TEDU Bylaws: Governing Policies and Procedures

Article 1
Mission of the Department

The mission of the Teacher Education Department is to develop reflective professional educators who collaborate with communities and families to enhance the quality of education for diverse student populations through teaching, advocacy, and service. Through high quality undergraduate and graduate teacher education programs in early childhood, elementary, middle level, secondary, and special education, we are committed to fostering proficient practitioners by: (a) modeling professional dispositions, (b) providing professional knowledge aligned with applicable national, state, and institutional standards, (c) researching effective principles of teaching and learning, and (d) collaborating with educators in the preparation and on-going professional development of master teachers.

Article 2
Membership and Faculty

Section A. Membership
Members of the Teacher Education department include assistant, associate, and full professors and full-time instructors. All professors (assistant through full) and full-time instructors have voting rights within the department. Visiting faculty and adjunct faculty, are encouraged to attend meetings and participate in department functions, but do not have voting rights.

Section B. Faculty of TEDU
1. Tenured and tenure-track faculty should hold a terminal degree in their field, and should have public school experience that supports the teaching assignment. Instructors, visiting faculty, and adjunct faculty must hold a minimum of a master’s degree in their field.
2. Faculty teaching graduate courses should hold a terminal degree or specific skills and expertise in their teaching assignment.
3. The teacher education faculty must have K-12 public school experience.

Section C. Defining Faculty (w/voting rights)
1. Full-time Tenured Professor: Faculty members who hold a tenure line and have earned tenure are considered full-time tenured professors. Tenured faculty may serve on committees and vote on all issues including tenure and promotion of faculty members within the department.
2. Full-time Tenure-Track Professor: Faculty members who hold a tenure line but have not yet earned tenure are considered tenure-track. Tenure-track
faculty may serve on committees and vote on all issues, with the exception of tenure and promotion of faculty members within the department.

3. Faculty with Joint Appointments: Faculty members who have accepted joint appointments with another academic department but whose teaching and/or administrative assignments are, in part, within the teacher education department shall be considered members with voting rights.

4. Faculty members on sabbatical or holding additional appointments (e.g., graduate program director) maintain voting rights.

5. Full-time Instructor: Full-time instructors are members who hold a renewable line. Full-time instructors may serve on committees and vote on all issues, with the exception of tenure and promotion of faculty members within the department.

6. Full-time Visiting Professor: Faculty members who are teaching full time in a tenure line, but not considered tenure-track, are considered visiting faculty. Visiting lines may be held for a period of one to three academic years. Visiting faculty members are encouraged to participate in meetings and serve on committees, but cannot vote.

7. Full-time Adjunct: Faculty who are teaching full time and not considered tenure-track, are considered full-time adjuncts. Full-time adjuncts positions may be held for a period of one to three academic years. Full-time adjuncts are encouraged to participate in meetings and serve on committees, but cannot vote.

8. Part-time Adjunct: Faculty who are teaching part time and not considered tenure-track, are considered part-time adjuncts. Part-time adjuncts positions may be held for as many years as there is need and funding. Part-time adjuncts may participate in meetings and serve on committees but cannot vote.

Article 3
Administration and Staff Personnel

Section A. Administrative Personnel

1. Department chair
   a. The department chair’s role is to foster communication, leadership, and advocacy for TEDU faculty, students, and programs.
   b. The department chair is responsible for
      i. Faculty/Staff
         1. Evaluation
         2. Professional Development
         3. Mentoring
         4. Recruitment
         5. Mediation
         6. Termination of staff and non-roster faculty
      ii. Curriculum and Programs (Courses)
         1. Logistics for courses: Scheduling/cancelling; Classroom space
2. Assigning faculty in equitable work
   iii. Budget: development, reconciliation, and oversight
   iv. Planning, Reporting, Compliance
      1. FERPA
      2. Long range planning
      3. Annual report
   v. Liaison/Representation
      1. Registrar
      2. Graduate School
      3. OSSC
      4. OPDE
      5. Dean
      6. Inter- and Intra- faculty
   c. As compensation for the additional duties, the department chair will be provided a two course reassignment per semester and receive two months of summer pay (or as negotiated with the Dean)

2. **Associate Department Chair**
   a. The associate department chair is a member of the Teacher Education faculty who will assist the department chair
   b. The associate department chair is responsible for:
      i. Student concerns
      ii. Student grievances
      iii. Student registration/overrides
      iv. Other as requested/needed by chair
   c. As compensation for the additional duties, the associate department chair will be released from teaching one course per semester and receive two months of summer pay (or as negotiated with the Dean)

