee.

2.30.1 The Committee will review current departmental undergraduate grade appeal procedures and revise as necessary.

2.30.2 As the TL&TE Undergraduate Appeals Committee, the members will review all appeals and report a binding and final decision to the TL&TE Chair. Students' appeals of departmental decisions may be made at the college level through the Associate Dean of Academic Affairs.

## **Appendix 6.**

### **TL&TE Personnel Committee:**

#### 1.00 Guidelines

1.10 The Personnel Committee will be comprised of at least three (3) tenured, full-time faculty members (all tenured, at least one Full Professor).

1.10.1 Committee service will be for 3-year, staggered terms by a vote of tenured and tenure-leading faculty and PoPs.

1.10.2 When the Committee participates directly in the performance review process, it will expand to six (6) members (all tenure-line) with at least two (2) full-professors. One additional committee member will be a non-tenure track faculty member on multi-year appointment. Additional members are elected with 3 year staggered terms. Committee members participate in reviews of peers up to and including their own rank. The expanded body is termed the Extended Personnel Committee.

1.10.3 Whenever a member is being reviewed, they will recuse themselves. In cases where a fully-promoted committee member is being reviewed and insufficient eligible members remain, they will be replaced by another full professor for that review; the Extended Personnel Committee approves the substitution.

1.20 The Committee Chair is elected by members of the standing committee. The Chair also serves as a member of the TL&TE Advisory Committee.

#### 2.00 Responsibilities of the Committee

2.10 Faculty and Staff Recruitment. The Personnel Committee will assist in the process of personnel recruitment and selection and will advise the Chair regarding personnel needs, including providing input to the Chair on principles used in making hiring priorities. The Personnel Committee will establish and periodically review procedures for gathering faculty input and recommending hiring requests and priorities to the Chair.

2.10.1 While the Chair may consult multiple sources of information in determining hiring requests, they are required to utilize data sources that inform future personnel needs (e.g., the strategic plan, the *TL&TE Master Roster*) and to act upon recommendations of (and in consultation with) the Personnel Committee. The Chair will also receive input from the TL&TE Advisory and Program Coordinators' councils in preparing the requests outlined in the hiring plan. The proposed plan is prepared by the Chair, then reviewed by the faculty (via email or at a faculty meeting). The plan is finalized by the Chair for submission to the



Dean, CEHS, and shared with the faculty prior to submission.

2.10.2 The Personnel Committee will assist in the preparation of the TL&TE hiring plan. Any faculty member or group of faculty members may make a recommendation for hire to the Personnel Committee. Upon the receipt of a recommendation, the Personnel Committee will also consult with the appropriate program coordinator(s) and other faculty members and will then rank the recommendations according to the following set of criteria and forward its recommendation to the Department Chair.

- in response to vacated position(s) by pre-tenure faculty (the same requisition may be used);
- in response to department strategic priorities;
- in response to timely initiatives that present unusual opportunities;
- in response to program needs;
- in response to moving away from one-person programs.

2.10.3 The Personnel Committee shall receive reports relative to recruitment and personnel needs from the Chair, TL&TE, upon request of the committee to facilitate the review of faculty hiring proposals. The Committee will submit written recommendations for proposed hiring requests to the Chair in a timely manner following the deadline for submission of proposed hires by faculty.

2.10.4 For each approved hiring request, the Chair (TL&TE) will appoint a Search Committee. The Personnel Committee will advise the Chair relative to the appointment and composition of search committees, including the appointment of the chair of a search committee. The appointment will reflect UNL guidelines for diversity and equity.

2.10.41 As the position description is written, the Personnel Committee may advise the Chair and search committee chairperson in general terms relative to its content.

