



Date: April 3, 2020

To: Dr. Valerie Rutledge, College of Health, Education and Professional Studies

From: Dr. Jerold Hale, Provost

A handwritten signature in black ink, appearing to read 'J. Hale'.

Re: CHEPS bylaws

This memorandum serves as notification that the draft of the bylaws for the College of Health, Education and Professional Studies is hereby approved.

Permit me to thank you and your colleagues in CHEPS for completing this important task. Well done!

Enclosure: Approved UTC CHEPS Bylaws

CC: Dr. Steve Angle, Chancellor

Dr. Jamie Harvey, Faculty President

Mr. Yousef Hamadeh, Assistant General Counsel

# UTC College of Health, Education and Professional Studies Bylaws

## Preamble

The College of Health, Education and Professional Studies ("College" or "CHEPS") at the University of Tennessee at Chattanooga ("University" or "UTC") aims for excellence in undergraduate and graduate education as its principal mission. This mission requires quality instruction, research, creative expression, and learning that takes place both inside of and beyond the classroom. The College offers diverse and vibrant programs that provide students with the knowledge and skills needed to pursue challenging and rewarding careers in a range of professions. CHEPS administration and faculty believe that a college education prepares students to think critically and creatively, to communicate clearly, and to reflect on complexity, diversity, and change. Such preparation cultivates a sense of personal and social responsibility, intellectual curiosity, and practical skills.

## Values

Faculty, staff, and students in the College value a positive learning and work environment, embrace cultural and intellectual diversity, and practice innovative teaching and mentorship. We value offering a foundational education that leads to a life enriched by the pursuit of continuous learning. We value and promote scholarly research and creative expression. We value engaging with the Chattanooga community, as well as with our regional partners.

## Mission

The College of Health, Education and Professional Studies prepares liberally educated, technologically efficient scholars, and practitioners for life in a global society. The College is committed to:

- Enhancing the bodies of knowledge in each of its disciplines;
- Promoting the values and ethics of a truth-seeking, caring community; and
- Serving diverse populations by providing family and social service experts, health and lifestyle professionals, leaders, and teachers for the 21st century.

## Vision

Faculty and staff in CHEPS work collaboratively to connect high quality student learning to the unique research and service opportunities of a metropolitan university.

## Definitions

Throughout the following bylaws, the word "faculty" includes, unless otherwise specified, tenure-track faculty, tenured faculty, and non-tenure-track faculty who contribute in both critical and innumerable ways to the mission of the College. The term "voting faculty" is defined in Article III.A of these Bylaws.

# Bylaws

## I. College Leadership and Structure

### I.A Dean

The Dean administers the College and bears responsibility for the success of its programs.

#### I.A.1 Responsibilities

The Dean leads development and implementation of the College's strategic plan and ensures alignment with the University's strategic plan. In addition, the Dean communicates on a regular basis with faculty and staff through regularly scheduled meetings and communications highlighting the accomplishments of the College faculty and students. Other responsibilities include managing the budget and fiscal affairs of the College; evaluating the performance of Department Heads and staff within the College; reviewing recommendations for appointment, retention, tenure, and promotion within the College; and making subsequent recommendations to the Provost. Furthermore, the Dean assesses need and advocates for additional resources for the College and assesses the performance of and recommends changes in academic programs within the College.

#### I.A.2 Appointment and Evaluation

The Dean serves at the pleasure of the Provost and the Chancellor. The Provost conducts an annual performance evaluation of the Dean.

### I.B Associate Dean

The Associate Dean, in collaboration with Department Heads and other campus leaders, facilitates and implements the objectives set forward by the Dean toward the strategic goals of the College. An Associate Dean is typically an Associate Professor or Full Professor from a department within the College.

#### I.B.1 Responsibilities

As assigned by the Dean, an Associate Dean may assess and document College progress toward strategic goals; coordinate student success initiatives in the College and within departments; supervise academic scheduling across the College; support reappointment, tenure, and promotion (RTP) work within the College; empanel and chair committees of the College as directed by the Dean. This individual may also manage provisional College budgets, such as those for summer school or part-time faculty; evaluate non-tenure-track faculty within the College; chair the College Tenure and Promotion Committee and the College Post-Tenure Review Committee; and support the work of the College in other capacities as needed.

