

## **Department of Geography**

### **Bylaws**

Revised May 2017

These bylaws express the commitment of the UT Department of Geography to collaborative governance and to equitably sharing in the work of such governance. The bylaws complement the college and the university's prescriptions for department operations. As of this writing, these are principally found in the university's *Faculty Handbook* and its *Manual for Faculty Evaluation*, and the in bylaws of the College of Arts and Sciences. College and university writ prevail in cases of divergence from what follows here.

## **Contents**

CHAPTER ONE: Department Administration and Governance	3
CHAPTER TWO: Faculty Rights and Responsibilities	9
CHAPTER THREE: Hiring Tenure-Track and Tenured Faculty	10
CHAPTER FOUR: Faculty Workloads and Performance Evaluations of Tenured and Tenure-Track Faculty	15
CHAPTER FIVE: Tenure and Promotions	21
CHAPTER SIX: Non-Tenure-Track and Post-Tenure Faculty: Appointment, Evaluation, and Appeals	26
CHAPTER SEVEN: Faculty Rights of Appeal	28
CHAPTER EIGHT: Benefits and Leaves of Absence	29
CHAPTER NINE: Compensated Outside Activities	30
CHAPTER TEN: Revision of Bylaws	30

## CHAPTER ONE: Department Administration and Governance

### 1A. Department Overview

The geography department offers a:

- BA in geography
- BA in sustainability
- MS in geography
- PhD in geography

The department's principal administrative posts are:

- department head
- associate department head
- director of undergraduate studies
- director of graduate studies
- chair of the sustainability major

The major committees are:

- executive committee
- graduate program committee
- undergraduate program committee

The faculty consists of:

- tenured and tenure-track faculty
- adjunct and visiting faculty
- instructors
- lecturers
- those holding appointments jointly with other departments or institutions
- senior faculty in the post-retirement service program

Except in special circumstances set out in section E, below, the *voting* faculty consists of tenure and tenure-track faculty members with at least 50-percent appointments in the department, and the chair of the sustainability major.

### 1B. Principal Administrators and Their Responsibilities

#### 1B - 1. Department Head

The department's chief administrator is the department head. The head has primary responsibility for the operation, management, and academic health of the department.

The head is appointed and may be reappointed by the dean of the college. A search for a department head follows procedures detailed by the university, which at this writing are found in UT Search Procedures.

The department head is responsible for providing leadership to the department's academic program in:

- Overseeing the implementation of departmental policy
- Recruiting faculty and staff
- Supervising curriculum planning and execution
- Supporting departmental teaching, service, scholarship, and creative activity
- Counseling students in the department's programs
- Promoting the department and its programs
- Representing the department to the wider university and beyond
- Assessing faculty and staff performance
- Overseeing departmental outreach to alumni and other supporters

The head also supervises:

- The department's administrative and support personnel
- The use and care of the department's physical facilities
- Fiscal and strategic planning
- Expenditures from the department budget

#### 1B - 2. Associate Department Head

The associate department head is appointed by the head, subject to approval by the voting faculty. The associate head chairs the department's executive committee and has such additional duties as may be assigned by the head. In the absence of the head, the associate head acts on the head's behalf and makes such decisions as are necessary.

#### 1B - 3. Director of Graduate Studies

The director of graduate studies (DGS) is appointed by the head and supervises the graduate program in consultation with the department head, associate head, and graduate program committee. In this capacity, the DGS:

- Chairs the graduate program committee
- Supervises graduate admissions and the awarding of graduate assistantships

Oversees the promotion and assessment of the graduate program

Leads in the review process for graduate-student programs

Oversees graduate-student evaluations

Ensures that graduate curriculum changes are approved by the college and appear in university catalogs

Ensures that required assessments of the graduate program are carried out and the results are properly reported

Represents the department in its dealings with the graduate school and the associate dean of graduate studies

#### 1B - 4. Director of Undergraduate Studies

The director of undergraduate studies (DUS) is appointed by the head and oversees the undergraduate programs in consultation with the department head, associate head, undergraduate program committee, and chair of the sustainability major. In this capacity, the DUS:

Chairs the undergraduate program committee

Ensures that undergraduate majors are properly advised

Ensures that undergraduate curriculum changes are approved by the college and appear in university catalogs

Ensures that required assessments of the undergraduate program are carried out and the results are properly reported

Note: The graduate and undergraduate program directors have joint responsibility for coordinating the curricula and the course offerings of the graduate and undergraduate programs.

#### 1B - 5. Chair of the Sustainability Major

The chair of the sustainability major (CSM) is appointed by the head and serves under the director of undergraduate studies. The CSM:

Chairs the interdisciplinary sustainability steering committee

Supervises the operation of the sustainability major

Ensures that sustainability majors are advised and courses in the major are adequately scheduled

Assists DUS in program assessment

## 1C. Major Committees

The department has three classes of committees: major, standing, and special-task. The major committees are the department's most important committees. They can only be created, modified, or terminated through bylaws changes. Ideally, members of these committees serve staggered three-year terms. In the case of ties in major-committee voting, the chair's vote prevails.

### 1C - 1. Executive Committee

The executive committee is chaired by the associate head, with three other members nominated and elected by the faculty from among the tenured and tenure-track faculty.

The committee serves as the head's primary advisory body on matters of policy, budget, departmental administration, and personnel matters, including faculty compensation and annual assessment of faculty performance. Untenured members of the executive committee will not take part in matters pertaining to faculty compensation or performance assessment.

The executive committee serves as the department's committee on committees. In this capacity, it oversees the department's committees and periodically reviews the department's committee structure, proposing changes it deems necessary. The executive committee assigns individuals to the other major committees and to the standing committees. It makes these assignments in consultation with the head, the directors of graduate and undergraduate studies, and the concerned individuals.

In making major-committee assignments, the executive committee will try to avoid overlapping membership, although this may not always be possible or advisable. The committee will also try to match the talents of faculty members with the needs of the committee while spreading the committee work as fairly as possible. It is understood that the two goals will not always align perfectly.