2.10.42 The Search Committee assumes responsibility for the following:

- a. Preparation of a specific position description.
- b. Consultation(s) with the Chair and a representative of the UNL Equity and Diversity Office (EAD) as necessary during the search process.
- c. Assist the EAD and Chair in the circulation of information about the vacancy through supplemental mailings and/or telephone calls to special officials, offices and other groups who may assist in the development of a more viable and more diverse applicant pool.
- d. At a date determined in consultation with the Chair, supply a list

of recommended finalists for the position.

- e. Assist the Chair in the planning and conducting of campus interviews.
- f. Prepare, collect and tabulate an instrument for faculty assessment of the candidate(s).
- g. At the conclusion of campus interviews, the Chair will meet with the Search Committee to consider faculty assessments of the finalists and receive the Committee's recommendations. After consideration of the recommendations, the Chair makes a recommendation to the Dean. Either the Chair will make an offer of appointment, as authorized by the Dean and consistent with the description and conditions attendant to the position, or, a new search may be initiated.
- h. The Chair will transmit a subsequent offer of appointment to the selected candidate, negotiate terms of employment as necessary and inform the faculty regarding acceptance in a timely manner.

2.20 Faculty Mentors. In consultation with program faculty, the Personnel Committee will advise the Chair relative to procedures for the appointment of faculty mentors for new faculty.

2.20.1 The Department Chair is responsible for orienting new appointed faculty to the mentoring process. Potential mentors may also be involved in this orientation.

2.20.2 The Department Chair is responsible for appointing mentors after consultation with the faculty member and potential mentor.

2.30 Classified Personnel. Upon request, the Personnel Committee may advise the Chair in the recruitment, appointment, assignment and/or reassignment of responsibilities of classified personnel.

2.40 Special Appointments (Amended 4-20-2018). Upon nomination/application for such appointment, the Personnel Committee will receive and review recommendations for courtesy, adjunct and other faculty appointments that are in the category of *Special Appointment*.

- 2.40.1 In the case of a Courtesy Appointment the Candidate may nominate themselves or be nominated by a member or group in the Department. A nomination letter and Curriculum Vitae must be submitted to the Department Chair indicating interest in the Courtesy Appointment. The nominator should address the following:
- The nominee's current position within the NU System and current rank;
  - The nominee's qualifications and credentials relevant to university policy on courtesy appointments;

- How the nominee will facilitate useful and productive relationships among individuals in different University units.
- The common research, teaching and/or service goals that will enhance the work of both departments, the college and university.

2.40.2 The Personnel Committee makes a recommendation to the Chair regarding the eligibility of the nominee/applicant for Special Appointment. If the recommendation is positive, the Chair brings the nomination/application to eligible faculty for vote. The Chair considers the results of the vote and the nominee/applicant's qualifications, then makes a recommendation to the Dean as appropriate.

2.40.3 The Personnel Committee will advise the Chair in matters related to Special Appointments.

## 2.50 Promotion and Tenure Procedures.

2.50.1 The Personnel Committee will assist the Chair in the administration of promotion and tenure policies and procedures established at the university, the campus and the college level.

2.50.2 Each January the Department Chair will receive from the Dean's Office a list of those faculty members in TL&TE who are scheduled to be considered for Continuous Appointment during the following academic year.

2.50.3 Each January the Department Chair will announce to TL&TE faculty members eligible to participate directly (i.e., vote) in the Continuous Appointment review process (i.e., the Peer Review Group) those persons who are named on the list from the Dean's Office, and will similarly announce that applications are being received for tenure-eligible faculty who may desire review and consideration for Continuous Appointment during the following academic year.

2.50.4 Each January the Chair will provide to the Personnel Committee a list of those faculty members likely to request promotion during the following academic year, based upon annual review results and consultation with individuals who are potentially eligible.

2.50.5 Each January the Department Chair will announce to the TL&TE faculty that applications for promotion in rank to be considered during the following academic are being received.

2.50.6 Candidates for either Continuous Appointment (Tenure) or advancement in academic rank (Promotion) will present their performance files to the Chair by the first day of the academic year.

