

School of Teacher Education Charter

1 Preamble

This Charter will have authority to the extent it does not contradict the Bylaws, Board Approved Constitutions and Procedures (BACP), as well as all federal, state, and local laws.

The Charter has been developed to ensure consistency, fairness and transparency in the School governance.

- The Charter has been approved by the School faculty on 3/28/2007, amended on 10/27/08 and 10/11/11.
- The Charter has been last approved by the Dean of the College of Education and Behavioral Sciences Eugene Sheehan on 03/10/09.

Revisions to the Charter can be initiated by any individual or a group of faculty. Motions to revise the Charter must have at least two hearings and be approved by 2/3 of faculty eligible to vote as defined in 3.1.

2 Mission and Vision

2.1 Mission

The School of Teacher Education exists to provide a high quality professional preparation program for educators in an environment that is inclusive, safe, and committed to equity and in partnership with K-12 schools.

2.2 Vision

- Our future graduates will:
- Be representative of the diversity of our nation
- Be confident in their knowledge of content and pedagogy
- Be able to converse confidently and professionally with any parent, administrator, colleague, scholar, or community member
- Be scholarly, independent, critical thinkers; and thoughtful decision-makers
- Be resilient, pragmatic, tough, idealistic, caring, and joyful

3 School Structure and governance

3.1 School Faculty Meetings

Meetings of the School faculty will occur from time to time to discuss matters significant to all School faculty. All full-time and part-time faculty may participate. Voting is restricted to full-time term, tenured and tenure-track faculty.

To transact official functions of the School Faculty Meeting, a quorum of at least 40% of the voting faculty is required. The meetings will be governed by the Robert's Rules of Order. Voting by proxies is not permitted. At the request of 1/3 of all present members, any debatable motion may be presented to all School faculty in writing and voted on by secret ballots, with a deadline specified to give reasonable time to vote.

The School Director will appoint a meeting secretary to keep minutes, and tally and announce all votes. The School Director will serve as a meeting chair or appoint a substitute chair. If she or he is proposing a motion or wish to be involved in deliberations for or against a specific motion, a substitute chair will be appointed for the duration of the deliberations.

3.2 School Committees

3.2.1 Evaluation Committee

The Evaluation Committee has five members elected annually by a secret ballot for two years in staggered terms. The first rotation will be in 2008/09 Academic Year. The School Director oversees the integrity of election process, but does not vote. The Evaluation Committee is charged with development and implementation of evaluation policies and procedures consistent with University and College policies.

If a faculty member is unable to submit an annual or comprehensive evaluation according to STE Guidelines due to extenuating circumstances, the STE Director will be notified immediately, and the STE Director and faculty member will determine a new timeline for the submission and evaluation of the faculty member's dossier.

3.2.2 Doctoral Committee

The Doctoral Committee is an elected committee of consisting of 5-7 members; its membership is restricted to full time graduate faculty. Members do not need to be reelected, but nominations and self-nominations to the committee are considered at the beginning of each academic year.

The committee is responsible for Program policies and procedures, and has authority over curriculum proposals, admission decisions, disciplinary issues, and graduate assistantship awards. The Committee recommends the Program Coordinator (PC), approved by STE Director and Dean of CEBS. PC also serves as the Committee Chair.

3.2.3 Other Committees

All other committees are formed at the School Director's request or are initiated by faculty. School Director is responsible for informing all faculty members about each new committee, outlining its size, charge and duration of activity, and calling for nominations and self-nominations. If the number of nominees is larger than the committee size, School-wide elections will be conducted. If the number of nominees is smaller than the committee size, all nominees automatically become committee members, and the rest are appointed by Director.

When the nature of committee work requires representation of faculty from specific program, the procedure above maybe altered so that additional members are appointed by the Director while others removed from the nominee list. Such a decision will be disclosed and explained to faculty, and maybe overruled by majority faculty vote.

3.3 School Director

The School Director is appointed by the Dean of the College of Education and Behavioral Sciences upon a recommendation of a Search Committee with majority from the School Faculty. The Director's responsibilities are listed in the Charting the Future, Attachment C.

School Director's performance is annually evaluated in writing by School faculty. The Dean, in conjunction with the Provost will coordinate the evaluation of the Director. The results of the evaluation will be communicated to the School Director.

3.4 Programs

Each faculty member has primary service responsibilities to one of the degree or licensure programs in the School. Program affiliation does not presume an exclusive right or responsibility to teach program's courses. Program affiliation at the moment of developing of this Charter is below. The program affiliation maybe changed at the request of the faculty member and in consultation with both affected programs. Program affiliation of newly hired faculty is determined at the time of appointment in consultation with the new faculty and programs.