The executive committee, in consultation with the head, appoints individuals to departmental task positions and nominates faculty for college and university awards.

### 1C - 2. Undergraduate Program Committee

The undergraduate program committee consists of the director of undergraduate studies, who serves as the committee chair, the associate director of undergraduate studies, two other members selected from the faculty, one undergraduate geography major elected by the undergraduate geography organization, and one geography graduate student elected by the graduate geography organization. The student members are non-voting and will be recused when sensitive personnel matters are discussed.

The undergraduate program committee is charged with:

Overseeing the annual selection and presentation of undergraduate student awards

Receiving course-related petitions and other petitions, as appropriate, from undergraduates

Regularly reviewing the undergraduate curricula and making change recommendations to the faculty

Overseeing the assessment of the undergraduate program

### 1C - 3. Graduate Program Committee

The graduate program committee consists of the director of graduate studies, who serves as the committee chair, the associate director of graduate studies, two other members selected from the faculty, and one graduate student elected by the graduate student organization.

The graduate-student member shall have a vote in matters pertaining to the graduate curriculum, the graduate student handbook, and other matters pertaining to student life. Additional ad hoc privileges and responsibilities may be assigned by the committee chair. The graduate-student member will be recused when sensitive personnel matters or student evaluations are discussed.

The graduate program committee is charged with:

Regularly reviewing the graduate curriculum and making recommendations to the faculty when it deems changes needed

Reviewing and approving programs of study for all graduate students

Overseeing the annual selection and presentation of graduate student awards

Updating the graduate student handbook as needed

Reviewing all graduate applications and, in consultation with prospective faculty advisors, admitting students to the department's graduate program

Making recommendations to the director of graduate studies regarding funding support for incoming and returning graduate students (The director of graduate studies works with the head to finalize offers.)

Overseeing the assessment of the graduate program

### 1D. Other Committees

1D - 1. Standing committees may be created and eliminated by the executive committee in consultation with the head. Their members and chairs are appointed by the executive committee at the start of each academic year although membership can be carried over from the previous year. Their size and composition should be appropriate for their task.

1D - 2. Special-task committees are created by the head or the executive committee on an ad hoc basis to deal with specific problems or tasks. They are dissolved at the completion of the work that prompted their creation. Search committees are a unique type of special-task committee; their membership must be approved by the faculty and the dean of the college.

## 1E. Department Governance

### 1E -1. Department Meetings

The department meeting is the principal venue for the conduct of important department business requiring full discussion. The following will guide such meetings:

- a. Department meetings may be open to voting and non-voting faculty, staff, undergraduate and graduate student representatives, and invited visitors. The department head calls departmental meetings and determines the groups to attend depending on the purpose of the meeting and the business at hand. The department head will convene a meeting of the faculty at least once a semester.
- b. The head prepares the agenda for the department meeting and distributes it to the voting and non-voting faculty, staff, and student representatives in advance. Any faculty member and the designated student representatives may place an item on the agenda by communicating it to the head in time to place it on the agenda.
- c. Meetings or parts of meetings in which personnel matters or other sensitive matters are discussed are open only to tenured and tenure-track faculty members unless circumstances warrant wider participation.
- d. A designated faculty member (the faculty recorder) takes minutes of the meeting and distributes and archives them in a timely fashion. Student representatives will be included on the minutes distribution list.

Note: Minor matters may be discussed and resolved informally by consensus outside departmental meetings provided all interested parties are included.

### 1E - 2. Voting

Voting will be by tenured and tenure-track faculty members with at least fifty-percent appointments in the department and the chair of the sustainability major (i.e., the voting faculty, as defined above). The graduate and undergraduate student representatives will each have a vote on curricular and student-life matters. The head may request that, with faculty agreement, voting in a particular decision be extended to other faculty members.

The following rules will apply to voting:

- a. All votes at meetings of the faculty require a quorum to be binding, that is, at least half the voting faculty must be present.



b. Unless otherwise stated, a simple majority of those voting will determine the outcome of a vote. Abstentions do not count when determining a majority.

c. Absentee ballots must be submitted to the head before the meeting.

Note: The department does not allow absentee voting on retention, tenure, or promotion of faculty members.

d. The department does not allow proxy voting, that is, faculty members giving other members permission to vote for them.

e. Most votes at meetings of the faculty, except on personnel matters, will be by voice. However, any member of the faculty may call for a secret-ballot vote.

f. In special circumstances, when time is short, for example, voting may be by email, in which case, a motion must be approved by a majority of the department's voting faculty in order to pass. However, any faculty member may call for the vote to take place at a faculty meeting.

### 1E - 3. Curricular Changes

Any member of the department, including faculty, staff, and students, may suggest curriculum changes to the appropriate program committee. The program committee considers the suggested change and, if it supports the change or at least deems it worthy of wider consideration, brings the change to the faculty for discussion and a vote. Alternately, curriculum-change proposals can be introduced by members of the department as items of new business at a department meeting. In either case, curriculum changes must be discussed and approved by the faculty.

## **CHAPTER TWO: Faculty Rights and Responsibilities**

### **2A. Faculty Rights**

Faculty members in the department of geography have the rights and responsibilities extended to all faculty members at the university of Tennessee. As of this writing, these rights are described in the university's Faculty Handbook and its Manual for Faculty Evaluation. Rights include academic freedom, the right to review and comment on all evaluations, the right to comment on and appeal all disciplinary actions, and the right to evaluate the department head and other administrators.

### **2B. Faculty Responsibilities**

Faculty members are expected to be active in scholarship, teaching, advising, and service/leadership. Faculty members are also expected to behave in a professional manner when performing their university duties. This includes respecting the privacy of others, particularly with regard to evaluations, following university guidelines in student-teacher relationships, and treating all members of the university community with respect.

## CHAPTER THREE: Hiring Tenure-Track and Tenured Faculty

In all phases of the searching for and hiring faculty, the department follows the university guidelines. As of this writing, they are set out in Office of Equity and Diversity's (OED) *UT Search Procedures: Guidelines for Conducting Academic and Staff-Exempt Searches at The University of Tennessee*, hereafter referred to as *UT Search Procedures*.