- 2.50.7 In consultation with the candidate's mentor and the Chair, the Personnel Committee will determine during the first week of the academic year that a candidate's file is ready, and then will announce to the appropriate Peer Review Group that the candidate's file is available. The Personnel Committee will indicate the location of the file, provide copies of review criteria, and outline a timeline for completion of the review process.
- 2.50.8 The files of applicants for tenure and/or promotion will be reviewed by all departmental peers who hold the rank (and Continuous Appointment status) equal to or higher than that to which a candidate aspires. The reviewers are referenced as the Peer Review Group, effectively an ad hoc committee of the whole for the purposes of review.
- 2.50.9 Following the peer review of a candidate's promotion or tenure file there will be a meeting scheduled and conducted by the Personnel Committee Chair (or their designee). Discussions in these meetings shall be free, open, candid, confidential and will be based on the material in the candidate's file. New data which may affect the promotion or tenure decision cannot be introduced without the knowledge and permission of the candidate. The meeting and voting shall be conducted as outlined in Appendix 6, Section 2.50 of these By-Laws (as revised Fall 2008).
- 2.50.91 The Department Chair will also attend each meeting in order to respond to questions that may arise, but the Chair shall not be a voting member of the Peer Group or an active participant in discussions.
- 2.50.92 The candidate's appointed Mentor will attend the meeting in the role of the candidate's advocate, presenting the candidate's file to the Review Group, and will vote in the deliberations (in accordance with the committee composition criteria in 2.50.8).
- 2.50.93 Following opportunity for discussion, the Personnel Committee Chair will initiate the vote of Review Group members present. Those unable to attend may submit absentee ballots prior to the convening of the meeting. Votes will be tallied and results reported to attendees. Voting will be by anonymous, written ballot.
- 2.50.93 The recommendation for or against the candidate's promotion and/or tenure (with explication of the reasons for this recommendation), including a tally of the votes cast by the Review Group, shall be transmitted by the chairperson of the Personnel Committee in writing to the Chair. The Chair will arrive at an independent recommendation and will transmit it and the

verbatim report from the Peer Review Group to the Dean. Requests for departmental reconsiderations will follow the procedures mandated in UNL and CEHS guidelines.

## 2.60 Annual Review and Evaluation of Personnel.

2.60.1 Review and evaluation of all personnel appointed to faculty lines will adhere to the guidelines found in CEHS, UNL and Regents guidelines, with the additional provision of a regular review of each faculty member by a panel of peers. All faculty who are not fully promoted will be peer-reviewed annually. For pre-tenured faculty members, this peer-review will be conducted by the assigned faculty mentor and a mentoring committee. For faculty who are tenured (but not fully promoted) or for faculty in non-tenure lines, the peer review will be conducted by the Extended Personnel Committee. Pending changes in CEHS procedures, reviews of faculty performance will be based upon the calendar year.

2.60.11 The purpose of the peer review is to promote an individual faculty member's professional growth.

2.60.12 The peer review utilizes the department's assessment rubric (i.e., *does not meet expectations*, *meets expectations*, *exceeds expectations*). Metrics for determining ratings are provided in the *CEHS Guidelines for the Evaluation of Faculty*.

2.60.13 Each pre-tenured faculty member and each assistant professor of practice (PoP) prior to review will ensure that the Chair and the Personnel Committee are provided with the names of the chairperson and membership of their mentoring committee.

2.60.14 For pre-tenured faculty members and assistant professors of practice within the first five years of their assistant PoP appointments, the mentoring committee will review the faculty member's annual review file and prepare a written assessment of the faculty member's performance as reflected in the file. The panel may submit either individually written assessments or a group assessment written by the chairperson, at its discretion.

2.60.15 For tenured faculty and faculty with non-tenured appointments, the Extended Personnel Committee will conduct the peer-review portion of the annual review process and provide a written summary recommendation to the Department Chair, utilizing a format recommended by the Personnel Committee, reviewed by the faculty and determined by the Chair. The recommendations should focus on enhancing performance and suggesting resources for continuous improvement. The Chair will share this

written summary with each peer reviewed faculty member during their annual review meeting.

