**College of Education Governance**

**Approved by College of Education Tenured/Tenure-Track Faculty Vote**

**(conducted via email; completed on 12.15.16)**

# Sources of Authority

#  Related O.P.: <http://www.depts.ttu.edu/opmanual/OP32.03.pdf>

# 2016-17 Texas Tech Faculty Handbook:

# http://www.depts.ttu.edu/officialpublications/pdfs/2016-17\_Faculty\_Handbook.pdf

# SACSCOC 2012 Principles of Accreditation 3.4.10: <http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf>

# AAUP: <http://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>

Individual faculty and staff may express concerns, raise issues, or initiate discussions about policy changes at all governance levels. Typically, these changes originate in programs, departments, committees, and Administrative team /Faculty/Staff Council meetings. Proposed Policy changes, after Administrative team/Faculty/Staff Council review, are then voted upon by the faculty/staff and forwarded to the appropriate council (Administrative team/Faculty/Staff Council) who then presents the recommendation to the Dean. She/he will make final decisions about policies related to budget, personnel and/or administrative matters, and will communicate final decisions and supporting rationale, if pertinent, to the originating entity.

Texas Tech’s accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires that “The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. (Faculty role in governance)” (SACSOC Comprehensive Standard 3.7.5). In addition, SACSCOC requires that “The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. (Academic program approval)” (SACSOC C.S. 3.4.1). Texas Tech fulfills this responsibility by ensuring that faculty votes are documented on all proposed academic matters that come for review to the institutional-level Academic Council. The approval processes for these matters begin with program faculty in the College.

OP 10.13 1(f) states: “Academic programs, including program content, quality, and assessment, are the primary responsibility of the faculty within the academic disciplines. Learning outcomes assessments of academic programs are included in the departments' annual assessment reports.

In the College of Education, program faculty carry-out OP 10.13 1(f) through their work together related to teaching, including curricular development and improvement, and strategies to improve student learning. All proposals for new curricula or substantial curricular revision must be voted on by the program faculty. Two committees are led by faculty and provide a next level of review for new or substantially revised curricula – the Graduate Academic Affairs Council and the Teacher Certification and Undergraduate Academic Affairs Committee. Recommendations from these Committees are forwarded to the College administration.

In addition, OP 10.13 1 (h and i) assign responsibility and authority to administrators:

h.    Academic department chairs, deans, and the PSVP are responsible for ensuring that academic programs are appropriately organized and outcomes of student learning are assessed annually for program improvement.

i.    Academic department chairs, deans, and the PSVP are responsible for oversight of all budgetary and operational aspects of academic departments and/or colleges, including the strategic planning and assessment for those departments and/or colleges.

In addition, O.P. 32.03 states the “dean's chief responsibility is the development, supervision, and operation of the academic programs of the college or school. The academic dean and staff serve as consultants on all academic matters such as course changes, choice of major, and degree requirements. Since all degrees given by Texas Tech University are granted through these colleges and schools, the respective dean and the faculty members of a specific college or school establish their own degree requirements” O.P. 32.033(a).

Student input is sought formally by standing committees and by faculty and administration through ongoing assessment activities related to their perceptions of their learning experiences, support services, success and career preparation, and related matters.   Informally, students can express concerns or raise questions to individual faculty or administrators.  Students may also give input through any of the Councils or Committees of the College of Education.