- **Elementary and Early Childhood Education:** Barnhart, Creasy, Fertig, Harding-DeKam, Kang, Lawrence, O'Neil, Rose, Thompson
- **Educational Foundations and Curriculum Studies:** Bartelheim, Middleton, Moroye, Williams
- **Reading:** Berg, Erekson, Kim, Leon, Youngs
- **Bilingual Education/ESL:** Griggs, Huang, Milian, Walker

3.5 Program Coordinator

Each program is headed by a Program Coordinator appointed by the School Director in consultations with the program faculty and with approval of the Dean. Program Coordinator must ensure involvement of all faculty in collaborative decision making. The position may be rotated among all qualified and eligible FT faculty members. Program faculty may initiate recall of the coordinator by requesting School Director to consider such recall with support of at least 50 % of faculty.

Program coordinator is responsible for

- ensuring curriculum integrity,
- submitting draft schedule,
- coordinating scheduling with academic units inside and outside of STE,
- evaluating qualifications of adjunct pool applicants
- organizing support and advising for adjunct, newly hired full-time faculty, and graduate teaching assistants
- ensuring program review and accreditation processes
- organizing adequate advising services to program students with fair and equitable contributions from all program faculty.

4 Mentoring

School's tenured and tenure-track faculty members are responsible for organizing a process of annual review and mentoring of all tenure-track and term faculty.

The School Director will act as a temporary mentor for all new tenure-track faculty until such faculty requests some other person within the School to be the mentor, but no longer than one academic year. The mentor will have regular meetings with the new faculty and help develop a specific plan for meeting tenure and promotion expectations.

5 Faculty Evaluation

A program area is defined in BACP par. 2-3-801 (1)(e) as "a disciplinary based unit which consists of emphasis areas or graduate and undergraduate degrees." For the purposes of evaluation, all faculty of the School belong to one program area.

Evaluation policies and procedures are developed by Evaluation Committee and approved by School faculty, subject to approval of the School Director. Such policies must comply with Part 8 (Faculty Evaluation) of BACP.

6 Workload

6.1 Regular teaching assignments

6.1.1 Priority

The School Director will assign courses in the following order, unless compelling reasons exist to assign otherwise:

1. To full-time faculty from the appropriate program,
2. To other full-time faculty who are qualified to teach the course by formal training, research or/and previous teaching experience.
3. To qualified teaching assistants
4. To qualified adjunct faculty
5. As an overload to group 1 above
6. As an overload to group 3 above

6.1.2 Burdens

All “burdens” such as less desirable schedules, service requests, etc. will be rotated among all eligible faculty members regardless of seniority or program affiliation, but not to the detriment of quality instruction.

6.1.3 Opportunities

All opportunities such as overload courses, more desirable courses, summer teaching, etc. will be advertised to all full-time faculty members. Such opportunities will be rotated among all eligible faculty members, unless there are compelling reasons to do otherwise at the discretion of the School Director. To be eligible for such opportunities, faculty members must receive ratings of at least meets expectations in all performance areas on their most recent annual evaluation. Faculty who receive a rating of less than meets expectations in any performance area in their comprehensive evaluation must have an approved development plan in place and have received at least meets expectations on the annual evaluation following the comprehensive evaluation in order to be eligible for these opportunities.

6.1.4 Student Teacher Supervision

If student teaching supervision is used in-load, supervising two student teachers in Block II or equivalent field experiences, is equal to one in-load credit hour.

6.2 Reassigned time

6.2.1 Program Coordinators

Coordinators of large programs with large numbers of students, significant field components and accreditation reporting responsibilities receive 3 credit hours of reassigned time per semester. The reassigned time is based on estimates of work time equivalent to regular teaching assignments. Coordinators who believe their contribution is above and beyond the reassigned time efforts may request the excess work to be considered as service.

Other program coordinators receive service credit in their annual evaluation as defined by the Evaluation Committee. Coordinators’ effort may also be recognized and facilitated by providing additional travel funds, reassigned time, assignment of work-study and graduate assistant, stipends and other measures as the School budget permits.

6.2.2 Credits accumulated towards reassigned time

Faculty may accumulate credit toward reassigned time. The accumulation of independent study credits begins with the academic year in which this Charter is adopted and approved; it will not apply retroactively. The School Director will maintain a record of accumulated credits; it is faculty member's responsibility to request an entry into the record and document activity. Faculty will apply for the reassignment and specify what she or he will do during the reassignment. Faculty will complete a short report within one semester of completion of the reassignment.

Faculty cannot accumulate credits in order to be reassigned from more than one course during any one semester. No more than 25% of the School faculty can be reassigned under 6.2.2 during a given semester. In all cases, resources available to the College will be considered in permitting a reassignment. Faculty members who do not meet expectations in all performance areas in their most recent annual and comprehensive reviews can neither accumulate credits or be reassigned using these credits.