2.60.2 The Chair will be responsible for conducting an annual review of all academic, administrative and staff appointments in the Department. Upon request, the Personnel Committee may advise the Chair with regard to such matters as recommendations for collective or individual faculty development and improvement activities; adjustments in assignment of responsibilities; special faculty recognitions; and accommodation of special needs.

2.60.3 In consultation with the Chair and Dean, the Personnel Committee will conduct an annual review of the Chair each spring, using procedures established by the College. Anonymous evaluation instruments will be collected from departmental personnel, summarized and discussed with the Chair before being transmitted to the Dean. The Chair may append any written commentary to the review before it is transmitted to the Dean. The Dean conducts the review of the Chair in accordance with UNL and Regents guidelines.

2.60.4 The Chair will be responsible for conducting annual reviews of Classified Personnel, and the Assistant Chair. The Personnel Committee may advise the Chair (upon their request) regarding the recommendations resulting from these reviews.

**Appendix 7,**  
**TL&TE Graduate Committee:**

1.00 Guidelines

- 1.10 The membership of the Graduate Committee will be comprised of three (3) tenure-line, full-time faculty members with graduate faculty status elected by a vote of the department faculty. Committee service will be for 3-year, staggered terms. No committee member may serve more than 4 consecutive years, nor more than 4 years out of any 6-year period. Committee membership also includes a student representative (1-year term) as determined by the Committee, in consultation with the Chair.
- 1.11 The Department Chair, in consultation with the Graduate Committee, will recommend a Committee Chair for appointment by the Dean of the Graduate College (see below).
- 1.12 The Graduate Committee Chair represents the department on the CEHS Executive Graduate Committee.
- 1.13 A member (to be designated by the Chair of the Graduate Committee) will serve as the Chair of the Teaching, Curriculum, & Learning (TCL) Doctoral Admissions Committee.
- 1.14 A member (to be designated by the Chair of the Graduate Committee) will serve as the Chair of the Teaching, Learning, and Teacher Education Masters Admissions Committee.
- 1.15 The program coordinators for the TL&TE Specialized Masters with Teacher Certification Programs (e.g., MAet, MAmt, MAst) and the Ed.D. (CPED) Cohort program will assemble admissions subcommittees of participant graduate faculty members within their programs to review application files for their programs. The Program Coordinators will report their admissions recommendations to the TL&TE Graduate Chair for approval.

2.00 Graduate Program Chairperson

- 2.10 The Graduate Chairperson is a tenured member of the TL&TE faculty with graduate faculty status. They are typically recommended for a 3-year term by the TL&TE Chair, and formally appointed by the Dean of the Graduate College. There is no limit to the number of terms of service.
- 2.20 The Graduate Chair convenes the Graduate Committee to address necessary business and leads program development efforts related to the department's masters and doctoral programs.

2.30 The Graduate Chair also manages activities related to TL&TE graduate instruction and research. They:

- Receive, monitor, and arrange for the disposition of applications for admission to all TL&TE graduate programs;
- Approve programs of study and memoranda of courses;
- Convene committees awarding TL&TE controlled funds for graduate student scholarships/fellowships and forward recommendations to the Chair for their decision;
- Interact with staff members charged with maintaining documentation for TL&TE grad programs;
- Supervise TL&TE 6E and GAMES management;
- Serve as a departmental liaison to the UNL Graduate Studies Office;
- Mount and coordinate recruiting campaigns, in consultation with the Department Chair;
- Meet with students as needed;
- Conduct grade appeals in graduate programs;
- Monitor the progress of all graduate students and the reporting of such progress to the Graduate Committee and TL&TE chair.

