

Bylaws of the Department of Educational Psychology and Counseling Revised October, 2006

Preface

Organization of Bylaws

The bylaws of the Department of Educational Psychology and Counseling are organized to follow presentation of related material in the Faculty Handbook. Where policy contained in the Faculty Handbook clarifies departmental bylaws, the appropriate segments are included in italics.

Modification of Bylaws

Any bylaw of the Department may be modified by simple majority vote of the faculty members of the department, with exceptions as follow. For sections reflecting tenure and promotion as well as evaluation of tenured faculty, and approval to direct dissertations and teach 600 level courses, only tenured faculty senior to the faculty member under consideration may vote or, in the case of full professors, other full professors who are also tenured. For all other sections, non-tenured faculty and representatives of professional staff and students may vote. Decisions to modify a bylaw must take place at a departmental faculty meeting.

***Effective Departmental Governance.** Successful governance of a department is critical to achieving the teaching, research, and service missions of the unit. The collaboration of the department head and the departmental faculty is an essential cornerstone of this success. This collaboration is best implemented through departmental bylaws¹ that define the policies and procedures of the department, and a departmental strategic plan that articulates the vision for the future of the department. Ideally, the head is but one voice in the construction of such documents with the added responsibility of guiding the faculty toward a clear articulation of their policies and vision. Faculty members are responsible for participating constructively in the creation of these documents, which should represent a strong departmental consensus. Departmental bylaws must be congruent with college and university rules, and the Faculty Handbook. The bylaws address issues, such as the governance structure of the department; search process for new tenure-track faculty; departmental voting protocols; criteria for promotion, retention and evaluation of tenure-track and tenured faculty members; selection, evaluation and roles of non-tenure-track faculty members in the department; input into criteria for evaluation of department heads; application of faculty evaluations to salary adjustments; and the role of the faculty in setting departmental budget priorities*

Departmental bylaws and the strategic plan provide the head with guidance for day-to-day decisions about conducting personnel evaluations, handling budgetary responsibilities, dealing with facilities issues, improving the student experience, achieving appropriate diversity goals, and representing the department to the college and university. The head conducts regular faculty meetings (at least two per semester), and facilitates the work of departmental faculty committees as outlined in the bylaws. After approval by the dean, the head conducts searches for new faculty

¹ Bylaws are the academic unit's core procedures and policies that have been ratified by a majority of the tenured and tenure-track faculty of the unit.

and staff members in accordance with departmental bylaws and university policies. The head meets annually with each faculty member to conduct a performance review and write an evaluation, in accordance with departmental bylaws, the Faculty Handbook and the Manual for Faculty Evaluation (Excerpt from the Faculty Handbook, Section 1.4.3).

Nature and Purpose of the Department

Vision: The Department of Educational Psychology and Counseling intends to excel in the preparation of leaders and scholars who promote psychological health, educational expertise, and civic responsibility.

Mission: The mission of the Department of Educational Psychology and Counseling, through exemplary teaching, scholarship and service, is to facilitate learning, psychological health, intellectual curiosity, and the expression of diverse perspectives; and prepare professionals at the graduate level whose leadership and practice will enrich the lives of individuals at the graduate level whose leadership and practice will enrich the lives of individuals and society.

1.0 GOVERNANCE AND ORGANIZATION

1.1 Shared Governance

The Department operates in the spirit of shared governance, building upon principles contained in the Faculty Handbook:

The responsibilities of the faculty in the governance of the University are important and varied. They are discharged in two basic ways: (1) through the work of the Faculty Senate (regarding the general policies of the campus as a whole) and (2) through the work of the faculty and faculty committees within departments, colleges, and the university as a whole. Faculty members should be active participants in deliberations and decisions on all policy and procedure committees. At the same time, the perspectives of administrators, students, and professional and support staff are essential to shared governance. It is the responsibility of the faculty to work collaboratively with these and other university constituencies.

The University practices shared governance. It acts on principles derived from in-depth conversation among faculty representatives and academic administrators that are in accordance with the following principles:

1. *communication — regular and timely sharing of information among faculty, staff, students, administration, and trustees*
2. *faculty responsibility — primary role in determining curriculum, educational policy, standards for evaluating teaching and scholarship, selection of new faculty, and promotion and tenure*
3. *faculty representation in university decision-making that directly or indirectly affects faculty ability to function effectively*
4. *timely consultation between faculty and administrators on academic matters*
5. *peer nomination of faculty to serve on university committees.*

The process of shared governance depends upon

1. *transparency—of information and responses of others, so that constituents are able to fully understand policy and related issues*
2. *accessibility—to information and the responses of others, so that constituents are able to consider various perspectives*
3. *adequate time—to reflect on information and the responses of others as well as share one's own response, so that constituents can fully participate*
4. *opportunity—to communicate collaboratively, so that constituents can reach decisions that serve the common good*
5. *consistency—in the process of shared governance, so that an atmosphere of openness and trust prevails (Excerpt from Faculty Handbook, section 1.5)*

1.1.1 Decision-making

Decision making by appropriate Department members occurs through consensus when possible and by voting when necessary and as mandated by the Faculty Handbook and Manual for the Evaluation of Faculty. In most situations, decision-making within the department is reached by consensus, whereby all members of the department have the opportunity to share their views and collaboratively seek the best action for the department. When consensus is not reached, decisions are made by a simple majority vote of those present if there is a quorum (i. e., more than one-half of the total members eligible to vote on a particular item) unless otherwise

specified. Any member of the department may call for a vote. A member of the department who cannot attend may send a written proxy vote. The decision to vote and type of vote will be determined by those eligible to vote. In some instances (especially those reflecting policy laid out in the Faculty Handbook, a) regarding promotion and tenure of faculty members, and b) evaluation of tenured faculty) only tenured faculty may make decisions regarding those at a lower rank. For all other departmental matters except personnel decisions, tenured faculty, non-tenured faculty, a representative from professional staff, and a student representative participate in making decisions. A representative from professional staff is selected by the Head. A student representative is selected by student representatives from the program areas. Decisions are made at departmental meetings.

1.1.2 Departmental Meetings

The Department holds a minimum of two meetings each of the fall and spring semesters. Other meetings take place as needed.

1.2 Administrative Structure

The Department is a part of the College of Education, Health, and Human Sciences. An Academic Dean serves as the chief academic officer of the College. The Department Head is defined in the Faculty Handbook as *a member of the faculty who is assigned the special duty of administering the department* (Excerpt from *Faculty Handbook*, Section 1.4.2). In addition the Department has an Associate Department Head and Program Area Coordinators.