#### I.B.2 Appointment and Evaluation

The Dean appoints the Associate Dean. The administrative appointment of an Associate Dean does not carry tenure. The Associate Dean serves at the pleasure of the Dean, Provost, and Chancellor. The Dean conducts an annual performance evaluation of an Associate Dean.

## I.C Department Head/Director

A Department Head (also known as Director in College Schools) is responsible to the Dean and the faculty within the Department for the administration of the Department.

### I.C.1 Responsibilities

The Department Head leads the Department toward development and implementation of the Department's strategic plan, in alignment with the College and University strategic plans; plans and provides for the success of the Department's academic mission; responsibly manages Department budgets and plans for the allocation of departmental resources; evaluates performance of faculty and staff within the Department; reviews recommendations for reappointment, tenure, and promotion within the Department, and makes subsequent recommendations to the Dean regarding the same; assesses need and advocates for additional resources for the Department; and assesses the performance of and recommends changes in academic programs within the Department.

### I.C.2 Appointment and Evaluation

The Department Head/Director is appointed/selected by the Dean. The administrative appointment of Department Head/Director does not carry tenure. The Department Head/Director serves at the pleasure of the Dean, Provost, and Chancellor. The Dean conducts an annual performance evaluation of a Department Head/Director.

## I.D Divisional Structure

The table below articulates the departments and schools within the College, with their respective academic programs.

<b>Department/School</b>	<b>Program Areas</b>
Health and Human Performance	Athletic Training, Health and Human Performance, Public Health
Occupational Therapy	Occupational Therapy (OTD)
Physical Therapy	Physical Therapy (DPT)
School of Nursing	Nursing, various certificates
School of Education	Elementary Education, Secondary Education, Advanced Educational Practice: Instructional Leadership, Advanced Educational Practice: Principal Licensure
School of Professional Studies	Counselor Education, Interior Design, Integrated Studies, Social Work, Learning and Leadership

The College likewise houses and supports the Center for Community Career Education, Challenger STEM Learning Center, Children's Center, Southeast Center for Education in the Arts, and the McKee Chair of Excellence in Learning.

## II. College Governance

### II.A College Leadership

#### II.A.1 Charge

Department Heads and Directors meet regularly to advance communication and planning. The Department Heads of separate divisions, as described in Section I.D, may meet separately on matters of common interest.

#### II.A.2 Membership and Meetings (with Department Heads)

College leadership meetings include the Dean, the Dean's administrative staff, the Associate Dean, and all Department Heads. The Dean chairs and sets the agendas for all meetings, which are typically twice a month during the fall and spring terms, and then as needed during the summer. The Dean may call additional meetings at her or his discretion. When a Department Head is unable to attend, she or he may designate a departmental representative to attend as a representative of the respective Department.

### II.B College Tenure and Promotion (T&P) Committee

The College Tenure and Promotion (T&P) Committee is advisory to the Dean.

#### II.B.1 Charge

The College T&P Committee reviews and makes recommendations to the Dean regarding candidates for tenure and promotion within the College. The College T&P Committee uses the UTC Faculty Handbook, these College Bylaws, and bylaws from the relevant Department to review recommendations for faculty tenure and promotion forwarded by departmental RTP committees within the College and thereby recommended to the Dean by the relevant Department Head. The College T&P Committee conducts a substantive review of tenure and promotion recommendations in order to provide a second level of independent peer review and assist the College in ensuring procedural integrity and compliance with departmental bylaws and these Bylaws.

#### II.B.2 Membership and Meetings

The Associate Dean chairs the College T&P Committee and serves as a non-voting member. Regular membership consists of at least one representative from each division of the College, as described in Section I.D. The Dean consults with the Department Heads in a division and then appoints the committee members from that division. Excepting the chair, a term of an appointment to the College T&P Committee is two academic years.

For a promotion recommendation reviewed by the committee, only those members of the committee at or higher than the rank to which the candidate seeks promotion are eligible to consider and vote on the promotion recommendation. A faculty member serving on both a departmental RTP Committee and the College T&P Committee may vote on a tenure and/or promotion

recommendation at only one level of the tenure and promotion review process, either at the departmental RTP Committee level or at the College T&P Committee level.