2.40 As resources permit, the Graduate Chairperson teaches two courses (6 credit hours) per academic year. They may negotiate summer stipends in exchange for summer work performed. They are evaluated as if carrying a full teaching load.

2.50 The Graduate Chair, in consultation with the Department Chair, will develop competitive proposals to Graduate Studies for scholarship/fellowship support for students (e.g. Othmer, Chancellor's, and Edgren awards).

### 3.00 Responsibilities of the Graduate Committee

#### 3.10 Student Admissions

3.11 The Graduate Committee will act upon the request of all masters, 6-year specialist, and doctoral students to be admitted to TL&TE.

3.12 The Graduate Committee Chair, with the advice and consent of the Graduate Committee, will appoint an admissions committee for each TL&TE graduate program.

3.20 The Graduate Committee shall oversee the graduate programs (masters, specialists, doctoral) of TL&TE. This role shall include, but not be limited to, the following:



- 3.21 Initiate changes affecting the curriculum of TL&TE graduate programs, and recommend these to the TL&TE Graduate Faculty for their approval (or disapproval);
- 3.22 Assist and advise the Graduate Committee Chairperson in the execution of their duties and responsibilities.
- 3.40 The Graduate Committee serves as the Appeals Committee for both “General Academic Matters Related to Student Programs” and “Grades in Graduate Level Courses” and will report the results of their deliberations to the Department Chair. The Committee will follow Grade Appeal Procedures established by the TL&TE Curriculum Committee (in accordance with procedures outlined in the *UNL Graduate Studies Bulletin*). Any appeal of the Graduate Committee’s decisions would proceed as indicated in the *UNL Graduate Studies Bulletin*.
- 3.50 The Graduate Committee, except the Committee member designated as Chair of the Doctoral Admissions Committee, will serve as the body to which appeals by those denied admission to the Teaching, Curriculum, and Learning Program are made. The Committee may replace the designated admissions chairperson at its discretion.
- 3.60 The Graduate Committee will screen applications for graduate assistantships and recommend recipients for available GAships to the Chair. The Committee will follow established procedures for the screening of GA candidates, revising these procedures in consultation with the Chair as necessary. The Committee advises the Chair in the recruitment, appointment and assignment of GAships.

## **Appendix 8.**

### **TL&TE Scholarship Committee:**

#### 1.00 Guidelines

- 1.10 The Scholarship Committee will be comprised of three faculty members, at least two of whom are tenure-line faculty members, plus student representation (as determined by CEHS guidelines). Committee service will be for 3-year, staggered terms, and will be selected by a vote of the department faculty.
- 1.20 The Scholarship Committee will elect a chair from its membership, usually the person in their third year of a 3-year term. The chair also serves as the departmental representative to the CEHS Scholarship Committee.

#### 2.00 Responsibilities of the Committee

- 2.10 The Committee will review all TL&TE Scholarship and Fellowship applications each academic year and make award recommendations.
- 2.20 The Committee will be a proactive body reviewing scholarship and fellowship applications with the intent to make award recommendations to the Department Chair.
- 2.20.1 The committee will develop and maintain, in consultation with the Department Chair, a process for soliciting and reviewing scholarship applications. Related duties will include developing and maintaining:
- Application forms.
  - Appropriate application procedures and deadlines.
  - Selection criteria.
  - The TL&TE Scholarship webpage.
- 2.20.2 All recommendations and suggestions will be presented to the Department Chair in writing. The Chair will consider the recommendations and communicate their approval (or disapproval) to the TL&TE Scholarship Committee in writing. In cases where the decision varies from the Committee's recommendation, the Chair will note the variance in their communication to the Scholarship Committee.
- 2.20.3 The Committee, in consultation with the Department Chair, will liason with the University of Nebraska Foundation through the CEHS Business Center to obtain current accounting of funding amounts for Scholarship and Fellowship awards. The committee will initiate and maintain contact with the Dean's Office regarding available resources and eligibility for particular awards.

