

Governance and Operating Bylaws

Department of Mathematics, Science, and Social Studies Education

Mary Frances Early College of Education

University of Georgia

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These governance and operating procedures are expressly subject to the Policies of the Board of Regents, The University of Georgia, and the Mary Frances Early 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, Science, and Social Studies Education is committed to the advancement of the mathematics education, science education, and social studies education disciplines through exemplary leadership, research, instruction, service, and other scholarly activities. Many core activities of the department combine research, teaching, and service, and scholarship fundamentally supports all departmental activities. This mission is consistent with the broader missions of the Mary Frances Early College of Education and the University in these areas.

The department holds a fundamental commitment to understanding of and respect for cultural differences necessary for an enlightened and educated citizenry. It further provides for cultural, ethnic, gender, and racial diversity in the faculty, staff, and students who are part of the department. The department holds a fundamental commitment to literacy, including mathematics, science, technology, environmental, and social 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: undergraduate, graduate, and post-graduate study; preservice and inservice programs; preparing P-12 and college teachers; and 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, science, and social studies education through courses, in-service degree programs, staff development, advising, curriculum development, research, and evaluation. Working in collaboration with school personnel for the improvement of mathematics, science, and social studies 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, science education, and social studies education. These programs should reflect the needs of the fields of mathematics, science, and social studies education and the best judgment and scholarship available for program elements and program improvement.

Sixth, maintaining thriving doctoral programs at The University of Georgia require research activities at the forefront of the field, recruitment and support of the best available doctoral candidates, and constant monitoring and improvement of the programs. The Doctor of Education and Doctor of Philosophy degrees are essential for our continued position among leading doctoral programs in mathematics, science, and social studies 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 natural and agricultural sciences to strengthen its research, teaching, and service activities.

Eighth, the department is committed to working collaboratively with state, regional, national, and international 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, science, and social studies educators throughout the world, working together at internationalizing the mathematics, science, and social studies 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 three academic programmatic efforts, one in Mathematics Education, one in Science Education, and one in Social Studies Education. The faculty within each program 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 on non-personnel matters will include all full-time faculty regardless of rank and title. 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. The Promotion and Tenure Unit (PTU) is the department.

Faculty Senate

The Department of Mathematics, Science, and Social Studies 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 senators represent all of the program areas within the department, regardless of which programs they are a member.

Section C: Faculty Meetings

Faculty meetings will typically be held once each month during the academic year. 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 (i.e., at least once each semester, University Statutes, Article IX, Section 3). 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. Minutes for each faculty meeting will be taken, distributed to the faculty for review, and approved by faculty at the following faculty meeting.

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 (except where explicitly stated otherwise). The faculty will make decisions only on the subjects included on the agenda, although other matters may be discussed. Meetings will be conducted following *Robert's Rules of Order*.

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 three Program Coordinators (Mathematics Education, Science Education, and Social Studies Education), and other positions that might be needed as determined by the faculty.

Appointment of Department Heads is carried out by the Dean's Office and responsibilities conform to the University Statutes, Article IX, Section 5. Identification of candidates for all other positions will be the responsibility of the Department's *faculty*. Nominations may include nominations made by faculty members or self-nominations. A potential nominee will be asked if s/he is willing to accept the nomination prior to any voting. Faculty voting will be conducted under the supervision of the Department Head or his or her designee.

Leadership positions will carry three- year terms.

Duties and responsibilities associated with departmental administrators and leaders are defined in the Departmental Operating Procedures document. In the event that no person willing to fulfill the responsibilities of any of the non-statutory leadership positions (Program Coordinators, Associate Graduate Coordinator, Certification/Undergraduate Coordinators, etc.) these responsibilities will reside with 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 will be the Executive Committee and Awards Committee. Ad hoc committees will do the additional work of the department, and may include committees at the program level for each program. In some instances, programs also have standing committees.

Executive Committee

The Executive Committee consists of those individuals serving as Department Head, Program Coordinators, Graduate Coordinator and Associate Graduate Coordinators. 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, planning, student relations.

Terms. Terms on the Executive Committee for those faculty members currently serving as Department Head and Program Coordinators will coincide with terms in office.

Awards Committee

The Awards Committee will be a standing committee with three members and representation from all program areas. Rotation for membership on this committee will be established so that one person goes off and another comes on each year. All full-time faculty members are eligible to serve. The Department Head will appoint members of the committee during the spring with service beginning at the start of the fall semester.

