

**THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA
COLLEGE OF HEALTH, EDUCATION AND PROFESSIONAL
STUDIES**

SCHOOL OF EDUCATION BY-LAWS

ARTICLES I-VIII: Faculty Organization

ARTICLE IX: STANDING COMMITTEES

Accreditation
TEP Admission & Program Advisement
Alumni & Community Partners
Curriculum
RTR
Scholarship
Student Activities/Organizations
Programmatic Data, Retention & Progression

ARTICLES X-XII: Appeals, Authority and Amendments

ARTICLE I--Name of Organization

The name of this organization shall be the School of Education.

ARTICLE II--Purpose

The purpose of the organization shall be to:

1. Seek to produce the best possible professionals for whatever public or private sector that employs them. As new professionals, at the onset of their careers they are to be reflective practitioners, aware of both strengths and weaknesses with well-developed plans to capitalize on the former and remediate the latter. They and the Department will judge their success in the success of their students.
2. Promote educational and professional advancement and support to faculty and students.

ARTICLE III--Functions

The functions of the organization shall be to:

1. Develop, initiate, implement, and evaluate the programs offered by the School of Education.

2. Evaluate the program and activities of the School of Education and specific programs within that department according to accreditation criteria (CAEP, NASP, and CACREP).
3. Collaborate with other departments and divisions of the university, and cooperate with faculty across the campus in a range of activities.
4. Submit proposals for materials and personnel needed in order to create the budget for the School of Education annually.
5. Provide information to stakeholders about the programs offered by the School of Education.
6. Establish and support an organized and effective system of student advisement.
7. Promote, support, and provide an advisor for the UTC School of Education student organization.
8. Cooperate and collaborate with community agencies, school partners.
10. Initiate and conduct appropriate scholarship and creative activities.
11. Represent the School of Education to other university departments, to the administration, and to the community at large.

ARTICLE IV—Voting Membership

The voting membership of the faculty of the department shall be core faculty members holding the faculty rank of Professor, Associate Professor, Assistant Professor, and Instructor with at least 50% core faculty appointment. Persons holding other academic appointments in the department, such as Adjunct, Clinical Faculty, or Clinical Instructors, are non-voting members of the faculty.

ARTICLE V—Department Leadership

The Director of the School of Education or a designee will serve as chair of the department. The Director shall preside over meetings, cancel regular meetings as necessary, and call special meetings. The Director shall also prepare the agenda at least 24 hours prior to a meeting. The agenda will include items subject to a vote at that meeting.

ARTICLE VI--Meetings

The director may cancel a regular meeting or call a special meeting in response to department needs or request of the members.

ARTICLE VII--Quorum

Two-thirds of the full-time faculty shall constitute a quorum for the transaction of business.

ARTICLE VIII--Voting

Section 1. A voice or written vote shall be taken on all motions. Any motion shall be passed by majority. Absentee voting is acceptable if it is in writing to the director except in RTR decisions.

Section 2. In the event decisions must be made during the summer, an attempt will be made to obtain a quorum. If no quorum is met, decisions may be made by those present.

ARTICLE IX--Standing Committees

Section 1. Standing committees for the organization shall include:

- Accreditation
- TEP Admission & Program Advisement
- Alumni & Community Partners
- Curriculum
- RTR
- Scholarship
- Student Activities/Organizations
- Programmatic Data, Retention & Progression
- Post-Professional Education

Section 2. Quorum: A majority of the faculty committee members shall constitute a quorum.

Section 3. Committees shall be added or deleted by majority vote of the faculty. Special committees shall be appointed by the director as needed. Committees shall be charged to bring forward recommendations to the core faculty.

Section 4. Membership of Committees

Committee assignments are made at the end of the spring semester by the Director with input from faculty considering faculty requests and departmental needs for committee assignments. The chair of each committee will be decided by the faculty members of that committee. The director may make a special request for the appointment of a chairperson of a committee. In addition to required committee membership on Accreditation, Faculty Promotion, Tenure & Retention (if tenured), and Student Retention and Progression Committees, all faculty should serve on

two additional committees either within the department or at the college or university level.

