

Governance and Operating Bylaws
Department of Mathematics and Science Education
University of Georgia

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Approved by the faculty, January 23, 2006

These governance and operating procedures are expressly subject to the Policies of the Board of Regents, The University of Georgia, and the College of Education. In case of any divergence from or conflict with any of the Polices, such Policies shall prevail.

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Department Mission

The Department of Mathematics and Science Education is committed to the advancement of the mathematics education and science education disciplines through exemplary leadership, research, instruction, service, and other scholarly activities. Many core activities of the department combine research, teaching, and service, and all activities are fundamentally supported by scholarship. This mission is consistent with the broader missions of the College of Education and the University in these areas.

The department holds a fundamental commitment to racial, ethnic, cultural, linguistic, geographic, and experiential diversity in its students, faculty, and staff and the ideas, opinions, and contributions they bring to our disciplines. This diversity is a significant strength of our department, and it significantly contributes to all aspects of our work. The department also holds a fundamental commitment to literacy, including mathematics, science, technology, and environmental literacy. These commitments guide the department in all of its activities including, but not limited to, those described below.

First, teacher education is a central responsibility and priority of the department. This is a broad responsibility that includes the identification and development of potential at every level. These levels include undergraduate, graduate, and post-graduate study; they include preservice and inservice programs; they include preparing K-12 and college teachers; they include faculty development in teacher education. Two unique roles for teacher education within a research university are the development of model programs and the experimentation that can lead to improvement. This makes teacher education, as we view and practice it, a research endeavor rather than solely the operation of programs.

Second, research is central to the mission of the department. We must support, maintain, and encourage individual and collective faculty research efforts. Collective efforts can transcend the sum of individual efforts. Scholarly productivity enhances the knowledge base of our disciplines, informs instruction and practice, and creates new opportunities for service. A significant component of our research mission is the preparation of new scholars to fulfill the required roles of the profession and to create new knowledge for the profession.

Third, the department is committed to working with schools and other educational institutions to improve mathematics and science education through courses, inservice degree programs, staff development, advising, curriculum development, research, and evaluation. Working in collaboration with school personnel for the improvement of mathematics and science education is an important vehicle for accomplishing outreach commitments.

Fourth, the department pursues program development and curriculum development grounded in the same level of scholarship as other aspects of our mission. Research and evaluation related to program development are part of the mission.

Fifth, we continuously monitor, and improve programs for the Bachelor of Science in Education, the Master of Education, the Master of Arts, the Specialist in Education, the Doctor of Education, and the Doctor of Philosophy degrees with majors in mathematics education and science education. These programs should reflect the needs of the fields of mathematics education and science education and the best judgment and scholarship available for program elements and program improvement.

Sixth, maintaining a thriving doctoral program at The University of Georgia requires research activities at the forefront of the field, recruitment and support of the best available doctoral candidates, and constant monitoring and improvement of the program. The Doctor of Education and Doctor of Philosophy degrees are essential for our continued position among leading doctoral programs in mathematics education and science education.

Seventh, the department is committed to working collaboratively with other departments at The University of Georgia. The department offers courses that support the program and instruction in degree programs of other departments. The department also works with the Department of Mathematics, Department of Statistics, and departments in the sciences to strengthen its research, teaching, and service activities.

Eighth, the department is committed to working collaboratively with state, regional, and national agencies to strengthen its activities and shape policy decisions. We are also committed to maintaining our long-standing history and dedication of forging international collaborations with mathematics and science educators throughout the world, working together at internationalizing the mathematics and science teacher education curriculum.

Ninth, the department's creative and innovative research, teaching, and service activities are maintained by engendering ongoing professional development of its faculty and through seeking and securing external funding.

Section A: Departmental Programs

The department is organized as essentially two academic programmatic efforts, one in "Mathematics Education" and one in "Science Education." These programs encompass all aspects of the academic missions of the former Department of Mathematics Education and the former Department of Science Education. Within the new department, the faculty within each program will maintain academic responsibility and control of the administration of their programs.

Section B: The Faculty

In accordance with the Board of Regents, the faculty eligible to vote will include full-time professors, associate professors, assistant professors, instructors, lectures, senior lectures, and teaching personnel and other such titles as may be approved by the board.

Full-time research and extension personnel will be included. Persons holding adjunct appointment or other honorary titles shall not be considered to be members of the faculty.

All personnel decisions related to appointment and re-appointment, promotion, tenure, and post-tenure review will follow appropriate college, university, and Board of Regents policies and procedures. By College of Education administrative mandate, the Promotion and Tenure Unit (PTU) is the department.

Faculty Senate

The Department of Mathematics and Science Education will elect senators to the COE Faculty Senate in keeping with the bylaws of the UGA College of Education. It is the intent of the departmental faculty that each of the programmatic areas within the department is represented by a senator.