Meetings. The Awards Committee will meet as needed to consider nominations for college and university level awards.

Duties. The Awards Committee will review calls for nominations of university and college awards and seek to maximize Math, Science, and Social Studies Education departmental nominations of eligible faculty.

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. Program areas may determine ad hoc committees at the request of the Program Coordinator for the program area.

Section F: Promotion and Tenure Guidelines

In all matters related to promotion and tenure, the Department of Mathematics, Science, and Social Studies Education will carefully adhere to the University of Georgia *Guidelines for Appointment, Promotion and Tenure of Academic Rank Faculty* (hereafter referred to as *Guidelines*). The standards, criteria, and processes presented in this document are intended to supplement and/or extend the *Guidelines*. All tenure-track faculty are expected to be familiar with both this Promotion and Tenure Unit (PTU) document and the *Guidelines*. If any inconsistency or discrepancy is found in this document or if this PTU document does not address a certain issue, the *Guidelines* will supersede this document. This PTU document provides specific information on procedures that will be followed and on the criteria for promotion and for tenure in the Department of Mathematics, Science, and Social Studies Education. New tenure-track faculty members must be provided with these PTU Guidelines and *Guidelines*. These procedures and criteria will apply to all tenure-track faculty from the approved date forward. Questions not addressed by the content of this document are referred to the *Guidelines*.

For faculty members who are not in tenure-track lines, the Department of Mathematics, Science, and Social Studies Education will follow the *Guidelines for the Appointment and Promotion of Research Scientists*, the *College of Education Clinical Faculty Appointment and Promotion Criteria*, the *Guidelines for the Appointment and Promotion of Lecturers*, or the *Guidelines for the Appointment and Promotion of Academic Professionals*, as pertaining to the faculty being considered.

Overview of Department

The Department of Mathematics, Science, and Social Studies 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, Science, and Social Studies Education has established broad yet legitimate criteria for appointment, promotion, and tenure consistent with *Guidelines* on appointment, promotion, and tenure. Criteria required for faculty to establish eligibility 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, Science, and Social Studies Education will follow the procedures and criteria specified in the *Guidelines* (with particular attention to Section V, Procedures for Appointments) and will follow the time-tables, deadlines and other procedural routines specified by the policies of Mary Frances Early College of Education.

At the time of appointment, a new faculty member will be advised about the department's requirements for promotion and tenure including the long-range needs of the department. The newly appointed faculty member will also be informed that the annual evaluations will serve as a basis for the PTU head (and then the third-year review committee) to advise the faculty member regarding their progress toward promotion and tenure.

In the PTU head's annual evaluations and in the third-year review, the criteria for promotion to associate professor and for tenure described by the *Guidelines* and the Mathematics, Science, and Social Studies Education Bylaws will be emphasized to the faculty member.

The Department of Mathematics, Science, and Social Studies 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 PTU Head in consultation with the faculty member will approve the mentoring committee. The purpose of the mentoring committee is to advise the faculty member on matters of research and teaching, review his/her progress, and recommend activities for progress toward promotion and tenure. For faculty seeking promotion to Professor, the mentoring committee is optional and its existence determined by the individual faculty member in consultation with the PTU head. Any mentor assignment can change upon agreement among the faculty member, the mentor, and the PTU Head.

Promotion

In all matters relating to the promotion of faculty members from any present rank to a higher rank, the Department of Mathematics, Science, and Social Studies Education will follow the procedures and criteria specified in the *Guidelines* applicable to that type of faculty line and will follow the time-tables, deadlines and other procedural routines specified by the policies of the Mary Frances Early College of Education.

Third Year Review

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

Consistent with EMSE Bylaws and Section VI part C 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 to review the faculty member's performance based on

information in the dossier. 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 committee will write a report that presents its finding in detail 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 tenured 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 departmental 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. 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 of possible external evaluators (with a brief biographical sketch and all contact information) 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, 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 can also construct 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 individuals chosen should be the candidate's dissertation advisor, postdoctoral advisor, former students or close associates, or personal friends. 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 hold or be above the rank desired by the candidate. The PTU Head will secure agreements to conduct the evaluation from evaluators and then send the candidate's materials to them.

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, 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 (after each candidate if there are more than one being considered at that time), the PTU Head will announce how he/she voted.