1.2.1 Department Head Responsibilities

The *Faculty Handbook* describes the following responsibilities of the Head:

1. *providing leadership for the departmental academic program in relation to the comprehensive academic program of the university*
 - *a. recruiting faculty and staff*
 - *b. working with faculty to plan, execute, and review curriculum*
 - *c. encouraging and supporting faculty teaching, research and creative activity, and public service*
 - *d. counseling and advising students majoring in the discipline*
 - *e. representing the department to the public, the other faculty and administration, colleagues at other universities and institutions, and the constituency supporting the university*
2. *providing leadership for the infrastructure necessary for support of the academic programs through*
 - *a. employment and supervision of clerical and supporting personnel*
 - *b. management of departmental physical facilities and planning for space and equipment needs*
 - *c. resource enhancement*
 - *d. preparation, presentation, and management of the departmental budget*
 - *e. authorization of all expenditures from the department budget*
3. *planning annual performance and review faculty and staff (Excerpt from the Faculty Handbook, section 1.4.2)*

1.2.2 Selection, Evaluation and Reappointment of the Department Head

The Faculty Handbook provides specific policy and procedures for faculty involvement in the selection of the Department Head. (See section 1.4.) Reappointment is based upon annual objective and systematic evaluation provided by the Department's faculty members to the Dean as well as a five-year review based upon the annual evaluations. (See the Faculty Handbook section 1.4.6, *Reappointment of Department Heads* for a description of the five-year review and faculty involvement in the reappointment decision.)

Annual evaluation of the Department Head involves an evaluation form. All members of the Department receive a copy of the evaluation form each spring semester and have two weeks to complete the form and return it to a member of the department who serves on the College Senate, who will deliver it to the Dean. Faculty members may sign the evaluation forms or choose to remain anonymous. The Dean meets with the Department Head to discuss the results and job performance. Prior to the end of the spring semester, the Dean will make available for inspection a summary assessment, including goals established for the coming year.

1.2.3 Selection, Evaluation and Responsibilities of the Associate Department Head

The Associate Department Head is selected by the Head in consultation with the faculty. The Associate Department Head has budget signature authority and assists the Head as needed. This person is also responsible, along with help from a designated support staff member, for maintaining an inviting, timely, accurate Website for the Department and expands the use of technology for teaching and learning across programs; identifies faculty or programs that use technology effectively for either teaching, learning or recruiting so this information can be shared throughout the department. When the Department Head is absent, the Associate Department Head assumes the responsibilities of the Head, but operates within a previously agreed framework established by the Head in consultation with the Associate Head.

Annual evaluation of the Associate Head involves an evaluation questionnaire that will be developed and revised as needed in conjunction with the Program Area Coordinators and the Head. All members of the Department receive a copy of the evaluation form each spring semester and have two weeks to complete the form and return it to the Head. Faculty members may choose to sign the evaluation form or remain anonymous. The Head meets with the Associate Head to discuss the results and job performance. Prior to the end of the spring semester, the Head will make available for inspection a summary assessment, including goals established for the coming year.

1.2.4 Selection and Duties of Program Area Coordinators

The Department has nine academic program areas (Adult Education, Applied Educational Psychology, Collaborative Learning, Counselor Education, Higher Education Administration, Mental Health Counseling, Rehabilitation Counselor Education, School Counseling, and School Psychology). Each program area is represented by a Program Area Coordinator or Co-coordinator (PAC).

Program Area Coordinators provide overall management of a particular program area including student recruitment, admissions process, curriculum, scheduling, and communication with other faculty in their area. The PAC is the primary representative of a program area in the Department.

The Department Head selects each PAC after consultation with other faculty in the program. Selection is based on the individual's willingness to serve, knowledge of the program area, and professional affiliation.

Terms of office are specified in a letter from the Department Chair. Program Area Coordinators may receive one course release per year and a minimum of ten hours a week support from a Graduate Assistant.

Additional Responsibilities

- (a) Faculty - Works with faculty to set goals for the program area; solicits faculty input on departmental matters and regular, timely sharing of information; coordinates faculty duties in the program area and recommends teaching assignments; requests equipment.
- (b) Students – Recruits students, tracks recruiting activities, and coordinates activities with Recruiting Committee; oversees new student admissions process and consults with faculty on admissions decisions; reviews students' progress; involves students in the program area when appropriate, appoints student representative, and assigns duties of Graduate Assistants; assists students obtain employment where appropriate.
- (c) Program - Works with other faculty in the department to integrate curriculum across academic program areas where possible; reviews, evaluates, oversees changes in the area curriculum and works with other committees as appropriate; administers the program area and assures that information is available for annual reports such as number of applicants, number accepted, degrees conferred, etc.
- (d) If relevant for the program area, accepts responsibility for accreditation activities.

1.2.5 Ad hoc committees Ad hoc committees are formed by the department as needed to complete such responsibilities as the follows:

- (a) Strategic Planning Committee - Develops a strategic plan, recommends it to the full faculty, and facilitates implementation. *A departmental strategic plan discusses the needs, goals, and aspirations of the department, providing guidance to both the head and the faculty members about achieving departmental objectives in teaching, research and service. Such plans should be constructed and revised as necessary in the context of college and university* (Excerpt from the *Faculty Handbook*, section 1.4.2).
- (b) Diversity Committee - Identifies current recruitment plans and/or strategies in each program area and uses those that are effective as basis to establish a recruitment plan for the department that involves all faculty members in expanding a diverse applicant pool of students and faculty.
- (c) Non-tenure-track selection and evaluation committee - Meets annually and as needed to review applications for non-tenure-track positions in the department, make selections of whom to hire and whom to place on a "ready to hire" list if positions become available (such as extra sections of courses, etc.).

2.0 FACULTY RIGHTS AND RESPONSIBILITIES

The Faculty Handbook Chapter 2 describes faculty rights including academic freedom, tenure, and freedom as a citizen. It also discusses the importance of scholarship and professional conduct and faculty responsibilities including teaching, research/ scholarship/creative activity, and service. Elsewhere in the Handbook, it is stated that faculty should have input into major budget decisions. The Department acts in compliance with these tenets.

An important responsibility involves curricular and programmatic decisions, which the Faculty Handbook stipulates should be explained in departmental bylaws.