Section C: Faculty Meetings

There will be at least one meeting of the faculty per semester. If necessary, additional meetings may be called by the Department Head, by standing committees, or by petition of one half of the faculty eligible to vote. The conduct of the meeting will require a quorum that is defined as a majority of the faculty eligible to vote who are present in person or by telecommunication. Any of the regularly scheduled meetings may be canceled, so long as the minimum number of meetings is held in keeping with the University Statutes. The Department Head prepares the agenda for each department meeting with input from the department and distributes the agenda to the faculty no later than one week in advance of the date announced for the meeting. Late items may be added at the discretion of the Department Head, with approval by the majority of the faculty in attendance.

All decisions by the faculty eligible to vote will be made by majority vote (except where explicitly stated otherwise). Provisions must be available to include absentee and proxy votes when needed. The faculty will make decisions only on the subjects included on the agenda, although other matters may be discussed.

Faculty meetings are open within the statutory provisions of Georgia law. All non-faculty personnel who wish to address the faculty will make arrangements with the Department Head, who will notify the faculty prior to the start of the meeting.

Section D: Administrative Structure

There are university-defined roles for the Department Head and the Graduate Coordinator, which are Departmental positions. Other leadership positions recognized within the Department will include an Associate Department Head, two Program Coordinators (Mathematics Education and Science Education), an Associate Graduate

Coordinator, and two Certification/Undergraduate Coordinators (Mathematics Education and Science Education).

Identification of candidates for all positions will be the responsibility of the Department's *Personnel and Professional Development Committee*. Presumably this will include the possibility of both nominations by other faculty and self-nomination, and a potential nominee will be asked if s/he is willing to accept the nomination. Faculty voting for positions will be conducted under the supervision of the Chair of that Committee. Administrative positions will carry three-year terms.

Note:

In order to provide for maximal flexibility in filling necessary administrative roles with faculty willing to perform the specified duties, eight separate titles are enumerated above. In the interest of efficiency, it is the strong preference, suggestion, and "vision" of the Administrative Organization Committee that fewer than eight separate people fill these roles. In such cases, the person holding more than one title will be compensated at a level commensurate with the sum of the course-releases associated with each position (see **Compensation Model**, below). *In particular, we consider it highly advisable that one person serve as Department Head and Program Coordinator for their program, and another as Associate Department Head and Program Coordinator for their program.* Note that this statement also implies that the Department Head and Associate Department Head should be from different programs (one each from Mathematics Education and Science Education).

Compensation Model

Note: Based on the current number of faculty in the Department, 12.3 course-release units are theoretically available to be distributed among all administrative positions. The plan below utilizes 12. Given past practice in the two former Departments, the need for faculty to teach courses in the department's programs, and the fact that a stated goal of reorganization was to streamline administration within the College, this number is clearly unrealistically high. The committee is conscious of the fact that, in practice, the actual total number of available course release units, consistent with maintenance of an appropriately high quality and quantity of teaching in Department programs, may be considerably lower.

	<u>No. of Academic Year Course Releases</u>
Department Head	2*
Associate Department Head	1
<u>Program Coordinators**</u>	
Science	2
Mathematics	2
Graduate Coordinators (one official, one Associate)	
Science	1
Mathematics	2
<u>Certification/Undergraduate Coordinators</u>	
Science	1
Mathematics	1
<u>TOTAL</u>	<u>12</u>

*The Department Head has an additional 2 summer units that are NOT part of the 12.3 unit allotment.

**As an illustrative example of the concept of "doubling up" on titles and duties, a Department Head also serving as Program Coordinator would have 4 units of course release, and an Associate Department Head also serving as Program Coordinator would have 3 units.

Note on summer compensation for other administrative positions: Currently a total of \$15,000 is available from the Dean's Office to provide summer compensation for administrative duties other than those performed by the Department Head. The committee has not discussed at length any specific or detailed schemes regarding the proportional distribution of these funds. A default position might be that \$3000 be available for each of the 5 positions (Associate Department head, PC Mathematics, PC Science, GC Mathematics and GC Science). When two positions are being held by the same person, that person would be paid both allotments. When the Department Head is also a PC, then the \$15,000 could be split among the remaining 4 positions.