- A. Accreditation: The membership shall consist of the core faculty for the programs being accredited.
- B. TEP Admissions, Advisement, and Appeal: The membership shall consist of the Director, Field Placement Coordinator, SOE Advisor, Certification Officer, and two additional faculty appointed by the Director. All SOE faculty will have defined advisement responsibilities as assigned by the Director.
- C. Alumni & Community Partners: The membership shall consist of representatives from advisory boards of programs within the UTC School of Education. In addition, this committee shall also include external partners from agencies such as school systems, foundations, and other organizations which interact with SOE. The Advisory Board will meet at least once annually.
- D. Curriculum: The membership shall consist of core faculty members. Proposals shall be created and approved by program faculty and then submitted for discussion and approval to the SOE core faculty.
- E. Faculty Promotion, Tenure & Retention: The membership of this committee is defined in The University of Tennessee at Chattanooga Faculty Handbook, Section 3.3.4 (p 14 – 18).
- F. Scholarship: The membership shall consist of three core faculty members. When decisions about scholarships being awarded are related to specific programs, faculty from that program shall be responsible for submitting names of students who are eligible for and should be considered as recipients.
- G. Student Activities/Organizations: The membership shall consist of faculty who sponsor a student organization related to a program or programs within the SOE. In addition, the Director shall serve as an Ad Hoc member.
- H. Student Data, Retention & Progression: The membership shall consist of the Assessment Coordinator, the Director, the Field Placement Coordinator, the TEP Supervisor and the Certification Officer. Other core faculty may be requested to serve at the discretion of the Director.

Section 5. Each committee shall provide an annual report submitted to the Director and due within one month after the end of the academic year in the spring.

Section 6. Purposes of the committees shall be outlined by the Director and shall serve as the requirements for completion of committee mandated activities.

- A. Accreditation: The committee shall be responsible for ascertaining that all services in the Department meet the standards set by the appropriate accreditation agencies and by the Southern Association for Colleges and Schools (SACS), including incorporating these standards into the bylaws as well as departmental policies and procedures. The committee further shall be responsible for effecting changes recommended by the accrediting bodies.
- B. TEP Admissions & Advisement: Coordinate and direct recruitment, pre-professional and professional program advisement and entry-level program admission. Review, evaluate and revise admission standards and procedures.
- C. Alumni & Community Partners: Advise the director and core faculty on issues brought forward by the standing committees. Collaborate with stakeholders to expand service and outreach as part of an engaged metropolitan university and to improve programs.
- D. Curriculum: Review and evaluate the existing curriculum on a systematic basis. Identify, create, and propose recommendations for total faculty approval or action regarding new courses, major revisions of current courses and/or curriculum modification. Recommendations will be considered and approved by the School of Education, CHEPS, and other required Curriculum Committees in accordance with UTC Faculty Handbook guidelines.
- E. RTR: Make recommendations for promotion, tenure and reappointment of department faculty following the procedures as identified in The University of Tennessee at Chattanooga Faculty Handbook.
- F. Scholarship: Promote and support scholarly and creative activities of faculty and students.
- G. Student Activities: Plan activities for SOE students. Discuss and address student concerns. Faculty sub-committee recommends students to the faculty for scholarships, honors and awards.
- H. Student Data, Retention & Progression: Review data regularly to identify student performance and focus on retention and progression goals set by SOE.

ARTICLE X--Appeals and Grievances

Any appeals or grievances shall follow the policy and procedure outlined in The University of Tennessee at Chattanooga Faculty Handbook. Student appeals shall be submitted to the SOE TEP Appeals Committee. Additional avenues for appeals shall be provided as outlined in the UTC Undergraduate and Graduate Catalogs.

ARTICLE XI--Parliamentary Authority

Meetings shall be conducted according to Robert's Rules of Order Revised.

ARTICLE XII--Amendments

Any SOE core faculty member may initiate amendments to the by-laws. Proposed amendments shall be submitted in writing to all members at least one week prior to the meeting at which the amendment shall be introduced. An amendment shall become effective immediately upon approval by a simple majority.

Proposed October 21, 2013

DRAFT

DEGREE PROGRAMS OFFERED

UNDERGRADUATE

Art and Music

- BS Art Education
- BS Music Education: Instrumental
- BS Music Education: Vocal

Early Childhood

- BS Early Childhood: Child and Family Studies
- BS Early Childhood: Early Childhood Education Pre-K-3

Middle Grades

- BS Middle Grades: English
 - Social Sciences | Natural Sciences | Mathematics
- BS Middle Grades: Mathematics
 - Social Sciences | Natural Sciences | English
- BS Middle Grades: Natural Sciences
 - Social Sciences | English | Mathematics
- BS Middle Grades: Social Sciences
 - English | Natural Sciences | Mathematics