Instructions to the faculty by the PTU head during the reading of the dossier and at the time of the vote

The department head should advise the faculty to evaluate the dossier according to the *Guidelines* and the EMSE Bylaws. This reminder is used to ensure that the dossier is evaluated according to the criteria appropriate to the rank being sought. The PTU head will also instruct the department faculty members who are eligible to vote in the given situation that the evaluation of faculty being considered for promotion and tenure must consider "assigned time" allocated for teaching, research or service. It will be emphasized that the allocation of time for these components of the faculty members' work load can vary widely across different faculty rank codes and titles (For further information see: UGA Faculty Definitions Policy 03.04.002, <https://policy.uga.edu/policies/#!/programs/HkqT6cdI6>). For instance, UGA policy requires that: "The Academic Professional designation may not be assigned to a position where the teaching and research responsibilities total 50% or more of the total assignment" (<https://provost.uga.edu/resources/documents/promotion-tenure-evaluation/appointment-promotion-guidelines-academic-professionals.pdf>).

The criteria described below will be applied to other faculty classifications such that promotion from the rank of academic professional associate to academic professional (or from clinical assistant professor to clinical associate professor, from assistant research scientist to associate research scientist, from lecturer to senior lecturer, or from public service assistant to public service associate) will use the criteria below for promotion to associate professor. Likewise, promotion from the rank of academic professional to senior academic professional (or from clinical associate professor to clinical professor, from associate research scientist to senior research scientist, from senior lecturer to principal lecturer, or from public service associate to senior public service associate) will use the criteria listed below for promotion to the rank of

professor (see *Guidelines for Appointment and Promotion of Clinic Faculty*). However, it must be emphasized again that assigned work time will be the most important metric for determining how to evaluate quantity and quality of work within a given component (teaching, research, service) of the criteria.

Specific Criteria for the Ranks

Tenure and/or 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” (*Guidelines*). These specific criteria are addressed within the paragraphs of the document that immediately follow.

Teaching. Faculty who qualify for promotion to associate professor are expected to have demonstrated effectiveness as a teacher in departmental programs. As described in the *Guidelines*, effectiveness in teaching is a basic expectation and it is “reflected by student learning and improvements in the learning environment and curriculum” (*Guidelines*, p. 14). Documentation that may be used in providing evidence of effective teaching is enumerated in the *Guidelines*. In addition to those evidences listed in the *Guidelines*, candidates may further demonstrate effectiveness as a university teacher by means of scholarship in teaching. Documentation of scholarship in teaching may include publication of scholarly works concerning university teaching; publication of textbooks; making presentations related to scholarship of teaching at regional, national, or international conferences; innovative courses or seminars; and direction of graduate student work including internships, independent studies, and theses and dissertations.

Documentation of effectiveness as a teacher may also include a demonstration of positive impact on practicing precollege teachers by means of student evaluations; participation in department, college, or university activities related to teaching; positive peer reviews; teaching awards or honors; and positively evaluated supervision or coordination of teacher education activities.

Research. Candidates for associate professor in the Department of Mathematics, Science, and Social Studies Education are expected have a research program underway that is directed toward the teaching and learning of mathematics, science and/or social studies. A record of accomplishments in research in keeping with Guidelines set by the University is expected for promotion. Ways of documenting accomplishments in research and scholarly activities are provided in the *Guidelines*. The departmental expectation is that the problems under investigation in the candidate’s program of research are directed toward establishing fundamental understanding into the teaching and learning of mathematics, science and/or social studies. The quality of the research should be comparable to that of individuals seeking promotion to associate professor in other nationally recognized programs. The quality of the research program may be documented by published or in-press articles in peer-reviewed journals; refereed book chapters; edited books; refereed conference proceedings; refereed online publications; graduate student research and publications; and research presentations at regional, national, or international conferences. External reviewers’

comments also will be used to evaluate the importance and impact of the research. Proposals submitted to funding agencies to support research should also be evident.

Service. During the time a faculty member is an assistant professor, he or she is expected to concentrate on teaching and research. However, in the Department of Mathematics, Science, and Social Studies Education, successful candidates for promotion to associate professor are expected to have attended departmental meetings, have limited service on doctoral student committees if asked, have limited service on departmental and college committees, and contribute to the development and implementation of academic programs or projects. Candidates are also expected to attend and participate in professional meetings, perform editorial work and peer review, and be involved in other professional activities as appropriate.