In the event that an Associate Dean, as chair of the College T&P Committee, is him/herself a candidate for promotion, another representative shall serve in that role, convene the College T&P Committee, ensure that proper procedures are followed in discussing the candidate's dossier and supporting materials, and oversee the vote on the candidate's promotion. That individual, as chair of the College T&P Committee, will serve as a non-voting member.

### II.B.3 Confidentiality

It is imperative that the chair and all members of the College T&P Committee maintain strict confidentiality on matters discussed in College T&P Committee meetings. Only the chair of the College T&P Committee shall make a recommendation on a candidate's tenure and/or promotion to the Dean. Otherwise, all matters discussed in meetings of the College T&P Committee remain strictly confidential.

### II.B.4 Split Vote

In cases of a split vote, the Dean may reconvene the College T&P Committee to ensure high standards and fairness are upheld.

## II.C Curriculum Committee

The Curriculum Committee reviews curriculum proposals originating from departments within the College.

### II.C.1 Charge

The Curriculum Committee reviews all curriculum proposals from departments within the College, upholds high academic standards, and ensures coherence amongst disciplines.

### II.C.2 Membership and Meetings

The Dean appoints the chair of the Curriculum Committee, and the regular membership consists of at least one representative from each division of the College, as described in Section I.D.

## II.D CHEPS Diversity Liaison

### II.D.1 Charge

The CHEPS Diversity Liaison assists the Dean and departments with the development and review of the diversity goals and strategies of the College and the University.

### II.D.2 Membership and Meetings

The Liaison of the CHEPS Diversity Committee is appointed by the Dean. An Associate Dean or other representative, designated by the Dean, may serve as an ex officio member of the committee. The

CHEPS Diversity Committee will consist of faculty members from each department, recommended by the Department Heads/Directors to the Dean. The committee will meet at least once each semester.

## II.E CHEPS Post-Tenure Review Committee

The CHEPS Post-Tenure Review (PTR) Committee meets to review all post-tenure reviews per the University processes (as outlined in the Faculty Handbook). See [Faculty Handbook](#), Section 3.4.8.

### II.E.1 Membership and Meetings

The Associate Dean chairs the CHEPS PTR Committee and serves as a non-voting member. Regular membership consists of at least one representative from each division of the College, as described in Section I.D. The Dean consults with the Department Heads in a division and then appoints the committee members from that division. Excepting the chair, a term of an appointment to the CHEPS PTR Committee is two academic years.

## III. Faculty Rights & Responsibilities

As members of the larger University, the faculty of the College enjoy certain rights and responsibilities with respect to academic freedom, freedom of expression, tenure, equity and diversity, and ethics. The College expects all tenured and tenure-track faculty members to make significant contributions to a) teaching and corollary activities that include advisement and mentorship of our students; b) research, scholarship, and creative activity; 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 excellence in the other two areas. Any such differentiation among the three dimensions of faculty participation must be consistent with the commitment of the University and its mission. Successful faculty members will share that commitment.

### III.A Definition of Voting Faculty Members

The College defines a voting faculty member (in matters related to College governance) as a full-time faculty member whose home Department resides within the College, excluding full-time faculty members holding Visiting Faculty appointments.

### III.B Rights

Within the College, voting faculty members may participate in discussions about governance (including these Bylaws), serve on College committees, and vote on ballots held within the College. Departmental bylaws provide detail about specific voting faculty member rights within each Department.

### III.C Responsibilities

The College expects a tenured and tenure-track faculty member to contribute in each of the following three areas, according to her or his assignment: teaching and advising; research, scholarship, and/or creative activity; and service to Department, College, University, public (as such service relates to a faculty member's discipline or area of expertise), and/or the profession. Non-tenure-track faculty

members are likewise expected to contribute to the missions of the Department, College, and University in the areas of teaching and service.

### III.D Teaching and Variable Work Assignments

Because of great diversity among our departments and units within the College, it is not feasible to specify precise College guidelines to be used in determining teaching responsibilities. However, both departmental bylaws and practice should be consistent with these general College guidelines (See specific departmental appendices for details).