Secondary Studies

- BS Secondary
 - English
- BS Secondary Social Sciences
 - Economics | Geography | History | Political Science
- STEM Education – Offered through the College of Arts and Sciences in Collaboration with the School of Education
 - BS Applied Mathematics: STEM Education
 - BS Biology: STEM Education
 - BS Chemistry: STEM Education
 - BS Computer Science: STEM Education
 - BSE Engineering: STEM Education
 - BS Geology: STEM Education
 - BS Physics: STEM Education

Exceptional Learning

- BS Exceptional Learning K-12

Health and Exercise

- BS Health & Exercise Science Pedagogy K-12

GRADUATE

- Counseling- M.Ed.
- Educational Technology- Ed.S.
- Elementary Education- M.Ed.
- Elementary Education - M.Ed. (Online)
- Instructional Leadership - Ed.S.
- School Leadership- M.Ed., Ed.S., Certificate, Reading Specialist
- School Psychology- Ed.S.
- Secondary Education- M.Ed.
- Special Education- M.Ed.
- Doctorate in Learning and Leadership – Ed.D.

THE COLLEGE OF HEALTH, EDUCATION, AND PROFESSIONAL STUDIES

Guidelines for Reappointment and Granting Promotion and Tenure in The School of Education

The School of Education (SOE) is a department within the College of Health, Education, and Professional Studies (CHEPS). The SOE is committed to providing students with the knowledge and skills to function as creative, productive professionals. Our mission is to prepare practitioners who will gain the understanding and skills needed to function as competent professionals in various fields.

The following document clarifies the “Criteria for Reappointment, Promotion, and Tenure” as presented in the *UTC Faculty Handbook*, with special application to the SOE. The document can serve as a guide for faculty in the school to help plan their professional goals and objectives, to provide direction for careers at UTC, and as a set of criteria for use by various committees within the SOE concerned with faculty rank, tenure, promotion, and reappointment.

Rank, Tenure, and Reappointment Committee (Hereafter referred to as RTR Committee)

Committee Composition

For purposes of reappointment and tenure, all tenured members of the department make up the RTR Committee, i.e., all tenured members consider reappointment and tenure. If there are fewer than three tenured members in SOE, then a tenured faculty member from another department within CHEPS or if necessary, from departments outside the College, shall be recruited to serve. Such a person(s), regardless of college or department, shall be elected by majority vote of all tenured and tenure-track members of the faculty in the school.

For purposes of promotion, the committee will be made up of those members of the RTR Committee at the rank or higher of the applicant’s requested promotion level. If there are fewer than three members at or above the rank of the applicant, then a tenured faculty member of the appropriate rank from another department within CHEPS or if necessary, from departments outside the College, shall be recruited to serve. Such a person(s), regardless of college or department, shall be elected by majority vote of all tenured and tenure-track members of the faculty in the school.

Members of the RTR Committee shall select the chair of the committee each year. It is suggested that the chair be selected on a rotating basis. Normally, no one person shall serve more than one year in succession.

Recommendations for promotion, tenure and/or reappointment will be made by the RTR committee members and forwarded to the appropriate administrator for further action.

Guidelines for Action

Reappointment (See Appendix A for reappointment guidelines)

- The applicant will submit information that profiles his/her teaching, research, and service, including faculty evaluations ratings by students and course syllabi.
- Documentation of teaching, research/scholarly activity, and service can include any items listed in the Dossier Preparation Guidelines list in Appendix B of this document.
- Evidence of research and scholarly work as listed in Appendix C should be provided.
- Copies of annual EDO's must be provided.
- Contributions to partners in the form of grants, professional development, technical assistance and other related activities should be documented.
- Applicants may request class visitations/observations by members of the RTR Committee or director or they may submit videotapes of their teaching.
- RTR Committee members may visit classes for observation purposes and the results of these visits may be shared with RTR committee members for the purpose of deliberation.