3. **Graduate Program Directors**
   a. The graduate program directors are members of the Teacher Education faculty who oversee the department’s graduate programs.
   b. The graduate program directors are responsible to
      i. Coordinate program curriculum
      ii. Represent program on Graduate Council
      iii. Schedule program courses
      iv. Administer program needs
      v. Coordinate recruitment efforts
      vi. Coordinate admission procedures
   Further explanation is provided in the Graduate Program Director’s manual.
c. As compensation for the additional duties, the director of the graduate programs within the department will be compensated as follows:
   i. Program director of Teaching, Learning, and Advocacy M.Ed.: one course release during the academic year and a summer stipend for two month’s pay
   ii. Program directors of early childhood and elementary and special education M.A.T and certificate programs: one course release during the academic year and a summer stipend for two month’s pay

Article 4
Meetings

Section A. Department Meetings
1. The Department shall meet at least four times a year. The first meeting will be held before the start of the first semester during the time established by the administration for such a meeting. The regular meeting hour is to be established at the first meeting of each school year.
2. The chair should distribute to all members no less than 3-5 days before each meeting the agenda of that meeting. All committees are required to distribute motions they intend to introduce at the meeting no less than 3 – 5 days before the meeting.
3. Meetings shall follow the order described in the most recent edition of Robert's Rules of Order. To facilitate this order, the department shall elect by majority vote at the first meeting of each school year a parliamentarian.

Section B. Procedures for Meetings
1. Robert’s Rules of Order for Fair and Orderly Meetings & Conventions
   a. Provides common rules and procedures for deliberation and debate in order to place the whole membership on the same footing and speaking the same language. The conduct of ALL business is controlled by the general will of the whole membership - the right of the deliberate majority to decide.
   b. Complementary is the right of at least a strong minority to require the majority to be deliberate - to act according to its considered judgment after a full and fair "working through" of the issues involved.
   c. Robert's Rules provides for constructive and democratic meetings, to help, not hinder, the business of the assembly. Under no circumstances should "undue strictness" be allowed to intimidate members or limit full participation.
2. Voting
Voting privileges are restricted to those faculty members who hold a full time primary appointment to the faculty (tenured, tenure-eligible, or instructor) in the Teaching Education Department.

a. Voting members: those faculty members who hold a full time primary appointment to the faculty (tenured, tenure-eligible, or instructor). The administrative assistant of the Department Chair shall maintain a list of voting members of the faculty. This list will be available to members in attendance at department meeting and at any other meeting where there has been a change. See Article 2, Section C, # 1 – 8.

b. Voting procedures will follow Robert’s Rules of Order, Article VII.

d. Quorum of an assembly is such a number as must be present in order that business can be legally transacted. The quorum refers 50% plus one of the eligible voting members.

c. Voting by proxy is a power of attorney given by one person to another to vote in his stead and it is also used to designate the person who holds the power of attorney. Any voting member who designates a proxy will inform the chair in writing prior to the meeting.

Article 5

Departmental Organization

Section A: TEDU Organizational Chart
Organization approved by the Faculty of the Teacher Education Department on May 1, 2009.

Section B. Programs of Study offered in the Teacher Education Department
1. Early Childhood: Undergraduate and Graduate MAT
2. Elementary: Undergraduate and Graduate MAT
3. Middle Grades: Undergraduate
4. Secondary Cognate major English, social studies (majors in history, political science, and sociology), mathematics, biology, chemistry, and physics
5. Special Education: Undergraduate and Graduate MAT/Certificate
6. Teaching, Learning and Advocacy-M.Ed. (MTLA)

Section C. Cross Departmental Programs of Study
1. Science and Mathematics for Teachers (SMFT M. Ed.)
2. Languages and Language Education (LALE M. Ed.). Includes English for Speakers of other Languages (ESOL Certificate Program)
3. K-12 programs in Foreign Language and Physical Education in collaboration with TEDU.
4. Gifted Education Certificate Program
5. Middle Grades: MAT
6. MAT in Performing Arts

Section D. Departmental Management Team

1. Description: The purpose of the Departmental Management Team (DMT) is to serve as a standing committee of the Department and to provide leadership in collaboration with faculty and administration.