Departmental proposals for the curriculum are transmitted by a departmental representative (or Head) for review by divisional, college, and university committees. The head does not have veto power in curricular recommendations approved by departmental faculty, although it is important for college and university committees to have full benefit of the head's advice and judgment about such recommendations. (Excerpt from Faculty Handbook, section 1.6)

2.1. Curricular and Programmatic Decisions

Faculty members in each program will develop proposals for curricular and programmatic changes according to college and university guidelines. The written proposals will be presented at a meeting of all departmental faculty members where a vote will be taken. If approved or after revisions agreed to at this meeting, the proposal goes forward to the appropriate college and university committees for their review.

3.0 APPOINTMENT, EVALUATION, PROMOTION, TENURE, AND REVIEW FOR ALL TENURE-TRACK AND TENURED FACULTY

3.1 Appointment of New Faculty to Tenure-track Positions

The Faculty Handbook section 3.1 provides specific information about the process for appointment of new faculty to tenure-track positions:

A thorough search and careful selection must precede any departmental recommendation of appointment. As part of this process, departmental faculty nominate potential search committee members from which the department head selects a search committee in consultation with the tenured and tenure-track faculty. It is the department head's responsibility to assure appropriate search committee representation in accordance with departmental bylaws and university search procedures. The search committee recommends the applicant pool and identifies candidates to be considered for interviews. The tenured and tenure-track faculty will evaluate and vote on the candidates and make a recommendation to the department head. The head will then recommend a candidate to the dean. If the dean agrees with the recommendation, the dean will then recommend the candidate to the chief academic officer, who will then make a recommendation to the chancellor or vice president. If the head's recommendation diverges from that of the faculty, the head must explain his or her reasons in detail to the faculty, who have the right to meet with the dean and chief academic officer about the recommendation (Excerpt from the Faculty Handbook, Section 3.1).

3.1.1 Designation of Faculty Line

The Head facilitates a discussion with faculty in a departmental meeting regarding priorities for filling faculty lines when and if they are available and/or anticipated. All programs requesting new or replacement lines present a report at the meeting that includes relevant information. Justification for faculty lines needs to include a rationale for establishing, enhancing, or maintaining the program. The report should also explain how the program meets the mission of the department, college and university. Faculty will vote on the priorities. While the Head is responsible for making the designation decision at the department level, it is expected that his/her decision will take into consideration the results of this vote as well as the department's strategic plan and other identified needs. The Head also holds informal discussions in departmental meetings with faculty concerning requests and possible opportunities for additional lines.

3.1.2 Search Committee Representation

The coordinator of the program beginning a search recommends candidates for the search committee to the head. The head reviews the candidates and makes revisions as needed. The head shares the list of search committee candidates with the departmental faculty who suggest changes. All search committees for appointment of new faculty in tenure-track positions include at least one faculty member and student from each program to which the new faculty member will report. Further, the committee may include professional and field representatives where these persons are connected in some way to the position.

3.1.3 Selection of New Faculty Member

The search committee reviews files, completes responsibilities necessary to designate an official primary and secondary pool of candidates, and schedules interviews of top candidates on campus. All departmental faculty members participate in the interview process and share their views in writing with the search committee. A departmental meeting is held in which the chair of the search committee presents the priority of candidates to all departmental faculty and shares reasons for their selection.

3.2 Annual Performance Reviews

Note: Annual performance reviews for tenure-track faculty take place in the fall semester and are based on accomplishments during the prior academic year. Annual performance reviews for tenured faculty take place in the spring semester and are based on accomplishments during the prior calendar year. See also section 3.3 and the *UTK Manual for Faculty Evaluation*.)

3.2.1 Annual Reports

Each year, by a deadline established by the Head, each faculty member will submit an Annual Report to the Head. This Report will have two parts: Part A and Part B.

Part A of the Annual Report should address accomplishments in each of three areas: Teaching (including advising), Research (including scholarly outreach), and Service.

Part B of the Annual Report should indicate professional goals in Teaching, Research, and Service.

Although Part B of the Annual Report is a description of the faculty member's plans for the coming year, this plan is meant to be flexible to account for unexpected opportunities and

circumstances that develop during the year. For example, some conference proposals may be submitted even though they were not part of the plan. Or, one's teaching assignments may need to be altered due to changes in the Department's curriculum and/or instructional force, grant awards, illness, etc. The faculty member should indicate a request for the mix of responsibilities across teaching, research, and service that will be negotiated with the Head.

3.2.2 Review of Annual Reports by Faculty

Copies of the Annual Reports will be put on file in the departmental main office within two weeks of the deadline for submitting them. These copies will be available for review by faculty members.

3.2.3 Review of Annual Reports by Department Head

The Head will review the Annual Reports according to guidelines outlined in the Faculty Handbook regarding expectations for rank in section 3.2 and faculty duties and workload in section 3.2.4 as follows:

3.2.4 Faculty Responsibilities and Workload

The Faculty Handbook indicates that . . .

The assigned workload for full-time faculty consists of a combination of teaching, advising, research/scholarship/creative activity, and institutional and/or public service. The individual mix of these responsibilities is determined annually by the Department Head, in consultation with each faculty member . . . The University requires that each member of the faculty perform a reasonable and equitable amount of work each year (Excerpt from the Faculty Handbook, Section 3.7).

The expectation is that a faculty member engaged only in undergraduate teaching would be 12 credit hours each semester. Variations in this expectation are usually assigned for teaching at the graduate level, where faculty may be assigned fewer than 12 credit hours each semester if teaching at the master's level and 6 credit hours per semester if teaching at the doctoral level and directing dissertations. Other instructional considerations may influence the assessment of teaching workload equity—size and format of class, number of new preparations as examples.

The lower assigned teaching responsibility for faculty teaching at the graduate level assumes that faculty would be active in research and in directing student theses and/or dissertations. Grants, publications, and enrollments in thesis and dissertation sections would be evidence of such involvement. At the discretion of the head, variations from the 12 credit hour load per semester may also be granted for significant involvement in departmental, college, institutional, public, and professional service. At the discretion of the Head and with full knowledge of the Department faculty, some reallocation of teaching responsibility may be warranted to encourage and insure scholarship engagement of new faculty not yet tenured.

Equity in faculty responsibility and workload is encouraged via the filing of annual goals as outlined in Section 3.2.1. The "Plan of Work" for each faculty member, when approved by the Head, constitutes a point of consent on the "mix" of faculty responsibility, as previously discussed, and also serves as the basis for annual performance evaluation as detailed in that section.

Any member of the department faculty believing that the principle of equity in responsibility and workload is not being honored may place this concern before the Head, first informally and in writing if desired. Any equity issue not explained or resolved to the satisfaction of one or more faculty members may be placed on the departmental meeting agenda for review and discussion by the entire faculty, who share with the Head community responsibility for equity in faculty responsibility and workload. The hope is that any perceived equity issue can be resolved informally but that, if necessary, the candor of public dialogue among faculty colleagues will promote both equity and accountability to one another.