Note: The department follows a separate, university-prescribed procedure in searching for a new department head. Currently, it is found in the OED's *UT Search Procedures*, Section III: Conducting an Upper-Level Search.

Note: The university periodically institutes special hiring initiative, for example, to increase diversity or to hire an exceptional scholar. In such cases, an expedited search and hiring process is followed. However, the department will still act in accord with the spirit of shared governance that informs the process described here. For example, when the initiative involves a formal campus interview, the faculty must approve it. The faculty must also approve any hire made under such a special initiative.

### 3A. Securing College and University Approval to Search

3A - 1. The college issues a call to the departments for new-faculty proposals. This is commonly in the spring but can occur in the fall as well.

3A - 2. The faculty and the head collaborate in developing a proposal for submission to the college. Normally, the department's strategic plan will figure centrally in the proposal. However, other considerations such as unexpected departmental needs or college stipulations may have to take precedence.

3A - 3. The department head submits a faculty-approved proposal to the dean of the college.

3A - 4. The dean and the university provost approve the department's proposal.

### 3B. Forming the Search Committee, Drafting the Job Description, and Securing OED Search Approval

3B – 1. The executive committee proposes a search committee and a chair to the faculty.

Note: As per the university, the search committee is an advisory body. It is to “*recruit* a qualified candidate pool, *review* their credentials, and *recommend* acceptable candidates.”

Note. If more than one new faculty member is being sought, the searches may be conducted simultaneously by the same search committee using the procedure spelled out

here, modified as appropriate.

The following apply to the formation and composition of the search committee:

- a. Faculty members may also nominate individuals to serve on the committee.
- b. Normally, the faculty members on the search committee will have tenure or will be tenure-track.
- c. The committee will include a graduate-student member, who will have full voting rights in committee decisions as well as in search-related decisions in faculty meetings.
- d. In appropriate circumstances, the search committee may include additional members. For example, additional members might include departmental staff or non-tenure-track faculty, or members of other departments or units. These additional members do not have voting rights in search decisions unless the faculty decides by vote to extend such voting rights to them.
- e. The executive committee and department head are responsible for ensuring that the search committee is appropriately diverse.

3B – 2. Once the faculty approves the search committee, the department head submits it to the college for the dean’s approval.

3B - 3. The search committee writes a position description and submits it to the tenured and tenure-track faculty for approval.

3B - 4. Once the faculty approves of the position description, the department head submits a request-to-search (RTS) form and requisite accompanying documentation to the university’s Office of Equity and Diversity.

3B - 5. Upon OED approval of the RTS, OED holds a meeting with the search committee and outlines its search-procedure requirements. The search may begin after this meeting.

### 3C. Conducting the Search and Drawing Up the Candidate Lists

3C - 1. The search committee will take the necessary steps to generate a diverse pool of qualified applicants. These steps will include but are not limited to advertising the position nationally through appropriate advertising outlets, electronic networks, and personal contacts. The search committee will screen all applications in accord with UT search-procedure guidelines.

3C - 2. The chair of the search committee acknowledges receipt of applications as they

arrive, assembles the applications, and, if necessary to increase the applicant pool, further disseminates information about the position and solicits applications through personal outreach.

3C - 3. After the close of the application period, a principal-candidate list and an alternate-candidate list are created as follows:

Note: *Principal candidates* are those to be invited to campus for an interview; *alternate candidates* are those to be considered for an interview if principal candidates remove themselves from consideration or are deemed unacceptable after the interview. The size of the candidate lists may vary according to situational considerations including the time and funds available for the interviews and the number of positions to be filled.

a. All applications are made available for review by all members of the faculty and the graduate-student member of the search committee. The reviewers communicate in writing to the chair of the search committee the names of the applicants they consider promising.

b. At the close of this review period, the search committee chair communicates to the search committee the names of all applicants deemed promising by at least one reviewer.

c. Each search committee member then reviews all the applications deemed promising and submits the names of the applicants he or she considers the most promising to the committee chair.

d. All applicants deemed most promising by at least one search committee member are then discussed by the search committee. From this group, the search committee develops a proposed list of principal candidates and one of alternate candidates. While the university allows departments and search committees considerable flexibility in selecting candidates, it insists that any criteria used must be impartially applied to all applicants.

e. These proposed-candidate lists are then distributed to the faculty along with the names of the applicants from whom the lists were drawn up, that is, those appearing on the most-promising list of at least one search-committee member. The search committee may include a synopsis of the relative merits of those on the lists or, more generally, the thinking that went into forming the lists.

f. These proposed-candidate lists and the other most-promising applicants are then discussed in a meeting of the search committee and rest of the faculty. During this discussion, faculty members may move to introduce other applicants into consideration.

g. At the close of the discussion, tenured and tenure-track faculty, and the student member of the search committee vote by secret ballot for a principal-candidate list and an alternate-candidate list. The alternate candidates will be ranked in the order in which they should be contacted for interviews if need be.

Note: Absentee votes are allowed. Absent voters may submit their preferred principal and alternate candidates (plus any commentary) to the chair of the search committee before the meeting. The chair will vote those preferences as circumstances permit.

h. With the two candidate lists determined, the chair of the search committee and the department head prepare a search narrative summarizing the search and its outcome and submit it to OED approval. Once OED approves the summary, principal candidates are invited to campus for interviews.

### 3D. Selecting the Top Candidate(s)

3D - 1. The interviews will be formatted as similarly as possible and held, ideally, in quick succession. The search committee, in cooperation with staff and faculty, will plan and host the candidates' campus visits. If the need arises, the search committee and department head may invite candidates from the alternate list for an interview without seeking further faculty approval.

3D - 2. The interviewed candidates are discussed at a meeting of the search committee and the faculty. Tenured and tenure-track faculty members and the graduate-student member of the search committee then vote on the candidates by secret ballot. If no candidate receives a simple majority, the faculty and graduate-student member of the search committee may then vote on the two candidates that received the most votes in the first round of voting.