Promotion and Tenure

- A probationary period for tenure may last from one to six years, depending upon rank and prior experience at the time of initial appointment.
- For promotion to associate professor, a minimum of four years in rank as an assistant professor is normally required, with tenure review and decision to be made during the sixth year in rank.
- Each applicant will present a portfolio documenting his/her case and providing relevant information, samples of work, etc. (See Dossier Preparation Guidelines listed in Appendix B.)
- Established reputation as a teacher earned over a period of year is expected.
- A reputation as an accurate, available and effective advisor over the entire period under consideration is expected.
- An established record in research is expected (see Appendix C).
- A record of effective participation in professional activities should be evident.
- Public service should include, but not be limited to:
 - a. Service to the department, college and/or university
 - b. Service to school, non-school and community agencies and organizations

Promotion, Tenure, and Reappointment Evaluative Criteria

General Guidelines

Candidates for promotion and reappointment will be evaluated for evidence of excellence in their performance of assigned duties, in teaching and advising, in their scholarship and creative activity, and in their professional service. Each of these responsibilities should be documented in the dossier. All faculty members eligible for tenure should be familiar with Section 3 of the *UTC Faculty Handbook* ([http://www.utc.edu/Academic Affairs/FacHandbk/Tabcont.htm](http://www.utc.edu/Academic%20Affairs/FacHandbk/Tabcont.htm)) as well as any recent revisions to UT tenure policy approved by the UT Board of Trustees. An effective

dossier provides documentation that is clear, supportive, and clarifies the faculty member's work.

UTC is committed to educating students and to expanding and applying knowledge. Individual faculty responsibilities may vary related to these fundamental commitments and should be specified in initial contracts or presented as part of the EDO process. Some positions require more direct involvement in classroom instruction; others, more research and scholarly activity; and still others, activities to extend university programs and expertise to its regional, national and international publics. Faculty in professional ranks will engage in appropriate levels of scholarship or creative activity. Scholarship on a sustained basis over time is expected. In particular, full members of the graduate faculty and those serving in the doctoral program are expected to have a strong scholarly agenda. In addition, valuable contributions to the program and discipline in which faculty serve are also expected.

Each faculty member may negotiate with the director during the EDO process for specific percentages of weight for each area of scholarship, teaching, and service. The weighting of each area (scholarship, teaching, and service) allows for the needs of SOE and CHEPS to be addressed and allows each faculty member to incorporate a research agenda that fits his/her individual strengths, skills, and talents.

In addition, faculty members are expected to be collegial members of the SOE unit and the University and to perform appropriate service that contributes to the effectiveness of the department, college, university, and profession. A mix of contributions in all areas of responsibilities is expected.

Guidelines for Early Promotion and Tenure

Early promotion may be considered for faculty members who show extraordinary progress and/or contributions in all three categories of teaching, scholarship, and service.

Early tenure may be considered for faculty members who held tenure track positions at a previous institution. A faculty member who already holds the rank of assistant, associate, or professor and achieves extraordinary progress in their professional work and/or contributions to their field may be considered for early tenure. Extraordinary progress toward tenure should be evaluated on the basis of productivity equal to that expected in a six year period.

Guidelines for Teaching, Monitoring, Advising

Teaching is central to the mission of UTC. Effective teaching is an essential criterion for reappointment, promotion, and tenure. Faculty with responsibilities in instruction can only be tenured and promoted when there is clear documentation of effective performance in the teaching role.

Each faculty member must establish his/her reputation as a good teacher. Each faculty member should have a command of his/her subject matter, demonstrate continuous growth in the subject field, maintain any appropriate professional licensures, and demonstrate an ability to organize course material and convey it effectively to students.

Activities and documentation that may provide evidence of effective teaching include the following:

- Articulation of a teaching philosophy
- Ongoing contribution to curriculum development, including collaborative courses and programs
- Innovative teaching strategies, including incorporation of new technologies and approaches to learning
- Documented study of curricular and pedagogical issues and incorporation of this study into the classroom
- Honors or awards for teaching or teaching innovation
- Selection of special teaching activities outside of the University (international assignments, Fulbright awards, etc.)
- Development of innovative courses or instructional methods, materials, or teaching software applications
- Examples of outstanding student work that documents student learning
- Successful accomplishments of present and former students
- Effectiveness shown by summaries of student evaluations and student outcomes
- Current teaching materials, including exams, syllabi, handouts, etc.

Evaluation of teaching is based on a combination of systematic evaluation, student ratings of faculty, and peer evaluation of teaching materials (syllabi, handouts, multimedia teaching presentation, etc.). Evaluation of teaching is also enhanced by documentation of student learning.