- Chairing or co-chairing one doctoral committee through successful defense may result in two credits of reassigned time.
- Serving as member on two doctoral committees through successful defense may result in one credit of reassigned time.
- Directing 9 student/credit hours as undergraduate independent studies or 6 student/credit hours as graduate independent studies qualify for 1 credit of reassigned time after the completion of the independent studies. Independent study credits may only accumulate if a faculty member does not have other classes below minimum enrollments.

6.2.3 New faculty

New FT faculty members will receive 3 reassigned credits in the first year of his or her employment. No overload can be combined with such reassigned time for new faculty.

6.2.4 Other

Faculty may qualify for reassigned time for specific assignments that clearly benefit the whole School (such as large grant applications, accreditation activities, program development, etc.). The School Director has the authority to reassign time within the limits of the School budget, subject to the Dean's approval, and with full disclosure to the School Faculty.

6.3 Overloads

Paid overload is outside of contractual obligations of both faculty and the School; it may be neither expected nor guaranteed.

- Unpaid overload teaching can be assigned in one of two cases:
 - 1) When a faculty member explicitly volunteers to teach a whole unpaid overload class, or a portion thereof;
or
 - 2) When the Dean in consultation with the School Director makes a determination that a faculty member has not been meeting expectations for scholarship and/or service, and is assigned extra teaching in lieu of fulfilling these expectations.

7 Service

Service is a part of faculty contractual obligations as defined in par. 2-3-401(2) (b)(III) of BACP. Activities for which a faculty receives compensation such as reassigned time, stipends, or consulting fees, may not be considered service.

The School Director will make every effort to ensure that service is distributed equally among all FT faculty members, taking into consideration tenure progress, faculty interests, and School's needs.

7.1 Plagiarism and cheating policy

In addition to policies in the Student Handbook, STE establishes the following policy regarding plagiarism and cheating:

- Instructors are encouraged to check written assignments for plagiarism.
- All instances of plagiarism and cheating with evidence are to be reported to STE Director, Director of the School where the student's major is housed, CEBS Dean, and the Dean of Students. Graduate course incidents are also to be reported to the Dean of Graduate School.
- Although the faculty member retains the right to assign penalty for the initial offense, the minimal penalty for plagiarism and academic dishonesty is no credit for the assignment.

8 Professional expectations

8.1 Student expectations

Students have a responsibility for their own learning, which includes knowing course expectations and being prepared for class. Students enrolled in all STE courses are expected to:

- Demonstrate professional integrity in classes and field experience settings
- Complete at least two hours of outside work per week per credit hour;
- Know and follow the UNC Student Handbook, and the Honor Code;
- Utilize campus resources (i.e., library, Writer's Lab, Math Lab, Student Technology Center, etc.) as needed or required;
- Recognize that the faculty member is the primary resource for questions regarding the course requirements, student expectations, and evaluation; and
- Adhere to APA style, citation, ethical principles for research and writing.

8.2 Faculty expectations

In addition to the University expectations in Article 3 of BACP, the School of Teacher Education expects its faculty to model best teaching practices including, but not limited to:

- Presenting clear learning objectives in each class, aligned with appropriate professional standards;
- Developing quality assessment and evaluation instruments, including specific performance-based rubrics for all major assignments;
- Designing courses in a way consistent with approved syllabi; initiate revisions of the approved syllabi when needed;
- Informing students of their progress throughout the semester;
- Providing specific feedback on major assignments;
- Participating in student advising efforts;
- Treating all students, faculty and staff with respect and courtesy;
- Providing quality instruction informed by recent research;
- Providing reasonable access to students for consultations;
- Maintaining and clearly posting at least two hours of office hours per week;
- Reply to student e-mail within three working days if feasible;
- Respond to legitimate requests for information in a timely manner.

9 Requests for impact statements

9.1 Designated signatory and initial action

When a request for an impact statement is made to a specific program, the initial actions the coordinator of that program will take are : 1) alert the other coordinators within the School of Teacher Education and 2) respond directly to the requester. While the alert to other coordinators can take any form, the content of the response to the requester will include three parts – 1) an acknowledgment of the request; 2) an explanation of the process of finalizing the impact statement; and 3) a likely date for completion of the statement. Only the specific program coordinator can sign and submit the statement.

9.2 Timeline to fulfill the request

A request for an impact statement can be made by any program at any time. However, upon request, an impact statement can be finalized and returned only after it has been considered at the next scheduled Coordinator's meeting. At this meeting, the statement will be created, outlined, drafted, and/or finalized. In certain circumstances, requests can be fulfilled asynchronously via email or another method to ensure all coordinators can provide input or feedback on the statement.

9.3 Final provision of information

Once an impact statement has been completed, the program coordinator will send the information to the requestor, as well as submit a copy to the appropriate Curriculum committee and the Professional Education Council.