3D - 3. The faculty and search committee then vote on which (if any) of the other interviewed candidates merit an offer if the department's first choice declines. Those receiving a majority of affirmative votes will be considered acceptable. The faculty will then vote to rank them.

Note: Absentee votes are allowed. Absent voters should indicate their preferred candidate plus, in order of preference, those they consider acceptable hires. Absent voters should communicate their preferences (plus any commentary) to the chair of the search committee before the meeting.

### 3E. Making an Offer

3E - 1. The department head prepares a Request to Make an Offer form for the top candidate and sends it to the dean of the college for approval.

3E - 2. Upon the dean's approval, the university makes a formal offer of appointment.

Note: An offer of appointment to a tenure or tenure-track position can only be made by an upper-level university official, that is, the president, the chancellor, the provost, a vice

president, or a vice chancellor. However, the head should engage in preliminary discussions with the candidate about compensation and other terms of appointment to ensure a sound offer.

3E - 3. If the offer is declined, the department head submits a Request to Make an Offer for the next-ranked candidate. If the pool of acceptable interviewed candidates is exhausted, the department head may invite alternate-pool candidates to campus for an interview.

### 3F. Completing the Process

3F - 1. A candidate's written acceptance of the offer completes the hiring process.

3F - 2. If no acceptable candidate remains at any step of the above process, the search committee may, with faculty approval and in consultation with the head and the dean of the college, declare the search closed. The committee may request that a new search be initiated.

## **CHAPTER FOUR: Faculty Workloads and Performance Evaluations of Tenured and Tenure-Track Faculty**

### 4A. Workloads

#### 4A - 1. Overview of Faculty Workload

The workload responsibilities of faculty members begin with the understanding that all regular faculty members at UT, a comprehensive, research-extensive public university, are expected to teach, engage in scholarship, and perform service to the department, the university, their profession, and the community. It is also understood that all faculty members do not have the same skills or opportunities in these areas of responsibility. A particular faculty member's workload will therefore reflect his or her skills and opportunities as well as the needs of the department. Specific expectations in teaching, scholarship, and service will be determined by the department head in consultation with the faculty member. During the annual workload and evaluation conference, the faculty member should discuss his or her aims and plans in these three areas. After the discussion, the department head will determine how teaching, research, and service will figure into the faculty member's workload for the coming academic year. Faculty members who disagree with their workload assignments have the right of formal appeal to the head.

#### 4A - 2. The Following Apply to Faculty Teaching and Advising Responsibilities:

a. A regular teaching load for a faculty member with a full-time appointment in the department is 32 or 33 credit hours of instruction (exclusive of personalized instruction such as directed studies and directed readings) over a three-year period. For faculty who teach 3-unit courses such a load will normally result in a one-course semester in each three-year planning period, to be taken according to the needs of the department.

b. Tenure-track faculty have a right to a zero-teaching semester as they approach their tenure year.

Note: The head must agree to the timing of the zero-teaching semester. It must also be approved by the college.

c. Under special circumstances and with college permission, a zero-teaching semester can be arranged for tenured faculty members as well. A zero-teaching semester will reduce the amount of teaching expected of faculty members during their three-year teaching cycle by up to 6 or 7 credit hours, depending on the teaching schedule of the faculty member.

d. In apportioning the department's teaching responsibilities, the department head and responsible committees may take the following factors into account:

Class size

Courses with writing or computing emphasis



New course preparations or major course revisions  
Adapting courses to significant technological changes  
Teaching in interdisciplinary programs  
Supervising teaching assistants  
Advising responsibilities  
Graduate-committee responsibilities  
Lab and computer-software management  
Responsibilities for workbooks and manuals  
Experience and engage/service learning

e. Faculty members are expected to share in the work of new-course creation and curriculum updating.

#### 4A - 3. Service Workload

Faculty members are expected to engage in service and leadership, which means activities other than teaching and scholarship that benefit the department, college, university, and professions. Service also may include activities of a professional nature that benefit the general public.

#### 4A - 4. Research Workload

All faculty members are expected to have an active and effective program of research or other scholarly endeavors. Consulting contracts that the university does not benefit from are not considered part of a faculty member's workload or evaluated performance.

### 4B. Performance Evaluation

The work of all members of the departmental faculty will be evaluated in a fair and impartial fashion.

#### 4B - 1. Evaluation Procedures

a. The department head and the executive committee annually evaluate the performance of tenured and tenure-track faculty, following the guidelines set out in the university's Faculty Handbook and its Manual for Faculty Evaluation. The evaluation will take place in keeping with the annual evaluation timetable and any other requirements established by the chancellor and the dean.

- b. Faculty members are responsible for electronically submitting their workload forms and appropriate attachments in a timely fashion for review by the head, dean and provost. Failure to do so may prejudice the performance evaluation.
- c. The department head, upon receiving the workload reports from the university, distributes them, along with an evaluation rubric, to the members of executive committee. The head and the members of the executive committee meet to jointly assess faculty performances.
- d. The department head then schedules a workload and evaluation conference with each tenured and tenure-track faculty member.
- e. After the workload and evaluation conference, the department head writes a narrative report and rates the performance of the faculty member in teaching, research and scholarship, and service. The department head gives the report to the faculty member, who reads and signs it. The faculty member's signature acknowledges that he or she has read the report; it does not necessarily indicate approval.
- f. The department head forwards all evaluation reports to the dean. A faculty member who does not concur with the his or her report has two weeks from the date of its receipt from the head to submit a written response to the head and the college's Associate Dean for Academic Personnel.