2. Function: In order to serve this purpose, the DMT will
   i. Set direction for the department through such activities as building the agenda for TEDU meetings and promoting new program development.
   ii. Make the vision and culture of the department explicit through such activities as strategic planning, supporting and promoting collaborative projects, and provide forums for discussion of critical issues.
   iii. Participate in departmental governance through activities such as decision-making on operational issues (e.g., scheduling and program maintenance); and analysis of essential departmental tasks (e.g., the functionality of the governance structure; progress on accreditation report-writing, areas for coordination of efforts across programs and committees, and budget review).
   iv. Act as central clearinghouse and sounding board for departmental faculty to present and discuss ideas and concepts and to promote consideration of multiple perspectives.

3. Duties: The members of the DMT will
   i. Meet regularly with the chair, associate chair, and graduate program director.
   ii. Participate actively in all departmental management team meetings.
   iii. Ensure completion of departmental management team assignments.
iv. Serve as a liaison between programs and departmental management team.

v. Consult with Associate Dean to ensure assessment protocols are in place.

vi. Provide representation of committees.

4. Membership: The department chair, associate department chair, and a representative of the graduate programs elected by graduate program directors are ex-officio, nonvoting members of the team.

   a. The team is composed of six to eight members, who are representative of TEDU programs and committees.

   b. The team should consist of tenured and tenure-track faculty members.

   c. Representatives will be nominated by programs and approved by TEDU.

   d. A slate of representative faculty nominated by programs, presented at the first faculty meeting of the academic year, and elected to serve for a one- or two-year term, after which terms will be for two years. This process of staggering terms will enable DMT membership composition to include a mix of new and experienced members. After the first year of the DMT’s formation, all newly elected members will serve a two year term.

   e. An individual faculty member can be elected to and serve two consecutive two year terms.

Section E. Departmental Committees

1. Faculty Curriculum Committee

   a. Description: The purpose of the Curriculum Committee is to serve as a standing committee of the Department and examine all matters pertaining to undergraduate and graduate curriculum and curriculum development. The committee shall evaluate whether proposed or existing courses and programs are appropriate for the curriculum of TEDU as defined by the School of Education, Health and Human Performance mission statement
b. Function: In order to perform this function, the Curriculum Committee will review undergraduate and graduate proposals submitted by programs or faculty received by a specified deadline pertaining to any curricula of the Department before submission to the College of Charleston and or Graduate Council. The Committee shall conduct a detailed review and evaluation of each proposal and shall submit its recommendations to the department and department chair. The department chair then requests the Dean's review and signature.

c. Duties:
   i. Examine existing curriculum.
   ii. Review and evaluate the quality of curriculum and programs in light of departmental, teacher candidates, and program needs.
   iii. Lead the development of a shared understanding in the department of the curriculum offered in all programs.
   iv. Ensure diversity and relevance in courses, programs, and co-curricular activities.

d. Membership: It is recommended that membership be periodically rotated. The Committee will use a staggered rotation to ensure continuity in membership. Diversity of program representation is encouraged to achieve a balance. A member will be appointed for a two-year term.

e. TEDU Curriculum Review and Adoption Procedure for Courses and Programs
   i. The program prepares the proposal for a new course, a course change, a course deletion, a major/minor degree change or a new program on the appropriate Faculty Curriculum Committee (FCC) proposal form (graduate or undergraduate). These forms are available on corresponding web sites. The program should also provide the required supporting documentation as stated in the form.
ii. The proposal form and other documentation, in electronic form, are directed to the TEDU Curriculum Committee for review.

iii. If the proposal is approved by the TEDU Curriculum Committee, it is presented to the faculty at the next TEDU faculty meeting. If the proposal is not approved it is returned to the program.

iv. If the proposal is approved by the TEDU faculty, it is forwarded to the Department Chair for signature.

v. With the chair’s signature, the program forwards the hard copy to the Dean of Education, Health, and Human Performance for signature and the electronic version to the appropriate college curriculum committee simultaneously. The Dean forwards the approved hard copy to the provost.

vi. A program representative attends the appropriate college curriculum committee meeting/s (graduate or undergraduate) and Graduate Council to answer questions about the proposal.

vii. A program representative attends the Faculty Senate meeting at which the proposal is presented and discussed.

viii. Throughout this process it remains the responsibility of the program to shepherd the proposal through the process.

ix. New programs (majors, minors and concentrations over 18 hours) require Commission on Higher Education (CHE) approval and the New Program Proposal information on the Academic Affairs web site should be reviewed and followed.
2. Faculty Recruitment, Retention, and Welfare Committee
   a. Description: The objective of the Faculty Recruitment, Retention, and Welfare Committee is to assure a highly qualified, diverse, and engaged faculty in the Teacher Education Department.