These guidelines on faculty workload should understandably be considered against considerations related to faculty productivity and performance as outlined in other sections of these bylaws.

3.2.5 Annual Reports and Written Evaluation.

After carefully reviewing the Annual Reports and preparing a written evaluation based on the negotiated goals for the year, the Head will schedule a separate meeting with each faculty member.

These meetings should be held within approximately 60 days of the deadline established for tenured faculty members to submit their Annual Reports. The Head will provide written feedback to the faculty member approximately two weeks prior to the scheduled meeting.

At this meeting, the faculty member will be given an opportunity to respond to the Head's written report as well as highlight his/her most important accomplishment(s), explain (if necessary) why certain goals for the previous year were not achieved, and negotiate with the Head regarding goals laid out for the coming year. The Head will provide oral feedback to the faculty member.

The Head submits a copy of the report to the Dean and places a copy in the faculty members file.

3.2.6 Appeal of Annual Evaluation Report

If a faculty member believes that he/she has been evaluated unfairly by the Head, he/she should follow this sequence of actions:

The faculty member should attempt to get the Head to reconsider his/her evaluation. This should be done at the meeting described above in 3.2.4 or at a subsequent meeting that takes place within two weeks of the initial conversation regarding the Annual Report. Within one week of this informal appeal, the Head must notify the faculty member in writing as to his/her decision either to modify his/her evaluation or to stand by it.

If the Head decides not to change his/her evaluation, the faculty member can either accept the Head's evaluation or file a formal appeal. If the faculty member decides to appeal the Head's decision, the faculty member must (a) inform the Head of the appeal, (b) schedule a meeting with the Dean, and (c) submit a formal appeal letter (not to exceed 5 typewritten pages) to both the Dean and the Head at least one week prior to the meeting with the Dean.

If the Dean decides to uphold the Head's evaluation, the faculty member can either accept the Dean's decision or take his/her appeal to the Vice-Chancellor. If the faculty member decides to

appeal the Dean's decision, the faculty member must (a) inform the Dean and the Head of the appeal and (b) submit a formal appeal letter (not to exceed 5 typewritten pages) to appropriate administrators through the President, with copies provided to the Dean and Head.

3.3 Criteria for Appointment to Faculty Rank

All who are appointed as tenure-track and tenured faculty are expected to contribute to the missions of teaching, research/scholarship/creative activity, and public service. While the general scope of performance at a particular rank is consistent across the University, the particular requirements of the varying ranks are a function of the discipline and are typically defined by the faculty of the department in which an appointment resides. The exact apportionment of effort in teaching, research/scholarship/creative activity, and service is a function of the skills of the faculty member and the needs of the department and university. All and tenure-track faculty, however, are expected to pursue and maintain excellence in research/scholarship/creative activity.

In addition to the expectations listed for each rank below, the University requires the Head to determine and attest that each person appointed to the faculty is competent in written and spoken English.

Professors are expected to:

1. *hold the doctorate or other terminal degree of the discipline, or present equivalent training and experience appropriate to the particular appointment;*
2. *be accomplished teachers; based on evidence such as student evaluations, peer observations, and materials submitted by the faculty member in support of accomplished teaching*
3. *have achieved and to maintain a nationally recognized record in disciplinary research/scholarship/creative activity; based on evidence of a recognizable, sustained, and substantial scholarship agenda, including peer reviewed articles in prominent journals, publication of books and book chapters, invitations to make scholarly presentations, editing and editorial board service, invitations to review thesis and dissertations and/or serve as an external reviewer for faculty at other universities nationally or internationally, external reviewer opinions of national and/or international recognition; (Note: Evaluation of a program of scholarship is not so much about counting discrete publications as it is about exercising professional judgment concerning a colleague's reputation and impact in the field regarding his/her scholarly outreach and research.)*
4. *have achieved and to maintain a record of significant institutional, disciplinary, and/or professional service; based on evidence of leadership roles in the college, university, and professional associations*
5. *serve as mentors to junior colleagues; based on evidence of having effectively served as a mentor to one or more junior faculty members*
6. *have normally served as an associate professor for at least five years; and*
7. *have shown beyond doubt that they work well with colleagues and students* in performing their university responsibilities; such as evidence of effective committee work with colleagues and students.*

Associate Professors are expected to:

1. *hold the doctorate or other terminal degree of the discipline, or to present equivalent training and experience as appropriate to the particular appointment;*

2. *be good teachers*; based on evidence of student evaluations, peer observations, and materials submitted by the faculty member in support of good teaching;
3. *have achieved and to maintain a recognized record in disciplinary research/scholarship/creative activity*; based on evidence of a recognizable and sustained scholarship agenda; (Note: Evaluation of a program of scholarship is not so much about counting discrete publications as it is about exercising professional judgment concerning a colleague's reputation and impact in the field regarding his/her scholarly outreach and research.)
4. *have achieved and to maintain a record of institutional, disciplinary, and/or professional service*; based on evidence of committee and task force work in the department, college, and/or university, and/or professional associations
5. *have normally served as an assistant professor for at least five years; and*
6. *have demonstrated that they work well with colleagues and students* in performing their university responsibilities*, such as evidence of effective committee work with colleagues and students.

Assistant Professors are expected to:

1. *hold the doctorate or other terminal degree of the discipline, or to present equivalent training and experience as appropriate to the particular appointment*;
2. *show promise as teachers*; based on materials submitted by the faculty member in support of promise as a teacher;
3. *show promise of developing a program in disciplinary research/scholarship/creative activity that is gaining external recognition*; based on evidence of the ability to conduct research and produce scholarly products and a recognizable scholarship agenda; (Note: Evaluation of a program of scholarship is not so much about counting discrete publications as it is about exercising professional judgment concerning a colleague's reputation and impact in the field regarding his/her scholarly outreach and research.)
4. *have a developing record of institutional, disciplinary, and/or professional service*; based on evidence of service on one or more departmental, college, and/or university committees or task forces, and/or professional associations; *and*
5. *have demonstrated that they work well with colleagues and students* in performing their university responsibilities*, such as evidence of effective committee work with colleagues and students.

**Appropriate interaction with colleagues and students is governed by university policies contained in Human Resources documents, Hilltopics, the Faculty Handbook, and materials published by the office of equity and diversity.*

In all of these ranks, concerned and effective advising and responsible service to the university are understood to be part of the normal task of a university faculty member (Excerpts from the Faculty Handbook, Section 3.2).