Teaching responsibilities may vary among tenured and tenure-track faculty within each Department, and teaching responsibilities may change over time for individual faculty as their contributions to research, scholarship, creative activity, and service vary. As such, differential work assignments may be required. Factors to be considered in differentiated teaching assignments include: external funding that serves the mission of the University and requires active administrative or scholarly involvement; administrative duties at the Department, College, or University level that are beyond those typically expected of tenured or tenure-track faculty; a high level of research, scholarship, and/or creative activity; active supervision of theses and student-led research/creative activity which may be considered an intensive form of non-classroom teaching; instruction in a variety of courses that requires unusual preparation time; and/or instruction of large classes without grading (or other) assistance. In the event that a faculty member either requests or has reduced teaching responsibilities for any of these reasons, the Department Head must notify or otherwise consult with the Dean to ensure that resources are available to cover what may result in additional instructional costs (i.e., adjunct pay or overload pay for other faculty to cover classes).

Departmental bylaws provide detail about specific responsibilities for faculty members and may require additional or more specific responsibilities beyond those described above.

### III.E Course Syllabi

It is the responsibility of the faculty to prepare and make available course syllabi on or before the first day of each new semester/term. Syllabi should be made available to students via the University learning management system. Syllabus guidelines and resources are provided by the Walker Center for Teaching and Learning.

### III.F Faculty Participation in Commencement Exercises

Faculty in the College are encouraged to attend any/all commencement exercises annually. Faculty are expected to attend at least one (1) commencement exercise each year.

## IV. Tenure-Track Faculty

The College follows the UTC Faculty Handbook, Chapter 3 – Tenure-Track and Tenured Faculty

### IV. A. Criteria/Standards for Appointment to Faculty Ranks



See link: [Faculty Handbook](#), Section 3.2.1.

#### IV.A.1 Completion of the Terminal Degree after Hire

See Faculty Handbook for specific details.

### IV.B Reappointment Process

All departments within the College abide by reappointment processes that are described in the Faculty Handbook. See Section 3.7 of the Faculty Handbook ("Reappointment Review Process").

#### IV.B.1 RTP Committee's Role in the Reappointment Process

The Faculty Handbook provides that the departmental RTP Committee will perform a reappointment review of a tenure-track faculty member only if the Department Head recommends non-reappointment, or otherwise, only in the faculty member's mid-probationary review year (i.e., year 3). However, each Department may elect for its RTP Committee to provide the initial recommendation on reappointment in each year of the faculty member's probationary period.

#### IV.B.2 Reappointment Materials Reviewed by the RTP Committee

Department bylaws shall determine processes for reappointment review and which materials, in keeping with any requirements set forth in the Faculty Handbook, are evaluated by the departmental RTP Committee during reappointment review.

### IV.C Tenure/Promotion/and Post-Tenure Review

#### IV.C.1 Criteria for Tenure and Promotion Consideration

Candidates for tenure must, at a minimum, meet the criteria for appointment to the rank of Associate Professor in order to be awarded tenure. Each Department within the College establishes and publishes in departmental bylaws specific departmental criteria and standards for tenure.

#### IV.C.2 Peer Review of Teaching

Peer review of teaching is an excellent way for our colleagues to receive constructive input on teaching effectiveness. Prior to consideration for tenure and/or promotion, tenure-track faculty who have teaching responsibilities will be subject to a peer review of their teaching performance. Peer evaluations of tenure-track faculty classroom and/or online teaching is a part of the tenure and/or promotion review process. That is, peer evaluations are to be included in tenure and/or promotion dossiers. Departments in the College shall establish procedures for conducting teaching peer reviews for the tenure and/or promotion review and publish such procedures in departmental bylaws. These bylaws will be appended to the CHEPS Bylaws.

#### IV.C.3 External Review Process

As stated in the Faculty Handbook, "The purpose of the external review is *not* to make a

recommendation regarding tenure/promotion but to provide an objective evaluation of the faculty member's record to date. This external review will include the performance area of research and may include the performance areas of teaching and service, as defined by college and departmental bylaws." See Section 3.10.6.2 of the Faculty Handbook for related information.

In keeping with the Faculty Handbook, the College requires that the review of dossiers for tenure and promotion must include reviews by at least two (2) external reviewers.