#### 4B - 2. Evaluation-Related Supporting Materials and Other Considerations

- a. Regarding Instructional Responsibilities. Faculty members should be prepared to show that all instruction-related responsibilities, including but not limited to following have been satisfactorily carried out:

- Course revisions

- Preparation of manuals and workbooks

- Laboratory management

- Undergraduate advising

- Supervision of active graduate students

- Evidence for experience and service learning

- b. Regarding Research and Scholarship. Faculty members provide evidence of research and other scholarly activity each year. Examples of acceptable activities are found below, under Expectations in Research and Scholarship. Evidence of the likelihood of obtaining grants and contracts, and a publisher's contract in the case of a planned book, are useful in an annual evaluation. Prospects for success in carrying out planned research activities will be determined in large part by the faculty member's record of success during the previous three years.

c. Regarding Service and Leadership. Evaluation of a faculty member's service and leadership activities will include:

A realistic assessment of the time required to perform or complete them

Consideration of their likely impact on the public good or the good of the department, the university, and the profession

The importance of organizations served and of the service to be undertaken

The faculty member's record of previous accomplishments.

#### 4B - 3. Evaluation Ratings

As part of the annual faculty evaluation process, the department head, with the help of the executive committee, will rate each faculty member on how well they performed in research and scholarship, teaching, and service, including how well they met previously established goals in these areas. In performance ratings, the department will use the following five performance categories established by the university:

Far exceeds expectations for rank

Exceeds expectations for rank

Meets expectations for rank

Falls short of expectations for rank

Falls far short of expectations for rank

#### 4B - 4. Departmental Performance Expectations

In addition to the university and college performance expectations, which at this writing are found in the university's Faculty Handbook and its Manual for Faculty Evaluation, the department has specific expectations for its faculty in teaching, scholarship, and service.

#### 4B - 5. Teaching Expectations

a. Class instructors are expected to adhere to the department's norms of good class management. These include ensuring that all student work, such as papers, projects, and exams, are read and assessed in a timely manner. They also include making a course syllabus available to students within the first week of classes and ensuring that it conforms to the campus syllabus policy and states course goals, student-performance expectations, and procedures for evaluating student performance. A copy of the syllabus is submitted to the department office for its

record. (A syllabus for a service course, particularly at the 100 level, should state the department's goals for the course.)

b. Effective teaching is expected of faculty members. Measurements of teaching effectiveness include:

Peer evaluations. The teaching of tenure-track faculty will be peer evaluated at least twice during their probationary period, that of associate professors at least once during their period in rank, and that of full professors at a regular interval set by the university.

Note: Peer evaluation teams will normally have two members. In other matters, the evaluations should, when practical, conform to the university's Peer Evaluation of Teaching Guide.

University-administered student evaluations (SAIS)

Other indicators of effectiveness as available and appropriate

c. Effectiveness in directing student research is expected of faculty members. Faculty members are expected to evaluate the work of their advisees in a timely and objective fashion. Reading, critiquing, and returning theses and dissertations in a timely fashion are especially important.

#### 4B – 6. Expectations in Research and Other Forms of Scholarship

Faculty members are expected to engage in ongoing, productive scholarly activities. These activities should comport with the goals agreed upon in previous evaluation meetings. The faculty member is responsible for providing evidence of research progress, including progress toward these goals. Evidence of such activity can include the following:

a. Major participation in significant research or other scholarly endeavors, and the dissemination of its results in venues such as the following:

Peer-reviewed journal articles

Books

Edited volumes or conference proceedings

Chapters or articles in edited volumes or conference proceedings

Book reviews

Published or copyrighted software

Technical and contract reports

Exhibits

Scholarly presentations at conferences, professional meetings (This category may, when appropriate, include invited talks at research institutes and other universities.)

b. Contract and grant-related activity, including proposal writing and submission, and working with students to obtain funding for their research.

c. Participation in professional organizations and meetings that applies the faculty member's scholarship to pedagogical or community-engagement ends.

#### 4B - 7. Assessing Research and Scholarly Productivity

a. The following guidelines will be used during the annual review to determine whether the faculty member meets expectations regarding extent and quality of research and scholarship.

The primary criteria for meeting research expectations are:

Publishing the equivalent of at least 5 peer-reviewed articles or one book over any three-year period. The faculty member should be the lead or major author. The articles should be published in ISI-ranked journals. The book should be published by a reputable press.

Engaging in sponsored research involving students, demonstrating the pursuit of such research sponsorship, or assisting students in obtaining such sponsorship themselves.

However, it is understood that articles as well as books vary greatly in length, scope, ambition, impact, and extent of individual contribution. It is also understood that other valid venues for research and scholarship do not easily translate into article equivalents. The executive committee and the department head, assisted by the faculty member, will weigh these considerations when assessing the faculty member's scholarly activity. To assist in these efforts, the faculty member should:

When publishing in a non-ISI journal, specify how their choice of venue was a strong way to advance scholarship.

When not the lead or major author of a publication, specify the nature and extent of their contribution.

When availing themselves of venues such as software, book reviews, technical reports, conference proceedings, exhibits, and the like, specify how such venues effectively promote their scholarship.

Note: It is understood that new tenure-track faculty may require a year or two before attaining the desired level of research output.

b. Ranking above the level of meets expectations may be given if the output significantly surpasses these standards in quality and/or quantity. Examples of

output that may warrant a ranking above meets expectations include articles published in particularly important journals, books published with especially prestigious presses or that are recognized as major scholarly achievements, awards for scholarly achievement, grants from particularly competitive or prestigious organizations, and the like.

#### 4B - 8. Service Expectations

Faculty members are expected to provide some mix of service and leadership to the department, the college, the university, the profession, and the general public. Service and leadership expectations for tenure-track faculty members are normally less than for tenured faculty. To meet service expectations, a faculty member should participate in service and leadership activities at a level agreed upon in the annual workload and evaluation meeting. Activities such as the following constitute service:

Serving on departmental committees

Serving on college or university committees

Advising students in the department, in other units of university, and at other universities

Serving on professional committees or as officers in professional organizations

Reviewing grant proposals for funding agencies and manuscripts submitted to publishing venues

Serving on journal editorial boards

Serving as a journal editor

Serving as a university representative to professional organizations

Presenting invited talks to other departments in the university, at other universities, and to research institutions, professional organizations, and policy makers. (When more appropriate, these activities should be categorized as dissemination of research or other scholarship.)