- 2.20.4 The Committee will also review and recommend awards for Program Specific Scholarships and Fellowships in consultation with the appropriate program coordinator to ensure that the student applicant is eligible for an award.
- 2.30 The Committee, in consultation with department faculty, will also identify candidates for College and Departmental awards and recognitions, and submit these recommendations to the Department Chair. The Committee will provide support and guidance for the preparation of award/recognition applications, as possible.

**Appendix 9,**  
**TL&TE Advisory Council:**

1.00 Guidelines

1.10 The TL&TE Advisory Council will be comprised of eight members, at least six of whom are full-time faculty members. Membership is determined as follows:

1.11 The Chairs of the Curriculum, Graduate, Personnel and Scholarship committees serve on the Advisory Council;

1.12 Two members will be elected from the tenured or tenure-track faculty to 2-year staggered terms; one member will be elected from the non-tenured faculty to a 2-year term; and one member will be appointed by the Chair from the pool of graduate assistants to a 1-year term.

1.20 No person may serve more than 4 consecutive years on the Advisory Group, nor more than 4 years of the past 6 years.

2.00 Responsibilities of the Council

2.10 The TL&TE Advisory Council advises the Chair on matters that include (but are not limited to):

2.10.1 The development and utilization of the TL&TE Master Roster.

2.10.2 Professional development issues for faculty and staff.

2.10.3 Departmental policies related to faculty workloads.

2.10.4 Dissemination of information to outside constituencies.

2.10.5 Long-term planning for programmatic development.

2.10.6 Resource allocation and acquisition.

2.10.7 Governance issues.

2.10.8 Departmental climate/scholarly environment.

2.10.9 Review of drafts of departmental documents (e.g., APR self-study report, TL&TE By-Laws).

2.20 The TLTE Advisory Council elects a spokesperson with responsibilities that include: liaison with similar groups in other departments and communications

with the TL&TE faculty (e.g., at faculty meetings, through email announcements, on the departmental website/blog).

2.30 In all matters, the Council will remain advisory to the Chair, with no decision-making authority.

**Appendix 10,**  
**TL&TE Program Coordinators Council:**

1.00 Guidelines

1.10 The five program areas for TL&TE are:

- Elementary Education
- Secondary Education
- Graduate Studies
- Socio-cultural Foundations
- Instructional Technology

1.20 Endorsement areas will be attached to their respective program areas (e.g., Business Education to Secondary Education).

1.30 In their early phases of development, programmatic initiatives may require the appointment of a Program Coordinator who will represent the initiative on the Coordinators Council (e.g., the MAet, CPED). The appointment of such coordinators is at the discretion of the Chair.

2.00 Program Coordinator

2.10 Duties:

The duties of a Program Coordinator are determined by the Chair; typically a coordinator will:

- Develop and support a scholarly community around an area of teaching, research or service for both faculty and students.
- Facilitate the development of program goals and identify program outcomes (as required for program certification).
- Facilitate the development of program area curriculum.
- Coordinate entrance, benchmark and exit requirements for all students in the program.
- Facilitate the development of and support for the delivery of courses and field experiences supported by the program, including the preparation of course schedules for fall and spring semesters as well as summer sessions.
- Facilitate the dissemination of information about the program to current and potential students.
- Represent the program to groups outside the department.
- Represent the program area within the department.
- Hold regular meetings of faculty in the program area.

### 3.0 Council Responsibilities

The Council is comprised of the Program Coordinators of the five program areas, plus the coordinator(s) of any programmatic initiatives appointed by the Chair. Responsibilities of the Coordinators Council include:

- Meeting on a regular basis during the academic year; meetings are convened and facilitated by the TL&TE Assistant Chair; the Department Chair will attend as necessary.
- The Director of Certification and Director of Field Experiences will be invited to attend meetings as necessary. Topics for these meeting will include, but not be limited to:
  - Curricular issues;
  - Information exchange;
  - Scheduling;
  - Nomination of candidates for student awards and recognition;
  - General governance issues;
  - Preparation of the TL&TE Strategic Plan;
  - Program assessment;
  - Preparation of reports/documents as requested by the CEHS Dean or the SVCAA (e.g., the APR self-study report).