Prior to the date set by the Office of the Provost in the year that a tenure-eligible faculty member applies for tenure and/or promotion, the faculty member will provide the departmental RTP Committee with a digital dossier that documents evidence of effectiveness in the three performance area of research, teaching and service. The external review will be completed on the research and service areas at a minimum, and may include review of teaching per departmental bylaws.

The departmental RTP Committee and the candidate for tenure and/or promotion should collaborate to generate a list of appropriate reviewers. In doing so, the candidate will provide a list of potential external reviewers, no fewer than three (3) that the departmental RTP Committee will review. Each potential reviewer should be identified by name, title, institution, and be accompanied by a brief rationale for her or his selection. The departmental RTP Committee will choose at least two (2) reviewers from the faculty member's list.

By the published deadline, the chair of the departmental RTP Committee, in collaboration with the Department Head, will solicit via email a minimum of three (3), not to exceed five (5), external reviewers using a "neutral" template letter supplied by the College. In the event that the Department Head is being evaluated for tenure and/or promotion, the cover letter will be sent by the chair of the departmental RTP Committee and the Dean of the College. Should some of the selected reviewers decline, the Committee would go back to the two lists and continue the process until at least two (2) reviewers agree to submit an external review of the candidate's materials. Reviewers will be provided an electronic link to the candidate's dossier as well as the departmental bylaws for the faculty member under consideration. The reviewers will be asked to supply two items by the published deadline: 1) a one-to-two page letter of evaluation, and 2) a copy of the reviewer's curriculum vitae.

External reviewers should:

- Be tenured and at or above the rank that the candidate seeks;
- Be at a comparable peer institution or an aspirant peer institution;
- Not have a current conflict of interest with the candidate; and
- Not be in contact with the candidate about the review process from the time that they accept the external review assignment. The candidate should also not attempt to contact the external reviewer.

Candidates must not contact external reviewers during the review process. In the event that the external reviewers are contacted during the review process – for example, to clarify procedures or deadlines – only the chair of the departmental RTP Committee or the Department Head may contact the reviewers. In the event that the Department Head is being evaluated for tenure or promotion, the chair of the departmental RTP Committee or the Dean will communicate with the external reviewers.

External reviews will be delivered directly to the chair of the departmental RTP Committee.

\*The External Review Process is optional for the Post-Tenure Review process. See section IV.C.5.1

#### IV.C.4 Quorum for RTP Committee's Tenure and Promotion Recommendations

A minimum quorum of a majority of the members of the departmental RTP Committee eligible to vote on a tenure and/or promotion recommendation is required in order for the committee to vote on a recommendation. Accordingly, a simple majority of Associate Professors and Full Professors on the committee shall constitute the minimum quorum required for voting on candidates who seek promotion to the rank of Associate Professor. Similarly, a simple majority of Full Professors on the committee shall constitute the minimum quorum required for voting on candidates who seek promotion to the rank of Full Professor. Departmental bylaws may contain further policies on a quorum that is required for the departmental RTP Committee to make recommendations regarding tenure and promotion.

#### IV.C.5 College level committees (T&P/PTR)

The College T&P Committee and CHEPS Post-Tenure Review (PTR) Committee are established with representatives from each of the major units in the College. The College T&P Committee meets to review all RTP decisions and process. External reviews are optional for post-tenure reviews and may be requested by the candidate if desired or requested by the Dean or CHEPS PTR Committee when either deems it necessary for a post-tenure review to include external reviews.

##### IV.C.5.1 Post-Tenure Review

The CHEPS PTR Committee meets to review all post-tenure reviews per the University processes (as outlined in the Faculty Handbook). See link: [Faculty Handbook](#), Section 3.4.8.

## V. Non-Tenure-Track Faculty

### V.A Selection of New Faculty for Non-Tenure-Track Appointments

The College follows standard University hiring procedures when searching for both full-time and part-time non-tenure-track faculty. Because lecturers are full-time faculty, the Dean will interview all candidates for lecturer positions in the College. Specific details about non-tenure-track faculty ranks and policies can be found in Chapter 4 of the Faculty Handbook (link: [https://www.utc.edu/faculty-senate/pdfs/facultyhandbook\\_11\\_02\\_2018.pdf](https://www.utc.edu/faculty-senate/pdfs/facultyhandbook_11_02_2018.pdf)).