   b. Function: The Recruitment, Retention, and Welfare Committee has two primary goals:
      i. Recruit and retain a diverse faculty of teacher-scholars who are innovative and intellectually engaged.
      ii. Maintain current faculty member vitae and create a database that describes qualifications.

   c. Duties: The Recruitment, Retention, and Welfare Committee is responsible for the following:
      i. Review vacant lines for best fit with departmental needs.
      ii. Organize search committee/s for available tenure-track positions.
      iii. Develop goals and objectives for faculty searches that align with policies and procedures, program standards, and the mission and vision of the School of Education, Health, and Human Performance (EEHP) and C of C.
      iv. Review and modify goals and objectives for faculty searches periodically.
      v. Maintain the process for and conduct all searches in alignment with EHHP and C of C policies and procedures.
      vi. Make recommendations for new hires to department chair who will forward to the Dean.
      vii. Recruit and retain underrepresented faculty.
      viii. Determine appropriate number of faculty lines to continue and initiate new programs.

   d. Membership: It is recommended that membership be periodically rotated. The Committee will use a staggered rotation with departmental representatives to ensure continuity in membership. A member will be appointed for a two-year term as a departmental representative. Individual programs may reappoint the same
representative for multiple terms. All programs should have representation on this committee. ¹

3. Faculty Research and Professional Development Committee
   a. Description: The objective of the Faculty Research and Professional Development Committee (R&PD) is to support and sustain research and professional development for faculty and their students in the Teacher Education Department.
   b. Function: The R&PD Committee has three primary goals
      i. Support Research and Dissemination, Professional Development and Collaboration of departmental faculty and their undergraduate and graduate students.
      ii. Assess and support (pending annual funding) the developing needs of the department.
      iii. Expand the interpretation of R&PD to align with yearly evaluations and to further elaborate upon the Faculty Administrative Manual, Page 96, section 2.a., Definition of the standard for research and professional development, and b., Evidence of research and professional activities, to include specific types of research and professional development evidence in which TEDU faculty engage, e.g., writing technical reports, producing curriculum materials, and collaborating with schools.
   c. Duties: General Duties of the R&PD committee include
      i. Reviewing faculty R&PD proposals and sabbatical requests and distributing funds equitably based upon the established interpretation of R&PD.
         2. Sabbatical requests.
   d. Membership: It is recommended that membership is periodically rotated.

¹ Section E. Departmental Committees, 2. Faculty Recruitment, Retention, and Welfare Committee is on hold until search processes are clarified.
Article 6
Departmental Third Year Review, Tenure, and Promotion

Section A: Departmental Tenure and Promotion Policies and Procedures

TEDU adheres to the Faculty Administrative Manual (FAM) regulations governing third year review, tenure and promotion. The steps and description of departmental procedures follow.

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<thead>
<tr>
<th>Step</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Candidate prepares a packet of evidence that adheres to the standards for third year review, tenure and promotion to Associate Professor, and/or promotion to Professor in the FAM and to the College-wide Advisory Committee on Tenure and Promotion’s guidelines. Candidate submits packet to the chair by the published deadline. The chair reviews packet for completeness and places it in a secure location for faculty review.</td>
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<td>2</td>
<td>Tenured faculty members in the department review the packet and write a letter commenting on the evidence presented in the packet and how the evidence meets the standards for third year review, tenured and/or promotion in the FAM. Non-tenured faculty may review packets and write letters if they wish. The faculty letters become a part of the candidate’s packet, and those confidential letters are available for review by the panel members the day of the panel review.</td>
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<td>3</td>
<td>Departmental Panel and external panel member are selected. The composition of departmental review panel for candidates includes those in the department who are tenured. The panel includes an external member to ensure that candidates are treated with fairness and in accordance with the FAM policies. External panel members are selected following this process. The panel generates a list of potential external members. The candidate provides input on those listed (with a preferential order established by the panel). The chair secures the external member, moving down the list based on availability. When possible, the same external panel member serves for all candidates up for review, tenure, and/or promotion.</td>
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<tr>
<td>4</td>
<td>In collaboration with the candidate, a date, time, and location for the panel interview is set. The panel members generate a list of potential interview questions and submit those to the chair who compiles them. These questions are agreed upon in advance of the interview, but panel members may ask follow-up questions or questions for clarification as needed.</td>
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<td>5</td>
<td>During the panel interview, the candidate has the opportunity to make a formal or informal opening statement of about 10 minutes. The candidate’s opening is followed by the panel’s interview. At the close of the interview, the candidate has the opportunity to make any closing comments. The candidate is excused and the panel deliberates on strengths and areas for growth. The panel specifies any exemplary areas of the candidate (teaching, research and professional development, service) and notes areas of strength and/or weakness as indicated by the evidence. All discussions are strictly confidential. Once the deliberation is completed, panel members vote by secret ballot. The chair notifies the candidate of the panel’s vote within the day.</td>
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<tr>
<td>6</td>
<td>The chair and external member prepare a report of the panel proceedings based on the notes from the deliberation, including the vote. This confidential report is written by the chair</td>
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and is made available to the panel for review and input to ensure that the deliberations are accurately represented. Once panel members have had the opportunity for review and input, the report is finalized and signed by panel members. The report of the panel proceedings becomes part of the candidate’s packet.