3.3.1. Procedures for Tenure and/or Promotion Review

The departmental review of faculty members for tenure and/or promotion shall occur according to university policy as described in the Faculty Handbook and the Manual for Faculty Evaluation, 2005.

The departmental review committee shall be composed as follows:

- i. *When conducting the initial departmental review, only tenured faculty members make recommendations about candidates for tenure.*
- ii. *When conducting the initial departmental review, only faculty members of higher rank than the candidate make recommendations about promotion. (Manual for Faculty Evaluation, III. C. 2. b., p. 14)*

The departmental review committee reviews the dossier of the candidate prior to the review meeting. At the review meeting, the candidate's designated mentor presents an oral report based on objective data (with no recommendation to the committee on how to vote). The review committee shall discuss the candidate and submit a confidential vote to a committee member other than the mentor who shall count the votes and inform the committee of the results. The department head shall attend the meeting of the review committee but refrains from participating in the discussion other than to clarify issues and assure that proper procedure is followed.

Representatives of the departmental review committee other than the faculty members serving as mentors will be chosen either by volunteering or assignment to summarize faculty discussion about candidates and present written recommendations and votes on tenure, promotion, and retention to the faculty for review within five working days) and then to the candidate and the department head (before the end of December). The summary becomes a part of the candidate's dossier and goes forward with all materials for review by the college promotion and tenure committee and then for review at the university level.

The department head conducts an independent review of the candidate's case for promotion and/or tenure. (Manual for Faculty Evaluation, III. C. f., p. 15) The department head shall, within five working days, share with the candidate and the review committee a letter reporting this independent review. Note: The manual contains further details about the department head's review.

Faculty members may individually and collectively submit dissenting statements to the faculty recommendation or to the department head's recommendation. (Manual for Faculty Evaluation, III. C. g., p. 15) Note: The manual contains further details about dissenting reports.

The faculty member may prepare a written response to the recommendation and vote of the faculty and/or to the department head's recommendation. (Manual for Faculty Evaluation, III. C. h., p. 15) Note: The manual contains further details about the right of the faculty member to respond.

3.4 Professional Development

It is incumbent upon faculty and administrators to engage in professional development activities. Such activities lead to continual improvement in performance and enhance the ability of all to contribute at the leading edge of the discipline and/or in leadership roles. Many types of opportunities are available, including one-or two-semester faculty professional leaves, small professional development grants through the university, larger grants through external funding, and participation in professional conferences and workshops, The University of Tennessee Leadership Institute, opportunities to focus on teaching and scholarly outreach, and

participation in a wide variety of interdisciplinary activities available to faculty separate from more formal interdisciplinary programs (Excerpt from the Faculty Handbook, Section 3.2).

The Department should provide the time, resources, and guidance to help tenure-track faculty develop recognizable, sustained, and substantial research programs. This should include a mentor who accepts responsibility for meeting regularly (at least twice per semester) with the mentee and for helping the mentee understand how to be successful within the culture of the department, college and university. The department should set a high priority for providing resources to all faculty members for participation in professional development activities as listed in the Faculty Handbook excerpt above, and including travel money for participation in conferences.

3.5 Evaluation and Retention of Tenure-track Faculty

The Faculty Handbook, section 3.11.3.4, describes the policy and procedure for annual evaluation of tenure-track faculty members. See also section 3.2 and *The UTK Manual for Faculty Evaluation*. The Faculty Handbook states:

An annual retention review of tenure-track faculty is conducted by the department head in consultation with the tenured faculty during the fall semester. As the first step in the annual retention review process, the tenure-track faculty member must prepare a summary of teaching, research/scholarship/creative activity, and service during the previous academic year, in accordance with departmental bylaws. The tenured faculty will review the summary and solicit input from the faculty member's mentor or mentor committee. The tenured faculty review is intended to provide the faculty member with a clear, thoughtful, and professional narrative that describes and discusses his or her progress toward promotion and tenure in the context of his or her appointment and departmental bylaws. After completing its review, the tenured faculty will take a formal retention vote. The narrative developed by the tenured faculty and the record of the retention vote by the tenured faculty will be shared with the faculty member and the department head.

In conducting his or her independent retention review, the department head will consider the narrative developed by the tenured faculty and the retention vote and may have other consultations with the tenured faculty as needed. After making an independent judgment, the department head will make a written recommendation to the dean as to retention or non-retention, including an evaluation of performance that uses the ratings for tenured faculty members from "exceeds expectation" to "unsatisfactory." The narrative developed by the tenured faculty and the retention vote of the tenured faculty will be included in the materials submitted by the department head to the dean. At the same time, the department head will provide the faculty member with a copy of his or her retention recommendation and other materials submitted to the dean.

After considering the department head's recommendation and the materials submitted by the department head, the dean will make an independent judgment on retention. The dean will forward his or her recommendation for retention or non-retention to the chief academic officer.

All retention recommendations, whether positive or negative, shall be reviewed by the chief academic officer. The chief academic officer shall make the final decision on retention.

If the retention decision is negative, the chief academic officer shall give the faculty member written notice of non-renewal in accordance with the notice requirements described above. Upon request made to the chief academic officer, the faculty member is entitled to a statement, in writing if so requested, of the reasons for the non-renewal decision. This statement, together with subsequent correspondence concerning the reasons, will become a part of the official record.

If the retention decision is positive, the head will convey the outcome to the faculty member in writing and in a timely manner. The head will also advise the faculty member as to the time remaining in the probationary period and as to how the quality of his or her performance is likely to be assessed by the tenured faculty and the head in the context of tenure consideration. (Excerpt from the Faculty Handbook, section 3.11.3.4)

Tenured faculty members within the department will attend an annual meeting to review summaries of performance for all probationary faculty members. At this meeting the faculty mentor will present a report regarding the tenure-track colleague under review. Time will be given for a discussion of strengths, weaknesses, and recommendations for improvement if warranted. A vote will be taken regarding support or lack of support for continuation of the probationary faculty member. Results of the vote will be included in a letter prepared by the tenured faculty members that also contains a summary of the senior faculty members' views of the probationary members progress toward tenure and promotion, as it relates to annual goals agreed to by the probationary faculty member and the department head. Every effort will be made to provide the tenure-track colleague with specific feedback about how to improve or maintain performance that would earn the support of senior faculty members for tenure and promotion. This letter will be given to the head. As explained in the Faculty Handbook, the head will write a separate letter and meet with the probationary faculty member to discuss feedback contained in both letters. The faculty mentor will receive copies of both letters.