Presenting talks to community groups and organizations, including K-12 schools

Contributing expertise to community projects and university-sponsored events

#### 4B - 9. Salary Recommendations and Decisions

The head makes salary and salary-adjustment recommendations to the dean for all faculty members; it is the dean who makes the final decision. For tenured and tenure-track faculty members, the head makes the recommendations after consulting with the

executive committee on the faculty member's performance. Salary recommendations for staff, lecturers, and instructors are determined by the head.

## CHAPTER FIVE: Tenure and Promotions

This chapter sets out the department's criteria and procedures for tenuring and promoting its faculty members.

### 5A. University Criteria for Granting Tenure

Ultimate authority for granting tenure rests with the university. Accordingly, the university has set out its criteria for granting tenure and its guidelines for departmental participation in the process. As of this writing, these are found in the university's *Faculty Handbook* and its *Manual for Faculty Evaluation*. Those involved in a tenure decision at the department level should familiarize themselves with these criteria and guidelines in their entirety. The following is an especially salient passage from the *Faculty Handbook*:

Tenure at the university is awarded for professional excellence and the likelihood that excellence will contribute substantially over a considerable period of time to the mission and anticipated needs of the academic unit in which tenure is granted. Such professional excellence is reflected in the faculty member's teaching, research, and service or other creative work in the discipline, participation in professional organizations, willingness to contribute to the common life of the university, and effective work with colleagues and students, including the faculty member's ability to interact appropriately with colleagues and students.

The university also expects anyone granted tenure and promoted to associate professor to be fully capable of meeting its expectations for faculty at this rank. Expressly, associate professors should:

Hold a doctorate or other terminal degree of the discipline, or to present equivalent training and experience as appropriate to the particular appointment

Be good teachers

Have achieved and maintained a recognized record in disciplinary research, scholarship, and/or creative activity

Have achieved and maintained a record of institutional, disciplinary, and/or professional service

Have normally served as an assistant professor for at least five years

Have demonstrated that they work well with colleagues and students in performing their university responsibilities

### 5B. College Criteria for a Tenure Recommendation

The college also participates in the tenuring process and has developed decision criteria that complements those of the university. As of this writing, they are found in the *Bylaws of the*



*College of Arts and Sciences.* The college criteria reflect those of the university but also place emphasis on the college faculty's great breadth of missions and professional responsibilities and on the implications of this breadth. As the college bylaws read:

Each faculty position has its own distinctive requirements and that the missions of academic units within the college are highly diverse.

The college also recognizes that a diversity of talents and accomplishments will be found among its individual faculty members, and so while:

The college expects all faculty members to make significant contributions in three general areas of academic life: (a) teaching and corollary activities; (b) research, scholarship, and creative accomplishment; and (c) service to the college, university, public, and profession... [it] is recognized that individual contributions may not be equal in these three areas. Accordingly, more limited achievement in one area may be offset by unusual excellence in the other two areas.

#### 5C. The Department's Criteria for Tenure and Its Procedures for Arriving at a Tenure Recommendation

The university and the college state that it is the responsibility of the departments to define professional excellence in terms of their respective disciplines, and to assess the accomplishments of tenure-track faculty members in accord with their own expectations. The department therefore plays a key role in the granting of tenure to its faculty members.

##### 5C - 1. Departmental Criteria

- a. For the department of geography to recommend tenure, a faculty member must meet university and college expectations as given above and in pertinent university and college documents.
- b. The work of the faculty member must be professionally sound and advance the goals of the department.
- c. The department gives considerable weight to its workload expectations as set out in Chapter 4 of these bylaws in assessing the candidate's qualifications for tenure. Candidates are expected to have diligently discharged their workload responsibilities.
- d. The candidate is expected to have met the department's performance expectations in research and scholarship, teaching, and service, also set out in Chapter 4 of these bylaws.
- e. While the candidate's dossier is the principal record of the candidate's performance, the department also gives consideration to the record of the candidate articulated in the annual retention reviews. While junior faculty members grow into their responsibilities and competencies at different rates, the annual reviews should comprise a record of solid professional growth. In cases where concern over performance shortcomings was expressed in these reviews,

there should be evidence of successful efforts to overcome them. The annual retention reviews should also reinforce the case for successful future career development.

#### 5C - 2. Departmental Procedures (1): Annual Retention Review

Note: The department's recommendation for tenure is contingent on two separate but related assessment processes, (1) annual retention reviews and (2) a final review of the tenure candidate's accomplishments at the end of the probationary period (designated in the initial letter of appointment). In special cases, tenure requests before the end of the designated period are permitted. Procedures for such early requests are set out in the university's Faculty Handbook.

The department head and the tenured faculty will conduct an annual retention review of all tenure-track faculty. These reviews follow the guidelines in the university's Faculty Handbook and its Manual for Faculty Evaluation and will conform to the annual schedule established by the chancellor. The review will proceed as follows:

- a. The department head will schedule a retention-review meeting of the tenured faculty and request a written summary of the tenure-track faculty member's accomplishments in teaching, service, and research or other forms of scholarship in the previous academic year.
- b. The tenure-track faculty member will submit the summary to the head at least two weeks before the scheduled retention-review meeting. The head will make the summary available to the tenured faculty at least a week before the meeting.
- c. The retention review by the tenured faculty will assess the tenure-track faculty member's progress toward promotion and tenure. The candidate is invited to join the meeting to answer questions.
- d. In their review, the tenured faculty will determine if the annual performance summary and cumulative summaries indicate:

Success in meeting annual goals as set out in workload and performance meetings with the head

An increasingly substantial program of research or other scholarship

A high or satisfactorily improving level of teaching effectiveness

An increasingly important role in the department's teaching and mentoring program, and in the life of the department and the university

Note: Career development is an individualized process and each faculty member will have unique opportunities and challenges. Therefore, while all tenure-track faculty members are expected to have a solid record of professional growth and accomplishment during the probationary period, not all can be expected to follow the same arc of development.

e. A vote by secret ballot on the retention of the probationary faculty member will follow the discussion and the meeting with the candidate. A tenured faculty member will write a summary of the faculty discussion that includes the outcome of the vote. The department head, whose role in the faculty discussion is limited to providing information and clarification, makes an independent recommendation.