7 The chair has the option of writing an independent letter to include in the candidate’s packet.

8 The packet goes forward to the Dean for review. Typically, tenure and promotion packets only go forward to the College-wide T and P Committee for review, then the Provost, and finally the President.

Article 7
Legal Guidelines

Section A. Family Educational Rights and Privacy Act (FERPA)

1. Basic FERPA Guidelines: The College of Charleston has provided guidelines to the faculty and staff to protect the confidentiality of students' educational records. The following guidelines have been provided by the College of Charleston to ensure the campus-wide compliance with FERPA law. FERPA rules affect all media and forms of communication, including electronic data, e-mail, video, and audiotapes.

   a. Do not post student information on websites or any other public source in either written or electronic form that are accessible by any individual not authorized access to the students' protected information.

   b. Do not use student identifiers such as College of Charleston identification numbers, social security numbers, pictures, addresses, telephone numbers or any other identifiers that might be used for identity theft or that compromises the student's right to privacy.

   c. Publicly posted grades, including grades posted to classroom or office doors, must be coded with randomly assigned numbers or identifiers that do not reveal the identity of the student. Under no circumstances may social security numbers, parts of social security numbers, or College of Charleston identification numbers be used on public websites or printed materials.

   d. Do not leave papers, exams, exam books, lab reports, or projects containing student names and grades in publicly accessible places.

   e. Pictorial class rolls are available for instructor use only. While these may be printed and taken to class, they must be protected from view and protected from being taken away from the instructor.
2. Release of Student Information
   a. Letters of recommendation are protected under FERPA. Letters may not include specific grades or GPA's unless the student has given written permission to include such information. A form to request such information is now available at http://www.cofc.edu/registrar/Student_Request_For_References.pdf
   b. Information about a student cannot be released to anyone who is not an employee of the College of Charleston with an educational "need to know" for their job.
   c. Faculty and staff working with student employees must make certain that the student employees are aware of FERPA and do not discuss information with others.
   d. Student information cannot be discussed with parents, spouses, ex-spouses, employers, attorneys, or any other person without the student's written consent.

3. Students and Campus Safety
   a. Student class schedules and student location on campus may not be given to anyone who is not a College of Charleston employee.
   b. Student contact information, including e-mail addresses, may not be used or distributed for commercial purposes.
   c. Student e-mail addresses may not be made public in the class without their written permission.
   d. Contact lists for clubs, teams, or organizations cannot in any way indicate student race, religion, gender, or country of citizenship. Students must provide written permission for such information to be released.

4. FERPA guidelines for the Teacher Education Department: In order to ensure the Teacher Education Department’s compliance with FERPA, the following specific guidelines have been established and approved by the College of Charleston attorney:
   a. Faculty may not discuss students of concern with faculty who are not currently teaching the student. This includes through e-mail or other types of discussion, such as asking for a meeting about student of concern.
   b. Open access to grades and dispositions is no longer permitted.
c. If faculty has a student of concern, the following steps can be taken:
   i. The instructor will go to the associate chair to discuss a student of concern. The associate chair will meet with student and, if necessary, the instructor to discuss concern.
   ii. The associate chair will determine if a meeting with all instructors is necessary and, if so, the chair will contact the student's instructors and call the meeting.
   iii. A NEAT plan (notify the student, evaluate the issues and concerns, assist the student, and establish a timeline for concerns to be addressed) may be enacted to document concerns by the instructor in the meeting with the student. This process provides documentation and an action plan for remediating concerns that affect the student's academic and dispositional requirements required by the Teacher Education Department, National Council of Accreditation of Teacher Education (NCATE), and the profession. The process has been approved by the College attorney.