3.6 Approval to Direct Dissertations and Teach 600 Level Courses

The faculty member seeking approval to direct and/or teach 600 level courses presents materials according to college and university guidelines to the official mentor. The mentor presents written copies of these materials in a departmental meeting. The departmental faculty members' review the materials and vote. Materials then go forward to the appropriate college and/or university committees.

3.7 MERIT RAISE DETERMINATION AND OTHER SALARY ADJUSTMENT POLICY AND PROCEDURES (for Faculty Members)

3.7.1 Merit Raise Determination

In years when merit raise monies are available, the Department head shall make recommendations to the Dean regarding:

- a. Who should receive a merit raise, and
- b. The size of each merit raise

Four sources of information, both objective and subjective, shall be used by the Head in making his/her recommendations to the Dean for merit raises:

- a. The Annual Performance Review documents submitted by faculty members to the Head for all years since the last merit raise opportunity

- b. The Head's direct contact with and observation of each faculty member in any professional setting
- c. The Head's ranking of faculty members into three groups, based on annual evaluations
- d. Unsolicited oral and written reports both formal and informal presented by constituents to the Head (Constituents include faculty members, staff, students, alumni, members of other departments, administrators,, and individuals who supervise our students.)

On those occasions when the Head recommends a merit raise for one or more faculty members, the Head shall send a written notice to each faculty member indicating:

- a. How many faculty members were eligible for a merit raise and how many actually received a merit raise recommendation from the Head,
- b. The total amount of money recommended by the Head for merit raises in the department
- c. Why the recipient of each written notice either was or was not recommended for a merit raise, and
- d. The amount of the merit raise recommendation, if the recipient of the written notice is being recommended by the Head for a merit raise.

Any faculty member who believes that he/she has been overlooked, treated unfairly, or shortchanged by the Head should follow the formal grievance procedures outlined in the Faculty Handbook.

3.7.2 Salary Adjustments

A "salary adjustment" is defined as an increase (or decrease) in a person's salary for reasons other than normal merit or across-the-board raises including but not limited to equity. For example, a person might receive a raise because of their extraordinary accomplishments. Or, a person might have his/her salary decreased because of not meeting agreed to performance goals.

The request for a salary adjustment can be initiated by the individual faculty member or any University administrator.

If the request for an upward salary adjustment emanates from the individual faculty member, he/she shall submit in writing two things to his/her Head or Dean:

- a. The specific request being made, and
- b. The reason(s) why a request for a salary adjustment is being made

If the request for an upward salary adjustment emanates from an administrator, the faculty member shall submit any requested documents and agree to meet with any administrators who wish to discuss the adjustment.

The final decision regarding any recommended salary adjustment must be conveyed in writing to the faculty member.

4.0 APPOINTMENT, EVALUATION, AND APPEALS FOR ALL NON-TENURE-TRACK FACULTY

4.1 Appointment of Faculty to Non-Tenure-track Positions

Chapter 4 of the Faculty Handbook provides specific information regarding the appointment process of new faculty to non-tenure-track positions:

All appointments to non-tenure-track faculty positions, including part time appointments, will be made in accordance with departmental and college bylaws and subject to the provisions of this chapter. Except as otherwise provided in this chapter, tenured and tenure-track faculty, or a committee of tenured and tenure-track faculty, will evaluate credentials and vote on non-tenure-track appointments in accordance with departmental and college bylaws.

*Conditions necessary to perform assigned duties in a professional manner, including such things as appropriate office space, necessary supplies, support services, and equipment will be provided to non-tenure-track faculty members. Departments should have consistent criteria for deciding teaching assignments. Departments should consider the views of non-tenure-track faculty in setting schedules and other issues that impact quality of teaching and working conditions. Opportunities for faculty development, including travel to scholarly meetings, should be provided whenever possible. Depending on stipulations of departmental and college by-laws, non-tenure-track faculty may have the opportunity to participate in departmental, college, and/or university governance. Non-tenure-track faculty enjoy the same academic freedom as tenured and tenure-track faculty, as defined in chapter 2, and rights of appeal and due process, as defined in chapter 5 (Excerpts from *Faculty Handbook*, section 4.1).*

Each year the head will work with the PAC committee to review applications and select people to fill any non-tenure-track positions, as well as to evaluate performance and make decisions about continuation. The committee's chair will work with the head to ensure that meetings are scheduled in a timely manner so that decisions can be made about applicants who will be hired by the head, or whose application will be placed in a "ready-to-hire" file for hiring as needed. Further, this committee will work with the head to evaluate annually all non-tenure-track faculty members.

4.1.1 Non-Tenure-track Teaching Positions

The following ranks or titles may be assigned to non-tenure-track teaching faculty: instructor, lecturer, distinguished lecturer, adjunct faculty, and visiting faculty (Excerpt from *Faculty Handbook*, section 4.1.1).

4.1.2 Non-Tenure-track Research Positions

The following ranks or titles may be assigned to non-tenure-track research faculty: research assistant professor, research associate professor, research professor, adjunct research faculty, and visiting research faculty (Excerpt from *Faculty Handbook*, section 4.1.2).

4.1.3 Non-Tenure-track Clinical Positions

*The following ranks or titles may be assigned to non-tenure-track clinical faculty: clinical instructor, clinical assistant professor, clinical associate professor, clinical professor, visiting clinical faculty, and adjunct clinical faculty (Excerpt from *Faculty Handbook*, section 4.1.3).*

4.2 Criteria for Appointment to Faculty Rank

4.2.1 Non-Tenure-track Teaching Faculty

These specified non-tenure-track members of the faculty are employed for assignments specific to departmental need.

Normally they are not expected to do research or perform public or disciplinary service as a condition of their employment. However, research or service activities may be included as part of their effort, depending on the needs of the department and the skills and desires of the faculty member. Their conditions of employment are governed by the terms of their appointment letters. (Excerpt from Faculty Handbook, section 4.2.1).

Section 4.2 of the Faculty Handbooks provides specific information regarding the qualifications of (a) Instructor, (b) Lecturer, and (c) Distinguished Lecturer.

4.2.2 Non-Tenure-track Research Faculty

Section 4.2 of the Faculty Handbook provides specific information regarding qualifications of (a) Research Assistant Professor, (b) Research Associate Professor, and (c) Research Professor.

4.2.3. Non-Tenure-track Clinical Faculty

Section 4.2 of the Faculty Handbook provides specific information regarding qualifications of (a) Clinical Instructor, (b) Clinical Assistant Professor, (c) Clinical Associate Professor, and (d) Clinical Professor.