Department Head

The Department Head is appointed by the Dean of the College of Education. According to University and College policy, the Department Head has the following responsibilities [references are made to the appropriate section(s) of the University Statutes]:

1. Have general direction of the overall work of the Department [Article IX, Section 5a: *The Head shall have general direction of the work of the department.*]
2. Recommend departmental policies and administer rules enacted by the faculty [Article IX, Section 5a: *The Head shall formulate and recommend proposed policies for the department and present them to faculty of the department for consideration. The Head shall administer the rules and regulations enacted by the faculty of the department. The Head is charged with the responsibility for the execution of departmental, University, and Regents' policies insofar as they affect the work of the department.*]
3. Be responsible for the quality of instruction, research, and service [Article IX, Section 5c: *The Head shall be responsible for the quality of the instruction, research, and service programs conducted in the department.*]
4. Make teaching, research, and service assignments [Article IX, Section 5d: *The Head shall make teaching assignments within the department and maintain insofar as possible an equitable and mutually agreeable distribution of courses and sections.*]
5. Recommend faculty and other personnel appointments, promotions, and dismissals after consultation with the faculty and respective Program Coordinator, including post-tenure reviews and third-year reviews. [Article IX, Section 5e: *The Head shall, after consultation with the appropriate members of the department, recommend appointments, reappointments and promotions, nominations for graduate faculty status, and, consistent with tenure and Regents' Policy, [15] recommend dismissals or nonrenewals of the contracts of the faculty of the department. The Department Head's written recommendations concerning these actions shall be forwarded with the collective recommendation of the appropriate faculty of the department with regard to the same proposal.*]
6. Promote faculty professional development and recognition [Article IX, Section 5e]
7. Assess faculty performance through processes approved by the faculty of the Department [Article IX, Section 5e (above) and Section 5h: *The Head shall report annually to the Dean of the school or college on the teaching, research, service programs of the department. These reports shall include assessments of the performance of faculty members in the department, giving special attention to qualities of teaching excellence exhibited by faculty members.*]

8. Prepare the annual budget [Article IX, Section 5f: *The Head shall, after consultation with the faculty members of the department, prepare the annual budget for the department and submit it to the Dean of the school or college.*]
9. Manage Departmental funds and care of property [Article IX, Section 5g: *The Head shall be responsible for the expenditure of departmental funds and the care and use of departmental property.*]
10. Make Annual Report to the Dean on Departmental instruction, research, and service [Article IX, Section 5h]
11. Represent the Department to internal and external stakeholders [Article IX, Section 5b: *The Head shall be the representative of the department in all official communications with the President, the Senior Vice Presidents, the Vice Presidents, the Deans, and other officers of the University, and also in all departmental communications with students.*]

The Department Head shall be evaluated by the faculty of the department every year [Article IX, Section 5i: *The Head shall be evaluated by the faculty of the department at least every three years; the evaluation shall be conducted by the Dean who shall notify the President of the results for consideration in the overall evaluation of the Head's performance.*] In the event that the Dean does not initiate such an evaluation in an appropriate and timely manner, the Associate Department Head may initiate the evaluation process, using the same instruments and procedures as are customary, and report the results to the Department Head and the Dean.

A single, preferred candidate for Department Head, to be recommended to the Dean of the College of Education, shall be chosen from among the tenured faculty in the Department, by a simple majority vote of the entire faculty of the Department. In the event that only one candidate has accepted a nomination, and *only* in such an event, the vote will be in the nature of "acceptable" vs. "unacceptable."

Associate Department Head

The Associate Department Head will assist and advise the Department Head in all of her/his duties, and serve as chair of the Graduate Faculty of the Department (including initiating the process for appointment and re-appointment to the Graduate Faculty). The Associate Department Head will also be considered as Acting Department Head, with signatory authority, when the Department Head is not available for a foreseeable period of time. The Associate Department Head will be nominated from among the tenured faculty of the program from which the Department Head is not drawn and elected by simple majority vote by the entire faculty of the department. In the event that only one candidate has accepted a nomination, and *only* in such an event, the vote will be in the nature of "acceptable" vs. "unacceptable."

Program Coordinators

A Program Coordinator for each program area (Mathematics Education, Science Education) will

be elected from among the tenured faculty of the program by simple majority vote of the program area faculty. In the event that only one candidate has accepted a nomination, and *only* in such an event, the vote will be in the nature of "acceptable" vs. "unacceptable." The Program Coordinators will have the following responsibilities:

Program Responsibilities:

1. Provide conceptual direction and leadership for the program
2. Help create and maintain program culture
3. Provide program development and program course schedule to Department Head
4. Maintain program area listserv and Web site
5. Serve as CAPA representative for new course proposals and changes
6. Coordinate degree program applications and changes
7. Coordinate program area student and alumni awards and ceremonies
8. Prepare program-level reports (accreditation, student outcome assessment, university program review)
9. Monitor student organizations
10. Advise Department Head about assignment of graduate students' assistantship duties
11. Advocate on behalf of the program within the Department
12. Advise Department Head on use of program specific funds (i.e., UGARF account)
13. Advise Department Head on use of UGA foundation money designated to the program

Responsibilities to Faculty

1. Coordinate submission of proposals for program faculty searches
2. Coordinate regular program faculty meetings
3. Advise Department Head and Associate Department Head on Program faculty assignments and evaluations
4. Advocate on behalf of Program faculty within the Department
5. Advise and assist the Department Head and Associate Department Head in promotion and tenure procedures, including post-tenure review and third-year review, for program faculty.