Student Advisement and Mentoring

Faculty should have an established reputation as a good academic advisor and be committed to the well being of students, inside and outside of the classroom. Effective advisement and mentoring creates an environment that fosters student learning and retention. Formal and informal advisement and mentoring is an indispensable component of the educational experience. Mentoring and advisement may be demonstrated and reported by specifying the following: the number and types of advisees (graduate or undergraduate), the scope of the advisement, the number and type of independent study courses, thesis, or dissertation advisement activities, and published or presented student work or research. Advisement includes assisting students to plan their program, selecting courses and careers, serving as a faculty advisor for student groups, assisting learners in educational programs and mentoring, etc. Evaluation of advisement and mentoring should consider the innovation and creativity of the services and its effectiveness. It may also be based on surveys and assessments by students and former students.

Guidelines for Scholarly or Creative Activity

All UTC faculty members have a responsibility to engage in continuous scholarship and creative activity. Scholarship and creative activity are intellectual works whose significance can be validated by peers and made public in some fashion. Such work usually is based on a high level of professional expertise, must be original, and must be documented and validated through peer review or critique. Intellectual work in teaching is scholarship if it is shared with peers in journals, in formal presentations at professional meetings, or in comparable peer-evaluated formats.

Scholarship and creative activity may take many forms, including, but not limited to:

- Research contributing to a body of knowledge
- Development of new technologies, materials or methods
- Integration of knowledge or technology leading to new interpretations or applications
- Creation and interpretation in the creative fields
- The application of research findings to solve problems in the profession, industry, government or community
- Research to develop critical reflective knowledge about teaching and learning in the discipline

While the kinds of scholarship may vary, the requirement that the significance of the scholarship be validated and communicated is imperative. In some areas of SOE, peer-reviewed journals and monographs and presentations at professional meetings are the traditional format for communication and peer validation; in other areas, exhibits and/or performances might be the tradition. In other areas, emerging technologies are creating and continue to create new media and methods of communication and peer-review. Scholarship and creativity are not to be merely numbered or counted, but will be carefully and objectively evaluated by professional peers.

Faculty must demonstrate and document their scholarly and creative activity and present clear evidence of the recognition of such research and scholarship. Documentation that might be used to provide this evidence is included in Appendix C.

It is recommended that the faculty member strive for a mix of activities and documentation that provide clear evidence of scholarship.

Guidelines for Service

Faculty service is essential to the University's success in achieving its mission. Service is the integrated application of knowledge to solve problems confronting the University or the wider society. Faculty can perform a wide array of services that are vital to supporting and sustaining the quality and effectiveness of the University and its programs. Faculty members are expected to provide service to the University, its students, clients, programs, and professional disciplines and to provide clear evidence of his/her dedication and commitment to the University. Examples of service can include participation in faculty governance, academic and student support services, community, state, national, and international organizations, associations, and agencies, or departmental activities. Service should be relevant to a faculty member's discipline and should draw on faculty expertise. While service to the community not directly related to a faculty member's expertise is valued, it will only be considered to the extent that it contributes to the University's mission.

Activities that might be listed and documented under the service category might include:

- University service (serving on/chairing departmental, college, University committees; sponsoring student activities or clubs; program development; etc.
- Professional service (involvement with professional associations, societies, especially offices held; research, advisory, or review panels; other evidence of international,

national, regional, state, or local stature and service to the profession;
consultation/technical assistance with corporations, community groups; organization of
conferences/symposia)

- Public service (professionally related) (public service that entails use of faculty member's expertise or contributes to university public relations)

Intangibles

There is necessarily a substantial subjective component in the awarding of promotion and/or tenure. The candidate must be an active participant in the department, the College and the University; must interact well with students and faculty colleagues; must serve as a good role model for students; and must be a good representative of UTC.

Above all, the reputation of UTC's School of Education as a leading department on campus and as an excellent program recognized regionally and nationally must be maintained and developed into the future. A successful candidate for promotion and/or tenure must compare favorably with productive faculty in other departments and must be able to contribute to our leadership role. A successful candidate will also be one who has earned the respect of and can work successfully with the broader UTC community, including local school districts and community agencies, etc.

External Review

The RTR review will include an external reviewer and the process will be as follows:
The faculty member will provide the SOE RTR Committee Chair with a list of three names of potential external reviewers with the appropriate knowledge and credentials to provide an evaluation of the faculty member's documentation.

The SOE RTR Chair will forward these names to the Director of the SOE. The Director will contact one person from the provided list of names and if agreement is reached, all appropriate documentation from the faculty member's dossier will be forwarded to the external reviewer. The external reviewer will be asked to evaluate the research/scholarship and/or professional service as evidenced by the provided materials. If the external reviewer has personal knowledge of the faculty member's teaching, then remarks to that effect may be added to the overall evaluation, but are not required.