The following categories of full-time non-tenure-track appointments are the most prevalent in the College:

#### Teaching Appointments

The College may hire non-tenure-track Teaching faculty members for specific teaching assignments and ordinarily does not expect them to engage in disciplinary scholarship or perform public or disciplinary service as a condition of their employment. However, expectations of disciplinary scholarship and service may be added to the terms of employment.

All Teaching appointments are renewable subject to availability of funds, satisfactory performance, and

staffing needs.

Each academic department shall establish the criteria and process for evaluating applications for promotion of departmental faculty members holding Teaching appointments, subject to the approval of the Dean and Provost. The departmental criteria and process for evaluating promotion decisions shall be consistent with the Faculty Handbook and any criteria established by the College and shall be published in the departmental bylaws.

The University and the College use the following ranks or titles for Teaching appointments:

**Lecturer:** This rank is for those who hold the appropriate degree for their discipline (or its professional equivalent) and who are appointed for full or part-time teaching. All Teaching appointments at this rank will be made for a definite term of one year or less.

**Associate Lecturer:** Faculty members who have held Teaching appointments at the rank of Lecturer for a minimum of four (4) years may be considered for promotion to the rank of Associate Lecturer. Teaching appointments at this rank will be made for a definite term of up to three years.

**Senior Lecturer:** Faculty members who have held Teaching appointments at the rank of Associate Lecturer for a minimum of eight (8) years may be considered for promotion to the rank of Senior Lecturer. Teaching appointments at this rank will be made for a definite term of up to five years.

## Clinical Appointments

The College may hire non-tenure-track Clinical faculty members to perform professional services and to provide instruction to students in a clinical setting. Faculty members holding Clinical appointments generally are not expected to conduct research or perform public or disciplinary service as a condition of their employment. However, expectations of scholarship and service may be added to the terms of employment.

All Clinical appointments will be made for a definite term of one year or less and may be renewed subject to continued availability of funding, satisfactory performance, and staffing needs.

Each academic department shall establish the criteria and process for evaluating applications for promotion of departmental faculty members holding Clinical appointments, subject to the approval of the Dean and Provost. The departmental criteria and process for evaluating promotion decisions shall be consistent with the Faculty Handbook and any criteria established by the College and shall be published in the departmental bylaws.

The University and College uses the following ranks or titles for Clinical appointments:

**Clinical Assistant Professor:** This rank is for those who have completed a doctoral degree or terminal degree appropriate to the discipline, and who are licensed or certified to practice the profession. Individuals holding such positions demonstrate an ability to teach students in a clinical setting.

**Clinical Associate Professor:** This rank is for those who have completed a doctoral degree or a terminal degree appropriate to the discipline, and who are licensed or certified to practice the profession. Individuals holding such positions have demonstrated clinical and teaching abilities consistent with those for appointment at the rank of Associate Professor.

**Clinical Professor:** This rank is for those who have completed a doctoral degree or a terminal degree appropriate to the discipline and who are licensed or certified to practice the profession. Individuals holding such positions have demonstrated clinical and teaching qualifications and accomplishments consistent with those for appointment at the rank of Professor.

## Faculty of Practice Appointments

UTC may hire non-tenure-track Faculty of Practice faculty members to meet instructional and research needs, with the specific intent of bringing practicing professionals into the classroom and research laboratories.

All Faculty of Practice appointments will be made for a definite term of up to three years and may be renewed subject to continued availability of funding, satisfactory performance, and staffing needs. Each academic department shall establish the criteria and process for evaluating applications for promotion of departmental faculty members holding Faculty of Practice appointments, subject to the approval of the dean and Provost. The departmental criteria and process for evaluating promotion decisions shall be consistent with the Faculty Handbook and any criteria established by the College and shall be published in the departmental bylaws.

The University and College uses the following ranks or titles for Faculty of Practice appointments:

**Assistant Professor of Practice:** This rank is for those who have completed a doctoral degree or terminal degree appropriate to the field or who are licensed or certified to practice the profession where appropriate or have substantial professional experience. Individuals holding such positions demonstrate an ability to teach and/or conduct research based on their experience and practice in the profession.

**Associate Professor of Practice:** This rank is for those who have completed a doctoral degree or a terminal degree appropriate to the field or who are licensed or certified to practice the profession where appropriate or have substantial professional experience. Individuals holding such positions have demonstrated practice in the profession and teaching and/or research abilities consistent with those for appointment at the rank of Associate Professor.