Graduate Coordinator and Associate Graduate Coordinator

The Graduate Coordinator is appointed by the Dean of the Graduate School from among the members of the Graduate Faculty and serves as the liaison between the Department and the Graduate School with delegated authority of the Department Head. It is the responsibility of the Graduate Coordinator to implement all policies and procedures of the Graduate Council pertaining to graduate education. Furthermore, the Graduate Coordinator works in conjunction with the graduate faculty of the department to ensure that policies and procedures unique to the department are followed.

A preferred candidate for Graduate Coordinator, to be recommended to the Dean of the Graduate School, shall be chosen from among the graduate faculty in the Department, by a simple majority vote of the entire faculty of the Department. In the event that only one

candidate has accepted a nomination, and *only* in such an event, the vote will be in the nature of "acceptable" vs. "unacceptable."

An Associate Graduate Coordinator will be elected from among the graduate faculty of the program from which the Graduate Coordinator is not drawn, by simple majority vote of the faculty of that program. In the event that only one candidate has accepted a nomination, and *only* in such an event, the vote will be in the nature of "acceptable" vs. "unacceptable."

Official responsibilities of the Graduate Coordinator will include:

1. Make recommendations for university-wide assistantships, dissertation completion assistantships, scholarships, and assist in rating other applications for financial aid.
2. Keep graduate students and faculty informed of deadline dates and policies of the Graduate School.
3. Approve appointment of Advisory Committee for doctoral students.
4. Notify the Graduate School of the date, time, and place of Oral preliminary Exams and Final Defenses of Dissertations.
5. Make recommendations on all petitions submitted to Graduate Council's Administrative Committee and Retention Committee.
6. Countersign with the major professor on all requests for Degree Objective Changes, Programs of Study, Recommended Changes in Programs of Study, Requests for Transfer Credit, and Applications for Admission to Candidacy.

The Graduate Coordinator and Associate Graduate Coordinator will each have the following responsibilities for their own programs:

1. Coordinate recruitment, review, and recommendations of prospective students.
2. Coordinate student and Graduate Assistant orientation
3. Manage graduate student issues and appeals
4. Assign initial advisors to graduate students
5. Maintain current records on all graduate students
6. Coordinate graduate component of the Departmental Web site and student listserv

Certification/Undergraduate Coordinators

In consultation with the department faculty, the Department Head will appoint the certification/undergraduate coordinators. In the event that the position is filled by someone eligible for a course release, the administrative compensation model will be used.

The duties of the Certification/Undergraduate Coordinators can include the following:

Advisement

1. Provide initial in-depth advisement for undergraduate students entering the program including a review of the completed core courses, with special attention to completed teaching field courses; an in-depth explanation of the content and professional requirements for the teaching field; design of a tentative program for students in their third and fourth years; and explanation of the requirements for admission to Teacher Education;

2. Write program of study for and advise first- and second-year students (in cooperation with Student Services);
3. Provide initial consultation for prospective students interested in a career change; these consultations should include an overview of the content and professional requirements for certification and an overview of the available options (M.Ed., non-degree status, HOPE for M.Ed. students; referral to graduate coordinator);
4. Advise content area majors who want to use their upper level electives for courses necessary for certification;
5. Meet with students from junior colleges who intend to transfer into the program at UGA;
6. Design—in cooperation with advisor and/or program coordinator—extended programs of study for students not eligible for methods courses and student teaching in their fourth year (overall GPA, lack of successfully completed content area courses);
7. Assign eligible students to faculty advisors; serve as back-up advisor as requested by faculty member;
8. Assist faculty with general advisement questions.

Data Collection and Reports

1. Maintain and update list of all undergraduate students currently in program or intending to transfer into the program;
2. Establish and maintain content area profiles for each class entering and completing the program; make the profile available to instructors and faculty as desired;
3. Monitor enrollment in certification programs;
4. Administer end-of-program and multicultural survey to fourth-year students;
5. Analyze data for undergraduate assessment report;
6. Assist Program Coordinator in preparing reports for the certification programs;
7. Cooperate with other units within the College and University for data collection as requested (e.g. PRISM).