Note: The first-year retention review will necessarily be less extensive than subsequent ones.

### 5C - 3. Departmental Procedures (2): Dossier and Final Review

The following procedures align with the guidelines set forth by the university. As of this writing, they are found in the university's Faculty Handbook and its Manual for Faculty Evaluation.

- a. The faculty member seeking tenure and promotion provides the department with a tenure and promotion dossier that conforms to the university template found in the Faculty Evaluation Manual.
- b. The department head makes this dossier available to the faculty (which as of this writing means on the department's tenured-faculty website) along with representative samples of the candidate's research, teaching evaluations, and other relevant materials.
- c. The tenured faculty meets to discuss the candidate's qualifications for tenure and promotion. The candidate is invited to join the meeting to answer questions.
- d. At the conclusion of the discussion, tenured faculty members, except the department head, vote by secret ballot. The ballots will provide space for those voting to provide comments on the strengths and weaknesses of the candidate.
- e. A faculty member counts the ballots with another witnessing the count.
- f. A faculty member writes a summary of the discussion, which, upon review and approval by the faculty, is forwarded to the head, along with the vote and any comments on the ballots, which are included in the tenure and promotion dossier.
- g. The department head submits his or her own recommendation along with that of the tenured faculty to the dean, with copies provided to the tenure candidate. If the head's recommendation differs from that of the tenured faculty, the reasons for the difference must be addressed in the head's recommendation. The head must also provide those reasons to the tenured faculty.
- h. The tenured faculty may, as a whole or as individuals, compose and submit a dissenting report to the dean.

Note: Normally, promotion to the rank of associate professor accompanies the granting of tenure. The above procedure applies in such cases. Occasionally, for example, when hiring from outside the university at the associate- or full-

professor level, an expedited tenure process, set out by the university, is followed.

#### 5C - 4. Special Consideration of Tenure-Track Faculty

The need to earn tenure subjects tenure-track faculty to special scrutiny and places special demands on them. The department will make every reasonable effort to help tenure-track faculty meet those demands and proceed successfully to tenure and promotion. These efforts will include but are not limited to:

- a. Faculty Mentor: The department head will appoint a mentor from among the tenured faculty for each tenure-track faculty member. The mentor acts as a resource and an objective advocate for his or her charge.
- b. Peer Review of Teaching: The department head will appoint a faculty committee to review the teaching of tenure-track faculty members at least twice during the probationary period. Teaching review committees will normally consist of two faculty members. Reviews will otherwise, when practical, follow the suggestions in the university's unofficial Peer Evaluation of Teaching Guide.
- c. Zero-teaching Semester: Tenure-track faculty are entitled to a zero-teaching semester as they approach the tenure decision. The timing of the zero-teaching semester will be determined in consultation with the head. The credit hours not taught in this semester, normally 6 or 7, will be deducted from the required 32 or 33 credit hours in the faculty member's three-year teaching cycle.
- d. Teaching Schedule: While taking the requirements of the department and other faculty members into account, the scheduling committee will make a special effort to accommodate the needs of probationary faculty in their teaching schedules.

#### 5D. Promotion to Full Professor and Hiring at the Associate and Full-Professor Level

5D - 1. Departmental procedures for arriving at recommendation for promotion to full professor follow those for promotion to tenured associate professor, as set out above but modified as circumstances may require.

Note: These procedures are also followed, modified as circumstances may require, when the granting of tenure will not be accompanied by promotion to associate professor.

5D - 2. Departmental criteria for promotion to full professors or for hiring at this level align closely with those of the university and college. Therefore, members of the department involved in a promotion or hiring recommendation at this level are urged to familiarize themselves with relevant university and college statements.

5D - 3. Because departmental criteria for hiring at the associate-professor level align closely with these of the college and university, the department will keep in mind the university expectations for associate professors set forth in A, above.

## **CHAPTER SIX: Non-Tenure-Track and Post-Tenure Faculty: Appointment, Evaluation, and Appeals**

### 6A. Appointments

6A - 1. All appointments to non-tenure-track and post-tenure faculty positions, including part-time appointments, are made by the department head in accord with university procedures and subject to faculty approval. As of this writing, the university procedures for hiring into non-tenure-track positions are found at *Office of the Provost: Hiring Process*. Written acceptance of the letter of appointment, together with the completion of university employment forms, complete the initial-appointment process. University procedures for hiring retired (post-tenure) faculty members for post-retirement service are, as of this writing, found in the university's *Plan Document: Post Retirement Service Program for Tenured Faculty*, available on the HR website.

Note: This chapter does not apply to teaching associates, that is, graduate students teaching classes under a GTA appointment.

6A - 2. Non-tenure-track teaching faculty within the department are appointed as instructors, as lecturers, or as adjunct assistant, associate, or full professors. Pursuant to university policy, instructor and lecturer appointments and renewals are made for a term of one year or less except in special circumstances. Adjunct faculty appointments and renewals are normally made for a term of two years.

6A - 3. Non-tenure-track faculty members are given all reasonable support in performing their duties and advancing their careers. This includes comfortable and efficient office space and appropriate supplies, equipment, and support services. Opportunities for professional development, including travel to scholarly meetings, will be provided whenever possible. When appropriate, for example when this is the appointee's first academic position, the department will provide a mentor.

6A - 4. The performance of all non-tenure-track faculty is evaluated annually, with a written record of the evaluation maintained by the department.

### 6B. Lecturers and Instructors

6B - 1. Lecturers generally hold a doctoral degree. Instructors do not hold a doctoral degree at the time of appointment but should have all other qualifications for appointment as a tenure-track assistant professor. Non-tenure-track teaching faculty are generally hired for specific teaching and teaching-related assignments. Conducting research and performing public or disciplinary service are normally not conditions of their employment. However, research or service may be included as part of their effort if it aligns with the needs of the department and the wishes and skills of the faculty member.