## **Appendix 11,** **Post Tenure Review:**

### 1.00 Guidelines

1.10 In cases where a Post Tenure Review is mandated (and the faculty member has exercised their right to respond to performance reviews and to appeal the mandated Post Tenure Review through applicable UNL procedures), a faculty member and the Chair may elect to conduct the Post Tenure Review with input from the Special Peer Review Process.

1.20 Purpose. The Special Peer Review Process is intended to: 1) assist tenured faculty in achieving their professional goals and maximizing their contributions to the University throughout their professional careers; 2) to provide assurance to the public that tenured faculty are accountable for their performance; and 3) to provide continued peer involvement in the review of tenured faculty members. (It remains the responsibility of the Senior Vice Chancellor for Academic Affairs and the Vice Chancellor for the Institute of Agriculture and Natural Resources, respectively, to ensure that annual reviews referred to herein are conducted in all departments in a rigorous and equitable manner.)

1.30 Applicability of the Special Peer Review Process. The review process is applicable to all members of the faculty who have been on a continuous contract pursuant to Board of Regents By-laws for a period of 3 years or more. A faculty member shall not be eligible for a Special Peer Review more than once every 4 years. A faculty member shall be reviewed in accordance with the Special Peer Review process in either of the following circumstances:

1.30.1 A faculty member receives (after the third year of being on continuous contract):

1.30.11 A written annual evaluation from the unit administrator that identifies a substantial and chronic deficiency in the faculty member's performance and clearly states that if the faculty member does not make substantial, acceptable progress toward remedying the deficiency by the next annual evaluation, a formal Post-Tenure Review will be initiated;

1.30.12 Notification after the next annual review that the unit administrator has determined that the substantial and chronic deficiency identified in the previous evaluation has not been remedied, that a Post-Tenure Review is appropriate, and that the Dean concurs. Ordinarily, the faculty member shall be provided notification by June 30<sup>th</sup> that a review will be



scheduled for the following academic year. Upon recommendation of the unit administrator and approval of the dean, a faculty member subject to Post-Tenure Review may be exempted or deferred for review if there are clearly extenuating circumstances (such as health problems) and an alternate plan (i.e., the Special Peer Review) for addressing the problem(s) is adopted.

1.30.2 A faculty member requests a Special Peer Review.

## 2.00 Procedures

2.10 The Special Peer Review Panel is appointed by the Chair in consultation with the faculty member.

2.20 The Panel, in consultation with the Chair, meets with the faculty member and provides assistance to them in planning a prospective program by which the faculty member can maximize their contributions to the University and more fully realize their professional goals.

2.30 The Panel's recommendations to the faculty member must reflect a course(s) of action to address the deficiencies noted in prior annual performance reviews. The recommendations are subject to the approval of the Chair and the Dean.

2.40 The Panel, immediately prior to the next annual review, assesses the faculty member's performance and makes recommendations to the Chair regarding the extent to which the faculty member has met the conditions set by the Chair and Dean for continuous appointment.

**Appendix 12,**  
**TL&TE Faculty Development:**

1.00 Guidelines

1.10 Continuous faculty development is a principal goal of TL&TE.

1.10.1 As part of the annual review process, each faculty member (tenure and non-tenure track, including part time faculty as appropriate) submits a mentoring/professional development plan. Each plan will include:

- Specific areas in which development will take place (i.e., professional goals for the coming review period);
- Description of actions to be undertaken and outcomes that will result;
- Identification of any mentors that may be involved in the process and any departmental support that will be required.

1.10.2 Determination of the extent to which a faculty development plan has been accomplished will be part of the annual review process.