Section B. Legal Charges and Criminal Offenses

1. Students involved in legal charges or criminal offenses that prohibit teacher certification by the state of South Carolina must disclose this information to the Teacher Education department chair.
2. The department chair can request such information if the department chair has knowledge of legal charges or criminal offenses.
3. A letter must be sent informing the student that the state of South Carolina may not grant certification.
4. The student will be directed to have the record expunged, when possible, to ensure certification.
5. The student is responsible for all legal counsel and expenses.

Section C. American with Disabilities Act

1. Students are not required to disclose disabilities to the College of Charleston or instructors.
2. If a student discloses a disability, a reasonable plan for accommodation must be made through the Students Needing Access Parity (SNAP) Services or Crisis Assistance Response and Education (C.A.R.E.) Program.
3. The School of Education, Health, and Human Performance and Teacher Education Department’s standard for the required accommodations will not impinge on the work or career expectations of teachers.

### Article 8

#### Faculty and Staff Hiring

All searches and hires adhere to College of Charleston policy and Equal Employment Opportunity (EEO) guidelines.

Section A. Tenure-track faculty: Searches will be organized and conducted by TEDU faculty and will follow the “Search Committee Procedures” established based upon College of Charleston policy and Equal Employment Opportunity (EEO) guidelines. Permission to Advertise (EEO-1 form) is obtained. The Search Committee develops the position advertisement. Advertisements are approved by Chair and Dean. Once ad/s is/are posted and applications are received, the following steps come next.

1. Applicants with complete packets (as specified in ad) are reviewed and evaluated by subcommittees of Search committee members and faculty volunteers. Consistent practices within a search are followed. 2-3 top candidates are invited for campus interviews (EEO-3 Permission to Interview form is required.) Permission to interview is granted by department chair, dean, provost, and Minority Affairs.

2. After interviews for a position are completed, the Search subcommittee makes a recommendation to the Search Committee. The Search Committee may make its own, different recommendation to the department chair. The Chair of the Search Committee forwards its recommendation and the subcommittee’s recommendation to the department chair. The department chair makes an independent assessment, and both the Search and subcommittee’s recommendation/s, and the department chair’s recommendation will be forwarded to the Dean, who forwards a recommendation to the Provost for approval.

Section B. Visiting faculty: The Chair develops advertisements for visiting faculty based on departmental needs and in compliance with College of Charleston policy and Equal Employment Opportunity Guidelines. Candidate packets include a cover letter with employment goals, an official transcript of the highest degree earned, current curriculum vitae, and a list of references. Complete applicant packets are reviewed by the Chair and two other faculty, potential candidates are interviewed, and the Chair requests new hire. Dean and provost approve or not.

Section C. Instructors: The Search process described above in Section A for tenure-track faculty is also used for Instructors.

Section D. Adjunct faculty: Potential adjuncts are asked to submit packet materials (a cover letter with employment goals, an official transcript of the highest degree
earned, current curriculum vitae, and a list of references). The chair requests 2-3 faculty members review potential adjunct’s packets and approve/disapprove the candidate to teach particular courses based on packet qualifications. If adjuncts are approved by faculty review of packet, references are checked by the chair. Approved adjuncts’ files are kept for up to two years, and individuals are contacted on an as-needed basis.2

Section E. Staff: A search committee comprised of the Chair and other TEDU administration and faculty will organize and conduct the search for staff, following College of Charleston policy and Equal Employment Opportunity (EEO) guidelines. The search committee makes a recommendation to the Dean and Provost, who approve or not.

**Article 9**

**Amendments**

Section A. All proposed amendments to bylaws, programs, or procedures must be submitted to all voting faculty one full week before scheduled faculty meetings. This will promote informed discourse in meetings by giving faculty time to consider departmental changes.

Section B. Changes to Department Bylaws, programs, or procedures: Any member of the voting faculty may propose an amendment to the bylaws. Such proposals must be presented (in person) to the DMT for discussion. Upon approval from the DMT, the proposed amendment will be posted on the agenda for the next TEDU meeting. TEDU will discuss the amendment. If no additional discussion is required, faculty will vote. A two-thirds vote is required to pass an amendment to the bylaws, programs, or procedures.

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2 Article 8, Faculty and Staff Hiring- highlighted section is on hold until search processes are clarified.