4.2.4. Adjunct Faculty

Individuals who provide uncompensated or part-time compensated service to the instructional and/or research programs of the university may be given adjunct faculty appointments. As with all other non-tenure-track faculty appointments, the Office of the Chancellor or Vice President will issue letters of appointment to adjunct faculty members. Staff exempt employees with appropriate expertise who, on occasion, provide instruction or participate in research may be given adjunct faculty appointments in a department other than that in which their budget line resides. Professional credentials and/or the terminal degree required for appointment to professorial ranks are required for adjunct faculty appointments. Adjunct faculty may serve on graduate committees, serve as program directors, supervise clinical experiences, or assume other responsibilities as are consistent with university, college, and departmental policies. Adjunct faculty appointments may be made at the rank of adjunct professor, adjunct associate professor, adjunct assistant professor, or adjunct lecturer. Tenured and tenure-track faculty will evaluate the recommended rank in accordance with departmental and college bylaws (Excerpt from Faculty Handbook, section 4.2.4).

4.2.5 Visiting Faculty

Visiting faculty carry out instructional and/or research responsibilities within an academic department. Professional credentials and/or the terminal degree required for the university's professorial ranks are also required for appointments as visiting faculty. Normally, the rank of appointment will be the professorial rank that the individual holds at his or her home institution; however, the standards of scholarship for holding visiting faculty rank will be the same as required for the university's own faculty. Visiting faculty members do not participate in the

governance of the department and are not subject to annual performance reviews. Normally, a visiting appointment is for 12 months (Excerpt from Faculty Handbook, section 4.2.5).

4.3 Evaluation and Promotion

The annual performance of all non-tenure-track faculty members is evaluated using the same process as with tenure-track faculty, but focused only on relevant areas. According to Chapter 4 of the Faculty Handbook:

Research and clinical faculty are subject to annual performance reviews appropriate to the positions and as outlined in departmental and college bylaws (Excerpt from Faculty Handbook, section 4.3). The length of a research faculty appointment is contingent upon the availability of designated funding.

4.4 Salaries

Non-tenure-track faculty salaries are established by the terms of appointment, within University guidelines. Individual qualifications and faculty performance are reflected through salary structure.

4.5 Appeals

Appeal procedures for non-tenure-track faculty are described in chapter 5 of the Faculty Handbook.

5.0 FACULTY RIGHTS OF APPEAL

5.1 Introduction

Faculty members are entitled to fair, impartial, and honest resolutions of problems that may arise in relation to employment. Accordingly, the following sections outline principles and procedures designed to promote fair resolutions within a reasonable time period. This chapter addresses formal appeals in the sections on general appeals and special appeals. In addition, informal grievances may be addressed through the ombudspersons. A faculty member must initiate a formal appeal under the general and special procedures outlined in this chapter within the time specified in this handbook, board or university policy, or, at a maximum, one year of the date of the employment decision in question.

The rights of appeal described in this chapter apply to all tenured, tenure-track, and non-tenure-track faculty.(1) Faculty members are encouraged to bring complaints or grievances to the lowest administrative level at which an adverse recommendation, decision, or action was taken. Every effort should be made to expeditiously resolve such matters informally, through conversation with the department head, director, or dean, before submitting a formal appeal. In all cases, faculty members are entitled to notice regarding grounds on which administrative action has been taken.

(1) For procedures for terminating tenured faculty for adequate cause or tenure-track faculty before the end of the stipulated time of appointment, see Chapter 3 and the board's policy. (Excerpt from Faculty Handbook, section 5.1).

5.1.1 General Appeals

Faculty members with grievances have three options for pursuing appeals, depending on the subject matter(s) of their appeal. Prior to initiating an appeal, they may contact the ombudsperson for consultation or informal mediation (Section 5.2). If those efforts fail, they may initiate an appeal through the administrative channel (section 5.3), request an appeal through the Faculty Senate Faculty Appeals Committee (section 5.4), or bring an appeal through the Tennessee Uniform Administrative Procedures Act (TUAPA) for certain matters (section 5.5). Each of these options is described in the following sections.

The appeals procedures through administrative channels and the faculty senate appeals committee are formal but not judicial processes. Faculty members have a right to consult an attorney, but attorneys are not to participate when following these appeal channels. Faculty members may have attorney representation and participation for hearings under the TUAPA; for conflicts arising between faculty and students, Hilltopics should be consulted. (Excerpt from Faculty Handbook, section 5.1.1).

5.1.2 Special Appeals (See Faculty Handbook, Section 5.1.2)

5.2 Faculty Ombudsperson (See Faculty Handbook, Section 5.2)

5.3 Appeals through the Administrative Channel (See Faculty Handbook, Section 5.1.2)

5.4 Appeals through the Faculty Senate Appeals Committee (See Faculty Handbook, Section 5.4)

5.5 Appeals through the Tennessee Uniform Administrative Procedures Act (See Faculty Handbook, Section 5.5)

5.6 Termination of Tenure-Track and Non-Tenure-Track Faculty Members Before the Stipulated Term of Employment (See Faculty Handbook, Section 5.6)

6. BENEFITS AND LEAVES OF ABSENCE

6.1 Leaves of Absence

Leaves of absence, extended periods of time spent away from campus for professional growth or personal reasons, are an important aspect of faculty development. Leaves of absence must be requested in writing by the faculty member and specifically approved by the department head, dean or director and the chief academic officer, and where appropriate, the State of Tennessee. Leaves of absence are normally granted for not more than 24 months and are normally without university compensation (Excerpt from Faculty Handbook, section 6.1).

<http://admin.tennessee.edu/hr/policies/335pol.html>

6.1.1 Personal and Service Leave

The University grants leave with or without pay to full-time, faculty on regular appointments for a variety of reason.

Sick leave <http://admin.tennessee.edu/hr/policies/sickleave.pdf> or (See Faculty Handbook, Section 6.3.2 and 6.4.1)

Funeral Leave <http://admin.tennessee.edu/hr/policies/340pol.html>. or (See Faculty Handbook, Section 6.3.8)

Family and Medical Leave for faculty on 12-month appointments
<http://admin.tennessee.edu/hr/policies/338pol.html> or (See Faculty Handbook, Section 6.3.2)

Military Leaves for Short Tours of Active Duty
<http://admin.tennessee.edu/hr/policies/370p01.html> or (See Faculty Handbook, Section 6.3.4)

Court Leave. <http://admin.tennessee.edu/hr/policies/315pol.html> or (See Faculty Handbook, Section 6.3.3)

6.2 Vacations and Annual Leave

The university recognizes the importance of rest and recreation and encourages faculty vacations. Faculty members must arrange the length and timing of vacation periods with the department head or dean, and must provide information on how they may be contacted during periods of absence. Refer to the annual leave policy in the UTK Personnel Policies and Procedures Manual (Excerpt from Faculty Handbook, section 6.5.1).