Other Administrative Services

1. Monitor progress of all students in the program including their progress in content area courses;
2. Initiate application process for admission to Teacher Education for eligible students (including graduate students who want to student teach);
3. Check DARS reports of all students in the program at the beginning of each semester; initiate changes and corrections with Student Services;
4. Review Graduation Check reports; initiate changes and corrections if necessary;
5. Represent department at all orientation meetings for transfer students (January, June, August; plus all Fridays during the summer designated for transfer students)
6. Monitor how a DARS sheet for dual majors will work; suggest changes if necessary;
7. Recruit dual majors (it is important to recruit them as first-year students if the program is going to be successful)
8. Represent department at Major Recruitment Fairs

9. Assist Program Coordinators with gathering data for selecting students for Program area awards;
10. Help coordinate Award ceremonies (program, plaques, certificates, invitations to special guests and retired faculty; announcements for the department; work with student association on reception);
11. Serve as contact person for Student Services and Field Experience Office;
12. Do departmental paper work for student teaching; assist supervisors with their paper work;
13. Assist program coordinators with the CAPA system;
14. Maintain summaries of Program Area Faculty meetings;

Note: In the event that no person is willing to fulfill the responsibilities of any of the non-statutory administrative positions (Associate Head, Program Coordinators, Associate Graduate Coordinator and Certification/Undergraduate Coordinators) these responsibilities will become the responsibilities of the faculty of the affected program area and will be carried out by the faculty as a whole or by designated committees of the faculty. It should be noted, however, that the appointed Department Head and Graduate Coordinator are ultimately responsible for seeing that all such program area responsibilities are fulfilled.

Section E: Committees

The standing committees of the Department are the Executive Committee, the Personnel and Professional Development Committee, and the Instructional Resources Committee. The department faculty will elect members of the standing committees. Elections for vacated committee positions will be held in the Spring term of each year, and all terms will begin July 1. Any member of a standing committee may serve consecutive terms. The standing committees will report to the faculty at each regular department faculty meeting. Furthermore, each standing committee may call a special meeting of the department faculty with one week of advance notice; the Chair of the standing committee or the Chair's designee will chair such a meeting. All meetings of all committees are open except during portions when confidential personnel matters are to be discussed. Agendas and approved minutes will be distributed to the faculty.

Executive Committee

The Executive Committee consists of those individuals serving as Department Head, Associate Department Head, Program Coordinator for mathematics education, and Program Coordinator for science education. The committee also includes two other faculty members, one elected by the mathematics education program faculty and one elected by the science education program faculty. The Department Head will chair the Executive Committee.

Meetings. The Executive Committee will meet at least twice a semester during the academic year.

Duties. The Executive Committee advises the Department Head on matters of policy, budget, salary raises, planning, student relations, coordination of the standing committees, and other administrative matters. The agenda of each Executive Committee meeting will be prepared by the Department Head and will be distributed in advance to all faculty. Any faculty member, staff member, or student may propose agenda items. Minutes approved by the committee will be distributed to the faculty.

Terms. Terms on the Executive Committee for those faculty members currently serving as Department Head, Associate Department Head, Program Coordinator for mathematics education, and Program Coordinator for science education will coincide with terms in office. The remaining two members will serve staggered two-year terms. Thus, mathematics education program faculty will elect a member to the Executive Committee every other year. Science education faculty will elect a member to the Executive Committee in alternate years.

Personnel And Professional Development Committee

The Personnel and Professional Development Committee consists of two members elected by the mathematics education program faculty, two members elected by the science education program faculty, and the Associate Department Head. The Department Head is also an ex officio member of the Personnel and Professional Development Committee. Members of the committee shall select a Chair, but the Department Head cannot serve as Chair.

Meetings. The Personnel and Professional Development Committee will meet at least once each semester during the academic year.

Duties. The Personnel and Professional Development Committee advises the Department Head and faculty on needed faculty and staff positions and on matters of promotion; supports mentoring committees; reviews all faculty, staff, and students for possible award nominations; and attempts to resolve faculty and staff grievances. The committee will also identify candidates and conduct elections for departmental positions. The Personnel and Professional Development Committee reports its activities to the Executive Committee and to the faculty during department faculty meetings.

Terms. Members elected by each program faculty will serve staggered two-year terms. Thus, each year mathematics education program faculty will elect one new member to replace a member they previously elected, and science education program faculty will elect one new member to replace a member they previously elected.

Instructional Resources Committee

The Instructional Resources Committee consists of two members elected by the mathematics education program faculty, and two members elected by the science education program faculty. The Department Head is also an ex officio member of the

Instructional Resources Committee. Members of the committee shall select a Chair, but the Department Head cannot serve as Chair.

Meetings. The Instructional Resources Committee will meet at least once each semester during the academic year.

Duties. The Instructional Resources Committee advises the Department Head on the building space occupied by the Department (including classroom laboratory space); supplies, software, and equipment for use in classroom laboratories; further supplies, software, and equipment including computers used by the Department; and any other relevant facilities matters. The Instructional Resources Committee regularly reviews the physical environment allocated to the Department to conduct its business, and proposes to the Department Head any improvements that the Committee deems appropriate. The Instructional Resources Committee may request that the Department Head appoint specific ad hoc committees for particular tasks related to facilities. The Instructional Resources Committee reports its activities to the Executive Committee and to the faculty during department faculty meetings.