**Professor of Practice:** This rank is for those who have completed a doctoral degree or a terminal degree appropriate to the field or who are licensed or certified to practice the profession where appropriate or have substantial professional experience. Individuals holding such positions have demonstrated practice in the professional and teaching or research accomplishments consistent with those for appointment at the rank of Professor.

## VI. Activities and Documentation of Success in Teaching and Advisement (for all faculty)

Documentation of effective instructional practices should attest to the quality of a faculty member's teaching practice. Such documentation may take many forms, including but not limited to the following:

- Student evaluations;
- Representative syllabi and/or assessments of course planning and structure with regard to courses taught;
- Peer or Department Head observations of classroom teaching;

- Performance of students with regard to any appropriate outcomes measures (departmental examinations, external tests, etc.);
- Awards for teaching excellence;
- Participation in professional development activities related to teaching;
- Participation in on-campus, regional, or national curriculum development activities;
- Teaching philosophy or a statement on successful and effective teaching;
- Development and promulgation of innovative teaching materials and/or innovative teaching methods;
- Committee service directly related to the improvement of teaching;
- Receipt of instructional or curricular grants from external agencies (with information for each citation regarding title of project and nature of the accomplishments); and
- Research and refereed publication in pedagogy or the scholarship of teaching and learning.

Specific guidelines for appropriate documentation should be identified in the departmental/school bylaws. See **Appendix A** to these Bylaws for an example from the School of Nursing.

## VII. Activities and Documentation of Success in Research, Scholarship, and Creativity (for all faculty)

Documentation of such success should attest to the quality of the candidate's scholarship, research, or creative achievement. Such documentation may take many forms, but it should always be clear what type of publication is included in the CV, i.e., monograph, edited collection, review essay, peer reviewed article, individually-authored article, creative work etc. Such documentation may include the following:

- Books and monographs published (with bibliographic information for each citation);
- Articles published in refereed scholarly journals (with bibliographic information for each citation);
- Articles published through less formal processes (e.g., in academic newsletters, community bulletins, etc.) may offer valuable documentation of research, scholarship, and/or creative achievement. However, distinguishing clearly between refereed and non-refereed publications can enhance the credibility of the dossier;
- Commissioned Research;
- Scholarly notes, reviews of scholarly books, etc. (with bibliographic information for each citation);
- Scholarly presentations (with information for each citation regarding the title of the presentation, the name of the organization sponsoring the meeting, the site of the meeting, and the date of the meeting). Distinguishing clearly between refereed and non-refereed presentations can enhance the credibility of the dossier;
- Receipt of basic or applied research grants from external agencies (with information for each citation regarding the title of the project, the agency from which the grant was obtained, and the term of the grant);
- Submission of a substantive research report or creative project to an external sponsor or entity;
- Authorship of grant proposals;
- Citations of research, scholarship, or creative activity in other works published;
- UTC awards, grants, and fellowships for research, scholarship, and creative activity;
- External awards, grants, and fellowships for research, scholarship, and creative activity; and
- Electronic publication

Specific guidelines for appropriate documentation should be identified in the departmental/school bylaws. See **Appendix A** to these Bylaws for an example from the School of Nursing.

## VIII. Activities and Documentation of Success in Professional Service to the University, College, Department, profession, and community (for all faculty)

Supporting documentation of success in service should attest to the quality of the service performed by the candidate consistent with a) her or his professional expertise and b) her or his role in the department, the College, and/or the University communities. Such documentation may include the following:

- Receipt of public service grants from external agencies (with information for each citation regarding title of project, the granting agency, and the term of the grant);
- Successful completion of external public service assignments (with information for each citation regarding title of project and the nature of the accomplishments);
- External assessments of candidate's public service activity;
- UTC awards and grants for public service activity;
- Citations of public service in works of research or scholarship;
- External awards, grants, and fellowships for service activity;
- Service in campus governance (with information for each citation regarding offices held and assignments completed);
- Assessments of institutional service; and
- Public service that aligns with a candidate's professional expertise.

Specific guidelines for appropriate documentation should be identified in the departmental/school bylaws. See **Appendix A** to these Bylaws for an example from the School of Nursing.