The evaluation summary from the external reviewer will be returned to the Director of SOE, who will in turn forward the results to the SOE RTR Committee to be included in the committee's review. The evaluation summary provided to the committee will remain confidential, meaning that the committee will not be aware of the reviewer's identity. The SOE RTR Committee will utilize the external evaluation summary as part of the overall review of the faculty member's performance in all three areas of review, teaching, research, and service. A negative evaluation from the external reviewer will not automatically deny a faculty member's request for tenure and/or promotion, but will be considered as overall evidence of performance.

The external reviewer's evaluation summary will become part of the faculty member's dossier and will be available to the SOE Director, Dean of CHEPS, and Provost when making their review and decision regarding recommendations for tenure and/or promotion.

Grandfathered Candidates

Faculty members hired before August 1, 2010 shall continue to be reviewed by the original departmental committees (GSD and TPA) for retention and tenure (also promotion to associate professor, if tied to tenure). Once tenured, promotion will be handled by the School of Education PTR Committee.

Appendix A
Departmental Guidelines for Faculty Peer Evaluation
in the Process of Continuance (Reappointment) and Adjunct Faculty Evaluation

Retention evaluations are to be conducted annually by the RTR Committee.

The following guidelines will be used to evaluate how well candidates meet the teaching, scholarly, and service criteria for continuance (reappointment) set forth in the UTC Faculty Handbook. The goals and objectives set forth in the candidate's EDO will assist in determining whether the candidate has met the criteria for reappointment. (Note: candidates are to submit all EDO documents including original objectives and final evaluation and department level comments).

Evaluation of Teaching of Non-tenured Faculty

- Examinations of syllabi and, in some cases, exams, (does not imply all exams), plus any other relevant course material which the candidate wishes to present. These materials might include study questions for exams and instructions for writing assignments.
- Examinations of candidate's statement regarding philosophy of her/his teaching, which is submitted annually to the director. If a statement is substantially unchanged from one year to the next, the candidate might choose to submit, in addition, a more specific statement about course goals and procedures not mentioned in the syllabi given to students.
- Candidate's response to and reflection on university-required student ratings.
- Any other material which the candidate might think appropriate for the RTR Committee's use in evaluating teaching.
- Visitations or observations of classes may also be considered (but are not required).

Evaluation of Research/Scholarship of Non-tenured Faculty

"Evidence of scholarly competence in the discipline" (*UTC Faculty Handbook*, 3.6.4) is understood by the SOE to consist of demonstrated contributions to research and scholarly activity as presented in the promotion and tenure criteria outlined earlier. A first-year appointment may not have sufficient time to demonstrate evidence in this area; however, there may be evidence from graduate work or previous college/university appointments.

Evaluation of Service of Non-tenured Faculty

See the service guidelines for promotion and tenure criteria. First-year appointments may have time constraints as indicated above under research.

Evaluation of Teaching of Adjunct Faculty

Individual academic departments will be responsible for establishing procedures for the regular review of adjunct faculty (*UTC Faculty Handbook*, 3.2.1). Adjunct faculty are hired on a semester-by-semester basis to teach less than a twelve credit hour load, on an as-needed basis. Adjunct faculty must meet graduate faculty requirements to teach graduate level classes. This

includes a terminal degree in their field from an accredited university. Adjunct faculty evaluations will be strictly based upon quality of teaching and will use a modified EDO procedure and form (Appendix C). By policy, adjunct faculty are not eligible for consideration of tenure or promotion. The evaluation process will be used only for possible remediation and determination of future teaching assignment offers. The SOE Director and/or Program Coordinator will conduct the evaluation of all adjunct faculty. Included in the evaluation (but not limited to) are:

- Examinations of syllabi and, in some cases, exams, (does not imply all exams), plus any other relevant course material which the adjunct wishes to present. These materials might include study questions for exams and instructions for writing assignments.
- Adjunct's response to and reflection upon university-required student evaluations.
- Any other material which the adjunct might think appropriate for use in evaluating teaching.
- Visitations or observations of classes may also be considered (but are not required).