Terms. Members elected by each program faculty will serve staggered two-year terms. Thus, each year mathematics education program faculty will elect one new member to replace a member they previously elected, and science education program faculty will elect one new member to replace a member they previously elected. The member appointed by the Department Head will serve a one-year term and may be reappointed.

Ad Hoc Committees

Ad hoc committees may be created either by the Department Head, with the advice of the Executive Committee, or by a vote of the majority of the faculty. Procedures for filling an ad hoc committee (e.g., by appointment or through an election), duties, and the specific term of service will be determined at the time of inception.

Section F: Promotion and Tenure Guidelines

In all matters related to appointment, promotion, and tenure, the Department of Mathematics and Science Education will carefully follow and adhere to the University of Georgia *Guidelines for Appointment, Promotion and Tenure* approved by the University Council on April 22, 2004. The procedures and criteria set forth in this document are intended to supplement and clarify how the *Guidelines* will be viewed within the context of our scholarly fields. The document provides specific information on procedures that will be followed and on the criteria for promotion and for tenure in the Department of Mathematics and Science Education. Questions not addressed in this document can be answered by referring to the University *Guidelines*.

Overview of Department

The Department of Mathematics and Science Education includes faculty with a broad range of research interests, foundational disciplines, and methodological approaches. This diversity produces differences in the type of scholarship engaged in by the department's members, the professional organizations to which they present their work, the type of research in which they engage including variations in the methodology they use, the nature of the published works, and the professional communities they seek to influence and serve. Because of this diversity in types of scholarship, the Department of Mathematics and Science Education has established broad yet legitimate criteria for appointment, promotion, and tenure consistent with University *Guidelines* on appointment, promotion, and tenure. Faculty eligible to vote on appointments, third-year reviews, promotions and tenure are stipulated in the *Guidelines*.

Appointments

In all matters relating to the search and appointment of new faculty members, the Department of Mathematics and Science Education will follow the procedures and criteria specified in the University *Guidelines* (especially Section V, Procedures for Appointment, p. 25) and will follow the time-tables, deadlines and other procedural routines specified by the College of Education.

At the time of appointment, a new faculty member will be advised about the Department's requirements for promotion and tenure and given a copy of the University *Guidelines* and the Department of Mathematics and Science Education's *Procedures and Criteria for Appointment, Promotion and Tenure*. She or he will sign a letter indicating receipt and understanding of these documents. A copy of the letter will be given to the new faculty member and the original shall be placed in their personnel file.

The Department of Mathematics and Science Education believes that the professional development of each faculty member is an important joint responsibility. For newly appointed assistant professors, a **mentoring committee** is highly recommended and will consist of at least three faculty mentors. The mentoring committee will be approved by the Promotion and Tenure Unit (PTU) Head in consultation with the faculty member. The purpose of the mentoring committee is to advise the faculty member on matters of research and teaching, review his/her progress, recommend activities for progress toward promotion and tenure, and submit an annual review to the PTU Head. For faculty seeking promotion to Professor, the mentoring committee is optional and determined by the individual faculty member. Any mentor assignment may change upon agreement among the faculty member, the mentor, and the PTU Head. It will be the responsibility of the Personnel and Professional Development committee to be responsive to concerns that may develop with the mentoring process.

Promotion

In all matters relating to the promotion of faculty members from any present rank to a higher rank, the Department of Mathematics and Science Education will follow the procedures and criteria specified in the University *Guidelines* (especially the standards and documentation specified in Section III, Procedures for Appointment, p. 25) and will

follow the time-tables, deadlines and other procedural routines specified by the College of Education.

Third Year Review

In the spring of the third year, each assistant professor will submit a dossier equivalent to Sections 4 (Vita) and 5 (Achievements) of the promotion and tenure dossier described in Appendix C of the *Guidelines*. The PTU Head and mentoring committee will advise the faculty member on the contents of the dossier and will ensure its accuracy.

Consistent with Section VI B of the Guidelines, the PTU Head will appoint a third year review committee consisting of at least three faculty members in consultation with the candidate. Members of the mentoring committee may serve on the third year review committee.

The third year review committee will review the dossier. On the basis of this review, the third year review committee will write a report that presents its finding and that makes clear recommendations to the candidate concerning his or her progress towards promotion and tenure. In particular, the report will address the question of whether the candidate is progressing in a satisfactory manner towards meeting PTU criteria for promotion and tenure. A copy of the report will be given to both the candidate and the PTU Head. At a regular departmental meeting, with a quorum of eligible faculty present, the PTU Head will present the report to the faculty. The faculty will then discuss and vote on the following statement:

“[Candidate’s name] has made sufficient progress towards promotion and/or tenure to [the next rank (with tenure)].”