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” (*Guidelines*). 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 sustained and important achievements in teaching, research, and service 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 university teacher in departmental programs as “reflected by student learning and improvements in the learning environment and curriculum” (*Guidelines*). Documentation that may be used in providing evidence of effective teaching is enumerated in the *Guidelines*. Candidates for professor may further demonstrate excellence as a university teacher by means of scholarship in teaching. Documentation of scholarship in teaching may include publication of scholarly work concerning university teaching; publication of textbooks related to university teaching; peer reviewed presentations at regional, national, or international conferences; innovative courses or seminars; direction of graduate student work including theses and dissertations, internships, or independent studies; integration of research into teaching; and by grants related to teaching. Documentation of excellence as a university teacher may also include positive impact on preservice or in-service teachers by means of student or peer evaluations; positive impact on graduate students by means of student or peer evaluations; student or peer evaluation of innovative undergraduate or graduate level courses; participation in department, college, or university activities related to teaching (such as committees on instruction); teaching awards or honors; and supervision or coordination of teacher education activities. Although these sources of documentation 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.

Research. Ways of documenting accomplishments in research and scholarly activities are provided in the *Guidelines*. The departmental expectation in research for promotion to

professor is to have demonstrated excellence as a researcher and have a substantial, well-established, programmatic, and progressive line of research and scholarship that is making important contributions to the body of knowledge within the disciplinary specialty of the individual comparable in quality to that of individuals seeking promotion to professor at other nationally recognized research programs. This can be accomplished by the publication of research in peer-reviewed journals; refereed book chapters; edited books; refereed conference proceedings; refereed online publications; graduate student research and publications; research presentations at regional, national, or international conferences; or publication in other high impact journals that cover the entire field of educational research (e.g. *American Education Research Journal*, *Review of Educational Research*, *Cognition and Instruction*, etc.).

External reviewers' comments about and reference to citations of the research in publications of other scholars should clearly indicate a high level of importance and impact of their research and scholarship. The candidate must also document the historical impact of their research program and its future prospects. The candidate may provide evidence through a variety of artifacts, 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. There are three types of service defined in the *Guidelines*; service to society, service to the university, and service to the profession. Candidates for professor are expected to have used their academic and professional expertise in at least one of these three types of service. Types of evidence that can be used to document service are contained in the *Guidelines*. Service to the university includes participation in departmental, school/college, and/or university work/governance; administrative support work (such as serving as chair of a major, labor-intensive committee); or 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 associations and learned societies publications; and review of grants applications. Quality pro bono service is also valued, and includes significant service to scholarly and professional organizations; involvement in statewide and national initiatives; participation on journal editorial boards; and involvement in educational settings including individual schools, school districts, and state-level organizations.

Tenure

Candidates for tenure must have a record of exemplary performance in the discharge of their primary responsibilities in teaching; research or other creative activities; and service to society, the University, and the profession (*Guidelines*). A recommendation for tenure will

require performance at the level specified for the rank at which either or both is being sought as described in the *Guidelines* of the University of Georgia and in the previous sections of this document. In all matters relating to the tenure of faculty members, the Department of Mathematics, Science, and Social Studies Education will follow the procedures and criteria specified in the *Guidelines* (especially Section X, Procedures for Tenure), and will follow the timetables, deadlines and other procedural routines specified by the Mary Frances Early College of Education. In addition, tenure in the Department of Mathematics, Science, and Social Studies Education will be recommended only if the candidate's current productivity in research and scholarship is likely to continue going forward, and if there is a long-range need for candidate's professional competence, expertise, duties, and responsibilities.

Section G: Grievance Procedures

A faculty or staff member of the Department of Mathematics, Science, and Social Studies Education who has a grievance related to a departmental decision affecting him or her should follow the procedures as outlined in the *University of Georgia Dispute Resolution Procedures*.

Grade Appeals

The Department will have a written policy for handling grade appeals. Students (undergraduate or graduate) who believe that they were 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, progress, 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: Approval of the Bylaws and Amendments

This document and discipline-specific criteria must be accepted by the faculty within the Department of Mathematics, Science, and Social Studies Education, and must be reviewed and approved by the Dean of the College and the Senior Vice President for Academic Affairs and Provost. Amendments may be proposed to alter these bylaws. Individual members of the voting faculty may 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. *In particular, the Dean and the Provost must approve any changes or updates to the PTU Guidelines. All revisions and approval dates must be listed in the PTU Guidelines.* These bylaws will be reviewed every five years by the voting faculty. The Dean and the Provost must also approve any Changes or updates to this PTU document.