Evaluation of adjunct faculty will be conducted each summer near the completion of the Summer I term. All adjuncts that taught during the preceding academic year will meet with the Director and/or Program Coordinator to review the materials presented for review (above). The Director and/or Program Coordinator will review the syllabi and make any recommendations deemed appropriate to assure that the syllabi follow all UTC policies. The student evaluations, along with the adjunct's reflections and comments on those evaluations will also be reviewed. At the conclusion of this evaluation meeting, the Director and/or program coordinator will determine whether the adjunct has met one of three categories: Meets Expectations; Needs Improvement; or Unsatisfactory. Adjuncts who receive a ranking of Meets Expectations will be eligible for future offers of teaching opportunities. Those who receive a ranking of Needs Improvement will be provided with a summary of areas of weakness and recommendations for improvement. The adjunct who receives a ranking of Needs Improvement will be eligible for offers of teaching opportunities during the following academic year. However, if the adjunct has not demonstrated improvement in the cited areas during the following evaluation period, the adjunct will not be eligible for future offers of teaching opportunities. If an adjunct receives a ranking of Unsatisfactory, no future offers of teaching opportunities will be made.

Appendix B

Dossier Guidelines for Promotion and/or Tenure

NOTE: The RTR Committee reserves the right to request additional information.

Introductory Section

The following should be included

- 1) Table of Contents (number all pages)
- 2) Candidate statement: 3 page limit
- 3) Your most recent curriculum vitae and a one page executive summary of same, as specified in the UTC Faculty Handbook 3.2.3 (2006)
- 4) Your Philosophy of Teaching statement
- 5) Your most recent EDO's (Complete original objectives and final evaluation with department head comments)
- 6) Do NOT use "sheet protectors." They make the dossier very bulky/heavy and make it impossible for the viewer to see anything but the first page.
- 7) Up to three letters of support from colleagues may be included.

Section 1: Teaching and Advising

The purpose of this section is to provide evidence that the candidate is a high quality, relevant, up-to-date and effective teacher/advisor.

The following should be included:

- 1) A 1-2 page document highlighting accomplishments in teaching and advising.
- 2) A list of courses taught in the last three years and approximate enrollment per section.
- 3) Exemplary syllabi (3) which represent three different courses from the past year.
- 4) Student evaluations from the past 5 years (as specified in the *UTC Faculty Handbook*)
 - a) Include individual student response sheets from the last year and have previous two years available upon request.
 - b) Summarize the quantitative data and comments from each course/section evaluated and write a short reflection/response to the student evaluations (this reflection/response should address all the evaluations, not be a separate document for each course/section evaluated).
 - c) Conclude "4b" with a narrative describing what has been done as a result and improvements noted in student performance and/or evaluations.
- 5) The candidate may also include up to 5 additional pages of documentation to support excellence in teaching (e.g. advising or teaching awards, other assignments).
- 6) Examples of student work and evidence of student accomplishments should not be included.
- 7) Do not include letters of thanks, accolades other than as quoted or included in Section 1:5.
- 8) If you wrote a student handbook or other manual, include it in Section 2.
- 9) If you were part of a complete program "overhaul" write a 1-2 page summary of what was done/when/how. No additional documentation/forms are needed.
- 10) All other documentation of excellence in teaching/advising should be included as part of Section 1:5 above.

Section 2: Scholarship and Creative Activity

The purpose of this section is to provide evidence that the candidate has established a regional or national presence as a scholar.

The following should be included:

- 1) A 1-2 page document highlighting accomplishments in scholarly and creative activities.
- 2) One copy of each publication (originals are not necessary) in a separate container/file.
 - a) Publications should include any full papers presented at conferences .
- 3) Copies of any student/program “handbooks” or manuals.
- 4) Presentations: LIST presentations: title, audience, date, location
 - a) Do not include all supporting evidence, such as letters of acceptance, convention programs, etc.
 - b) Do NOT include handouts, PowerPoint slides, etc). Full papers would have been included in Section 2:2a.
 - c) Do include the results of evaluations or evidence of success as a result. Do not include “accolades” except as part of Section 2:1.
 - d) If there is data that supports that a presentation made a difference, please include or summarize.
 - e) If a similar presentation has been done multiple times, reflect on how it was improved each time.
- 5) Grants and contract support: Include a short description of what was done and the results.
- 6) Consultant work: Include a short description of what was done and the results.

Section 3: Service

The purpose of this section is to provide evidence that the candidate is well thought-of locally and professionally as the result of service to the university, the community, and the profession.