Faculty will vote “Yes” or “No” on the question of sufficient progress towards promotion and/or tenure. On the basis of this vote, the PTU Head will meet with the candidate and give him/her a letter that includes a written statement of the PTU vote. The candidate may reply in writing to the report and any reply becomes part of the report. The PTU Head’s letter, and any response by the candidate, will be included in the promotion and/or tenure dossier when it is developed.

Preliminary Consideration for Promotion and Tenure

During the Fall Semester, candidates who wish to be considered for promotion and/or tenure in the next year will communicate this wish in writing to the PTU Head. Prior to November 15 the candidate will present a current vita in the format specified by the *Guidelines*, a two-page statement of accomplishments, copies of the proposed exhibits, and a list of six names with a brief biographical sketch and all contact information of possible external evaluators to the PTU Head. The mentoring committee and the PTU Head will review and discuss these materials with the candidate. The candidate will revise the materials as needed and present a final version together with the third-year review letter and original letter of appointment to the PTU Head. The PTU Head will make these materials available to all faculty eligible to vote on the candidate. At a meeting of eligible faculty held before December 15, a vote on the following question will be held:

“[Candidate’s name] should be formally reviewed for promotion to the [next rank] and/or for tenure?”

Faculty will vote “Yes” or “No” on this question. The results will be conveyed by the PTU Head in writing to the candidate within three working days of the vote.

Formal Review for Promotion and Tenure

Candidates eligible for promotion and/or tenure will work with the PTU Head and/or the mentoring committee to prepare the dossier. In addition, the PTU Head will solicit letters of evaluation from external evaluators following procedures in the *Guidelines*. The PTU Head must select and include in the dossier letters of evaluation from at least two of the candidate’s designated external evaluators and will inform the candidate in writing when the letters have arrived. The candidate also constructs a list of no more than three individuals who may not be contacted as external evaluators. There should be no contact at all with these individuals during the promotion and/or tenure review. The dossier must also include at least two letters from individuals not on the candidate’s approved list. The PTU Head will consult with the eligible voting faculty to determine a list of possible external evaluators not on the candidate’s list and to establish the priority in which proposed evaluators will be contacted. None of those chosen should be the candidate’s dissertation advisor, co-author, or co-principal investigator. It is generally expected that the external evaluators will be nationally recognized in the candidate’s area of expertise, or a closely related area, and must be at or above the rank desired by the candidate. The PTU Head will secure agreements from evaluators and send the candidate’s materials by January 21.

On or before April 15, the candidate’s dossier will be made available for review to all faculty eligible to vote. The candidate’s dossier will be considered at a meeting scheduled for this purpose before May 1, with a quorum consisting of at least two-thirds of the faculty who are eligible to vote. All eligible faculty shall vote by secret ballot, “yes”, or “no”. Following the vote on each candidate the PTU Head will announce how he/she voted.

Specific Criteria for the Ranks

For Tenure and/or for Promotion to Associate Professor

For tenure and for promotion to associate professor, candidates must “show clear and convincing evidence of emerging stature as regional or national authorities unless their work assignments are specifically at the local or state level.”

Teaching. Faculty who qualify for promotion to associate professor are expected to have demonstrated growth towards excellence as a teacher in departmental programs. On the basis of scholarship in teaching, the candidate may show clear indication of their impact as a university teacher. Scholarship in teaching may be demonstrated by scholarly publications concerning university teaching; presentations at regional, national, or international conferences; innovative courses or seminars; direction of graduate student work, internships, or

independent studies; impact on practicing precollege teachers; participation in department, college, or university activities related to teaching (such as committees on instruction); peer reviews; teaching evaluations; teaching awards or honors; and supervision or coordination of teacher education activities.

Research. Faculty who qualify for promotion to associate professor are expected to have initiated a program of research that promises important contributions to the body of knowledge in mathematics or science education at the national level. The quality and impact of their research may be demonstrated through a variety of indicators, including peer reviews of their research program; published or in press manuscripts in refereed professional journals; book chapters; authored or edited books; refereed conference proceedings; refereed online publications; graduate student research and publications; and research presentations at regional, national, or international conferences. Evidence in the form of reviews, citations, awards, internally or externally funded projects, external letters of assessment, and national presentations illustrate ways to demonstrate the candidate's level of national recognition in research.

Service. Faculty who qualify for promotion to associate professor can document the following items in support of their candidacy: participation in departmental, school/college, and/or university work/governance; administrative support work (such as serving on a major, labor-intensive committee); and the development, implementation, or management of academic programs or projects. Service to the profession includes, but is not limited to, offices held and committee assignments performed for professional associations and learned societies; development and organization of professional conferences; editorships and review of manuscripts in professional association and learned societies publications; and review of grants applications. Significant service involvement in state and national initiatives, and educational settings including individual schools, school districts, and state-level organizations is also valued.