6B - 2. The rank of senior lecturer and then distinguished lecturer may be awarded to lecturers who have demonstrated excellence in discharging their responsibilities over an extended period of service – normally five years for senior lecturer and an additional three to five for distinguished lecturer. Senior and distinguished lecturers may be offered multi-year appointments, normally three years for the former and up to five for the latter.

6B – 3. The lecturer promotion process begins when the candidate submits a request, along with a dossier to the department. Within the department, the faculty discusses the request at a meeting and vote on it by secret ballot. A faculty member summarizes the discussion in writing and conveys it to the head, who makes a separate decision. If the head's decision is favorable, he or she submits the request to the college for its review. As of this writing, the process is laid out in fuller specificity in the university's *Faculty Handbook*.

#### 6C. Adjunct Faculty Positions

Educational and professional qualifications for adjunct faculty are substantially the same as for regular faculty. Adjunct faculty members may serve on graduate committees and assume other responsibilities consistent with university, college, and departmental policies.

#### 6D. Research Faculty Positions

6D - 1. Non-tenure-track research faculty are appointed to conduct research. Engaging in teaching and performing public and disciplinary service are not normally a condition of their employment. However, teaching and service may be included in their responsibilities if these activities comport with the needs of the department and the skills and wishes of the appointee. Appointments and reappointments to research faculty positions are normally made for a term of one year.

6D - 2. The criteria for determining the rank of research associate faculty mirror the research criteria for appointing or promoting regular faculty. That is, research assistant professors are expected to hold a doctoral degree and to have demonstrated the ability to initiate independent research and obtain external funding. Those to be appointed as research associate professors and research full professors are expected to meet the high standards of research accomplishment that apply to regular faculty members at these ranks.

#### 6E. Senior Faculty on Post-Retirement Service Contracts

6E-1. The post-retirement service program makes the experiences and skills of retired faculty members available to the department and the university. Participants work under a fixed-term contract with a maximum duration of four years and which specifies the services to be rendered and the level of remuneration, normally a fixed percentage of the participant's salary upon retirement. Participation requires the mutual agreement of the

participant and the university on the terms and condition of the contract. All such contracts must provide a clear benefit to the department and the university.

6E-2. While the service contract is officially between the senior faculty member and the university, in practice the department plays a determinative role setting the terms of the contract and approving it. Normally, the department head and the senior faculty member will work out an agreement on the terms of service and remuneration. The head will then submit it to faculty and the university for approval. Unless altered by the university, that agreement will serve as the basis of the service contract. As of this writing, a full description of the program and its associated procedures is found in the university's *Plan Document: Post Retirement Service Program for Tenured Faculty*.

## **CHAPTER SEVEN: Faculty Rights of Appeal**

All faculty members are entitled to fair and impartial resolution of complaints and grievances concerning recommendations, decisions, and punitive actions in response to performance. All faculty members are also entitled to notification of the grounds for an administrative action. Faculty members are encouraged to informally resolve their complaints or grievances at their source, that is, through conversation with the initiating department head, director, dean, or other administrator, before resorting to a formal appeal. Formal appeals must follow university procedures, which at this writing are outlined in Chapter 5 of the Faculty Handbook. For conflicts arising between faculty and students, Hilltopics should be consulted. Non-tenure-track faculty have the same rights to notification of grounds and of appeal for redress as do tenure and tenure-track faculty members (except for those rights and appeal procedures expressly associated with the termination of tenured and tenure-track appointments). See Chapter 5 of the Faculty Handbook for more on rights of appeal.



## **CHAPTER EIGHT: Benefits and Leaves of Absence**

### 8A. Benefits

The University of Tennessee provides a comprehensive program of benefits for faculty members and full-time non-tenure-track faculty members. The department will cooperate with the university in the provision of those benefits.

### 8B. Leaves

#### 8B - 1. Personal Leaves

The University of Tennessee has a policy of leaves for military service, court presence, and health, family, and other personal reasons. Policies on leaves are in the university's Personnel Policies and Procedures Manual and its Faculty Handbook. Members of the department should keep the department informed of an intention to seek a personal leave. They should also seek to minimize the inconvenience to the department that a leave might cause. The department, for its part, will seek to minimize career disruption for individuals on leave.

#### 8B - 2. Faculty-Development Leaves

Tenured faculty members with at least six years of full-time campus service, or at least six years of such service since the completion of any previous faculty-development leave, may apply for faculty-development leave. Such leave is awarded on the merits of a specific proposal for professional development. Eligible faculty members may request either (a) leave for half of their annual appointment period at full base salary, or (b) leave for the full annual appointment period at one-half base salary. The head writes a recommendation to the dean for a faculty member seeking a development leave. If more than one faculty member seeks leave at the same time, the head may rank the requests. The dean makes the final determination on all faculty-development leaves. As of this writing, further information about such leaves is found in the university's Faculty Handbook and on the university provost's website.

#### 8B - 3. Other Professional Leaves

Other requests for professional leaves of absence that do not involve continued regular university compensation, for example, visiting professorships at other universities, residencies at research institutions, advisory positions in government, and extended field work, are handled by the department on a case-by-case basis and in accord with university policy. In all cases, faculty members should work with the department head to minimize the impact of the leave.

## **CHAPTER NINE: Compensated Outside Activities**

Faculty members may pursue consulting opportunities and other compensated professional activities provided these activities conform to university policies and do not interfere with their responsibilities to the department or the university. Faculty members who wish to engage in such activities must reach an understanding with the department head about how they will contribute to their professional development and how (if at all) they will figure into annual workload and performance reviews. The use of departmental and university facilities and equipment in compensated outside activities requires specific approval and the payment of fees. As of this writing, more on these matters is found in the university's Faculty Handbook.

## **CHAPTER TEN: Revision of Bylaws**

Amendments to the department's bylaws may be initiated by the head, the executive committee, or a faculty petition with the signatures of at least four tenured members. Such proposed amendments are placed on the agenda of the next meeting of the faculty, and are distributed with the meeting agenda. Amendments are subject to normal departmental voting rules.