The following should be included:

- 1) A list of service activities. This should be in 5 parts:
 - a) Service to the Department
 - b) Service to the College
 - c) Service to the University
 - d) Service to the community
 - e) Service to the profession
- 2) A maximum 3 page document highlighting accomplishments or the results of service activities and how the activities have informed your teaching.
- 3) A list of awards.
 - a) List each with a short explanation.
 - b) Do not include copies of the award, the letter announcing it, or any nominations. Just explain and date.
- 4) Do NOT include agendas or documentation from committee meetings.
- 5) Accolades or letters of gratitude should not be included individually but should be quoted or referenced in Section 3:2.

Note: If the RTR committee members have questions or wish to receive additional information, the candidate will be asked to submit such information or clarification to the committee.

NOTE: Nothing in these guidelines replaces the requirements listed on the “Checklist of Materials for Promotion/Tenure.” Those items are to be included in that folder and are separate from the dossier.

Appendix C

Types of Documentation for Research and Scholarly Activity

NOTE: This list should not be considered an exhaustive one, nor should each of these items be considered of equal value. Other scholarly and creative activities may be submitted for consideration.

- Sole, first, or co-author of a book or other publication related to discipline and having a recognizable or credible publisher
- Author or principal investigator of a federal, regional, state, local, or private foundation grant
- First author or co-author of a journal article within the discipline of the applicant
- First author or co-author of a published article in a non-refereed national journal
- Author or co-author of an article in a national magazine
- Editor or contributor to a book of readings or a book with sections written by multiple authors (does not include materials compiled as course packs)
- Author or co-author a chapter in a book
- Written book reviews published in association newsletters, journals, bulletins, or regional newspapers
- Author of tests or other professional products related to the discipline
- An article in a regional magazine or newspaper
- First or co-author of article in a state or regional academic journal
- Authoring research and grant proposals
- Refereed, peer-reviewed electronic materials
- Invited/contributed papers
- Commissions or consultative responsibilities
- Agency-supported reports and evaluations
- Patents
- Outside support for research and creative activity, especially through peer-reviewed proposals
- Editor of a national or international journal
- Serve on an editorial board of a national journal
- Serve as editor of a state journal
- Research, advisory or review panels for professional organizations
- Preparation and presentation of scholarly consultative reports, evaluations, including accreditation documentation (for outside agencies, clients, and peer groups)
- Presentation of invited papers at state conference or association meetings
- Presentation at a national or regional academic convention or conference
- Serve as a referee for papers at a national conference or convention
- Refereed, peer-reviewed invited/contributed presentations/performances
- Poster sessions
- Production of deliverable systems and materials

Field-based scholarly (or action) research guidelines:

- The activity should result in increased knowledge on the part of both faculty members and professionals or students whom they are serving.
- The activity should be based upon recognized theoretical models or an intellectually defensible theme.
- The methodology and purpose of the activity should be clearly described. What is to be accomplished? How is this activity connected to the problems of practitioners? A reasonable degree of specificity must be provided.
- The activities should be sufficiently documented so as to allow (depending upon the particular activity) quantitative and/or qualitative evaluations and critiques. Faculty action researchers may select, to work with them, those university colleagues and site-based practitioners whom they feel have information or skills that would assist in the successful completion of their products.
- Publications or other means of dissemination (colloquia, presentation to professional organizations, etc.) should be expected and accepted as one of the products of field-based research.
- It is expected that a faculty member engaging in field-based scholarly research will continue in-depth activities related to a particular theoretical model or theme over a substantial period of time.

Appendix D

NAME _____ YEAR BEING EVALUATED _____

ADJUNCT EVALUATION FORM

The University of Tennessee at Chattanooga

Fill in the sections of this form identifying all activities undertaken during the year being evaluated to accomplish the routine performance responsibilities agreed to by the School of Education. This form and supporting documentation you may choose to provide should be submitted to the department head.

Instructional and Advisement Activities:

Courses Taught

Fall Semester

Spring Semester

Summer Semester (please indicate which term)

Additional teaching and/or supervisory activities.

Please respond to comments and/or feedback obtained from student evaluations.

2. Scholarly and Creative Activities (This area may include participation in any required optional training, attendance at professional organization meetings/workshops/conferences, involvement in committee activities related to the instructional position for which you were responsible.)

NAME _____ YEAR BEING EVALUATED _____

3. Professional Service Activities (This may include memberships in professional organizations, participation on advisory boards or committees, and other activities related to your role as a professional.)

Department Head and/or tenure-track faculty comments

Overall rating based on evaluation of materials/information presented by adjunct faculty:

_____ Meets Expectations

_____ Needs Improvement

_____ Unsatisfactory

Signature of Faculty Member Date Signature of Director and/or Program Coordinator Date