For Promotion to Professor

For promotion to professor, candidates must “show clear and convincing evidence of high levels of attainment in the criteria appropriate to their work assignments and the missions of their units. Unless the candidate's assignments are specifically regional, they should demonstrate national or international recognition in their fields and the likelihood of maintaining that stature. Promotion to professor requires attainment of a level of performance and scholarship in teaching, research and service beyond that required for an associate professor. The dossier should provide documentation of a well-established line of scholarship and research activities and a sustained impact in the candidate's field since the date of promotion to the rank associate professor.

Teaching. Faculty who qualify for promotion to professor are expected to have demonstrated excellence as a teacher in departmental programs. Scholarship in teaching may be demonstrated by scholarly publications concerning university teaching; presentations at regional, national, or international conferences;

innovative courses or seminars; direction of graduate student work, internships, or independent studies; impact on practicing precollege teachers; participation in department, college, or university activities related to teaching (such as committees on instruction); peer reviews; teaching evaluations; teaching awards or honors; and supervision or coordination of teacher education activities.

Although these sources are similar to those for promotion to Associate Professor, depth and the extent of scholarship is expected to be greater for promotion to Professor. In particular, such scholarship should demonstrate that the candidate infuses and applies appropriate research in the planning and conduct of courses. This criterion can be demonstrated by the candidate's engagement in research and publication directly related to teaching and by the broader dissemination and impact upon the teaching of others, locally and beyond.

Research. Faculty who qualify for promotion to professor are expected to have demonstrated excellence as a researcher in mathematics or science education and have a substantial, well-established, programmatic, and progressive line of scholarship and research that is making important contributions to the body of knowledge in mathematics or science education at the national and international level. The candidate must document the historical and future impact of their research program and may do so through a variety of indicators, including peer reviews of their research program; published or in press manuscripts in refereed professional journals; book chapters; authored or edited books; edited anthologies or co-edited anthologies; refereed conference proceedings; refereed online publications; graduate student research and publications; and research presentations at regional, national, or international conferences. Evidence in the form of invited presentations at national and international meetings, scholarly reviews, citations, awards, externally funded projects, and external letters of assessment illustrate ways to demonstrate the candidate's level of national and international recognition for research.

Service. Faculty who qualify for promotion to professor are expected, but are not limited to, participation in departmental, school/college, and/or university work/governance; administrative support work (such as serving as chair of a major, labor-intensive committee); and development, implementation, or management of academic programs or projects. Service to the profession includes, but is not limited to, offices held and committee assignments performed for professional associations and learned societies; development and organization of professional conferences; editorships and review of manuscripts in professional association and learned societies publications; and review of grants applications. Quality pro bono service is also valued, including significant service to scholarly and professional organizations, involvement in statewide and national initiatives, and participation on journal editorial boards and also in educational settings including individual schools, school districts, and state-level organizations.

Tenure

In all matters relating to the tenure of faculty members, the Department of Mathematics and Science Education will follow the procedures and criteria specified in the University

Guidelines (especially Section X, Procedures for Tenure, pp. 37-41) and will follow the time-tables, deadlines and other procedural routines specified by the College of Education. The procedures and criteria for granting tenure will follow the criteria set forth in the preceding section on Promotion.

Section G: Grievance Procedures

A faculty or staff member of the Department of Mathematics and Science Education who has a grievance related to a departmental decision affecting him or her may submit a written description of the grievance together with a statement of the redress desired to the Personnel and Professional Development Committee. Upon receipt of the grievance, the Committee will follow the procedures as outlined in the *University of Georgia Dispute Resolution Policy*. Anyone directly involved in the grievance or who has a significant bias should not be involved in the committee's deliberations.

Grade Appeals

The Department will have a written policy for handling grade appeals. Any student (undergraduate or graduate) who believes that he or she was evaluated differently from the stated course objectives/criteria or received an unfair grade may appeal to the Department Head. All grade appeals must be initiated within one calendar year from the end of the term in which the grade was recorded.

Other Student Related Appeals

The Department will have a written policy for handling other types of student appeals, including decisions related to admission and retention. All appeals must be directed to the Department Head and initiated within one calendar year from the end of the term in which the decision was rendered.

Section H: Amendments

Amendments may be proposed to alter these bylaws. Individual members of the voting faculty will submit proposed changes to the Department Head who will place the proposed amendment on the agenda of a regular meeting of the faculty for reading and discussion. At the next regular meeting of the faculty, the faculty shall vote on the amendment. A two-thirds majority of voting members will be required for the adoption of an amendment. These bylaws will be reviewed every five years by the voting faculty.