<http://admin.tennessee.edu/hr.policies/annualleave.pdf>

1. *Faculty [and Professional Staff] members employed on twelve-month appointments. Faculty [and professional staff] members employed on regular full-time twelve-month appointments earn annual leave at the rate of two (2) working days per month [twenty-four (24) working days of annual leave per year]. A maximum of forty-two (42) days of accumulated annual leave may be carried forward from one calendar year to the next. At the end of a calendar year, annual leave days in excess of forty-two (42) will be credited to sick leave. Faculty members [and professional staff] on regular part-time twelve-month appointments receive a prorated amount of annual leave based on the percentage of full-time employment (Excerpt from Faculty Handbook, section 6.5.1).*
2. *Faculty Employed on Academic Year Appointments. Faculty members employed on regular full-time academic year appointments do not accrue annual leave. However, none-month faculty members are not required to be on campus during any semester for which they have no University assignments. Such periods begin when all reports have been made following the preceding semester's commencement, and extend to a reasonable period prior to the beginning of the semester following the semester without assigned duties. A reasonable period must include sufficient time to participate in scheduled faculty meetings, perform committee work, advise, and other activity necessary for the satisfactory resumption of the work of the department in that semester (Excerpt from Faculty Handbook, section 6.4.3).*

6.3 Educational Leave and Semester Banking

All plans for semester banking or requests for educational leave should be made in writing to the department head. This proposal should describe the following (1) the dates of the requested leave, (2) the activities planned and how they contribute to the faculty member's scholarship, the program, and the department, (3) the plans for covering normal activities of the person requesting leave (i.e., student advising, courses normally taught), and (4) a brief report of the last leave taken and results of scholarly activities during that leave. The Department Head determines if others will be able to maintain activities necessary while the member is on leave. A report is made at a departmental meeting and consensus of agreement for the leave sought from department members present, prior to granting the leave. Below are the guidelines from the Faculty Handbook for requesting leave or banking semesters.

Educational leave for regular university employees must be requested in writing and in advance by the chief administrator and the chief personnel officer of the employee's budgetary unit. Such approval must specify the length of the leave, which normally should not exceed two (2) years. Each request for leave will be evaluated on its own merits and university approval will depend upon the evidence provided as to the enhancement of the employee's value to the university resulting from the leave. Any approved leave extending beyond the current fiscal year is subject to budgetary constraints and/or funding availability. Refer to Policy 335 in the UTK Personnel Policies and Procedures Manual (Excerpt from Faculty Handbook, section 6.3.6).

<http://admin.tennessee.edu/hr/policies/335pol.html>

Semester banking is available to faculty members who hold regular full-time academic year appointments. Permission may be granted to substitute summer terms of teaching, or to bank such terms, toward extended periods of release from regular duties during other terms. Acceptable practice also allows faculty members to teach (without additional compensation) larger than normal teaching loads during semesters of the academic year in order to bank these for released time in subsequent semesters. The need of many faculty members upon occasion to devote large uninterrupted amounts of time to a single research or creative project without teaching or committee work and to spend time periodically in personal renewal and development is fundamental to every good university. This arrangement is subject to the following conditions:

- 1. courses must be banked before leave is taken*
 - 2. the needs of the department or program will be a major consideration in evaluation of requests to bank courses*
 - 3. the financial and educational resources of the department or unit must not be jeopardized by banking arrangements*
 - 4. credit for banked courses will not result in additional pay at termination of employment*
- (Excerpt from Faculty Handbook, section 6.4.4).

6.4 Faculty Development Leave

Full-time tenured faculty with a minimum of six years full-time campus service since any previously granted professional leave (or six years at the time of an initial professional leave) are eligible to apply for faculty development leave, which is awarded on the merits of a specific proposal for professional development. The award is an investment by the university in the

expectation that the leave will enhance the faculty member's ability to contribute to the objectives of the university and to student development. The improvements sought during a professional leave should benefit the work of the faculty member, department, college, and the university. Only professional leave proposals that meet this criterion will be accepted and approved by the university.

The purposes for which professional leave may be granted include:

- 1. Research on significant problems and issues.*
 - 2. Important creative or descriptive work in any means of expression.*
 - 3. Post-doctoral study at another institution.*
 - 4. Other approved projects, including innovations in teaching and learning.*
- Eligible full-time faculty members may be granted professional leave for either (a) one-half the faculty member's annual appointment period at full-base salary or (b) the full annual appointment period at one-half-base salary.*
(Excerpt from Faculty Handbook, section 6.3.1).

7.0 Compensated Outside Activities/Consulting

Chapter Seven of the University Faculty Handbook details general guidelines concerning the relationship between the primary responsibilities of a faculty member to the university and the application of academic expertise and experience in compensated and consulting activities beyond those primary responsibilities.

In harmony with University Faculty Handbook guidelines, the value of compensated outside activities and consulting is recognized for their value (1) in strengthening academic expertise, (2) in enriching performance in the primary faculty responsibilities of teaching, research, and service, and (3) enriching faculty, department/program, and university reputation.

Annual reviews of faculty performance in the department will center primarily on performance evidence related to faculty goals and the three primary areas of faculty responsibility in teaching, research, and service. Faculty members, however, may offer addendum evidence from compensated outside and consulting activity as this evidence may speak to faculty reputation and performance.

Faculty members should seek approval of the department head in planning compensated outside activities/consulting that may be ongoing or extended in nature. The faculty member and the department head should be in agreement that such activities are beneficial to the professional development and reputation of the faculty member and the department, and that a faculty member's obligation to teaching responsibilities and other primary duties will not be negatively affected by compensated outside and consulting activities.

The University Faculty Handbook specifies those actions and/or sanctions that a department head may employ if a faculty member appears to be neglecting primary responsibilities due to compensated outside activities and consulting. These may include restrictions on such activities and possible negative influence on decisions related to salary, promotion, and tenure.

In summary, the department bylaws encourage and support faculty participation in compensated outside activities and consulting for the reasons cited in the University Faculty Handbook and

those benefits cited in the opening of this section 7. The By-Laws, however, do not encourage commitments to compensated outside and consulting activities that interfere with or distract from performance in the primary responsibilities of teaching, research/scholarship/creative activity, and service.

8. 0 APPENDICES—see copies of appendices distributed at meeting on April 28th