## IX. Professional Behavior and Ethical Conduct

In addition to the three main criteria for tenure and promotion – teaching and advising; research, scholarship, and/or creative activity; and service – faculty should be mindful that professional behavior is an integral part of the health and well-being of any department and the College as a whole. Professional behavior (or the lack thereof), therefore, tends to impact effectiveness in the three main criteria for tenure and promotion. It follows, then, that it may impact annual performance evaluations.

All members of the College community (administrators, faculty, staff, and students) are committed to the principles of professionalism, which include respect for themselves and others, ethics in word and deed, acting responsibly, commitment to excellence, and honesty.

### IX.A Expectations of Administrators and Staff

- **Respect** yourself and others
  - Encourage free inquiry, mutual respect, and recognition of achievement
  - Allow all constituents a reasonable opportunity to respond to any administrative policies and decisions without reprisal
  - Maintain a safe and clean environment
  - Prevent any discrimination or harassment

- Ethics in word and deed
- Make all administration policies, rules, regulations
- **Ethics** in word and deed
  - Make all administration policies, rules, regulations, and guidelines open and available for all faculty, students, and staff
  - Act ethically, honestly, and with integrity
  - Treat faculty, staff, and students fairly and impartially
  - Avoid any conflict of interest
- **Assume** responsibility
  - Set and clarify goals and objectives with the faculty and staff
  - Translate goals and objectives into action plans
  - Practice transparent fiscal responsibility
  - Use the college's facilities and resources in an effective and efficient manner
- **Commitment** to excellence
  - Enhance administrative efficiency
  - Encourage outstanding teaching, research, and other professional activities
  - Promote student excellence in scholarship and extracurricular activities
  - Enlist the support of university administrators, alumni, corporate friends, legislators, and other groups
  - Act as an advocate for faculty, staff, and students of the College
  - Dress appropriately for each occasion
  - Clothing should be professionally appropriate for the field and specific department.
- **Honesty**
  - Exercise fair and objective evaluation in all promotional and disciplinary decisions for all faculty, students, and staff
  - Be honest and straightforward in all dealings with College stakeholders

## IX.B Expectations of Faculty

- **Respect** yourself and others
  - Understand that all relationships are based upon mutual respect
  - Discuss differences of opinion in an open and civil manner
  - Be sensitive to the effects of both words and actions on others
  - Treat others in a respectful and considerate manner
  - Treat students with respect, both in and out of the classroom
  - Prevent any discrimination or harassment
- **Ethics** in word and deed
  - Use the University's facilities and resources in an effective and efficient manner
  - Use due care and thought in preparing and grading all assignments and exams
  - Provide appropriate and timely feedback to students for all assignments and exams
  - Provide students with a reasonable opportunity to discuss assignments and grades without reprisal



- Enhance personal and college reputation by avoiding unethical actions
- **Assume responsibility**
  - Remain current in our fields of expertise
  - Be on time for all classes and avoid unnecessarily canceling classes
  - Keep appointments and be punctual in all professional settings
  - Be accessible and maintain adequate office hours
  - Safeguard confidential information
- **Commitment to excellence**
  - Strive to achieve quality in all areas of performance – teaching, research, service
  - Dress appropriately for each occasion
  - Clothing should be professionally appropriate for the field and specific department.
- **Honesty**
  - Ensure that information provided on resumes is correct and that the information is current in Academic Affairs designated digital location.
  - Be honest and straightforward in all dealings with faculty, staff, students and others
  - Accurately cite the contributions of others in all scholarly work

## IX.C Expectations of Students

- **Respect yourself and others**
  - Understand that all relationships are based upon mutual respect
  - Discuss differences of opinion openly and civilly
  - Be sensitive to the effects of both words and actions on others
  - Show respect to faculty members and fellow students by coming to class prepared
  - Avoid the unapproved use of electronic devices during class
  - Demonstrate respect for our College and University by protecting our facilities and surroundings
  - Prevent any discrimination or harassment
  - Treat others in a respectful and considerate manner
- **Ethics in word and deed**
  - Maintain core beliefs and values despite moral challenges
  - Act professionally in all relationships with potential employers, faculty, and fellow students
  - Honor your commitments; only accept a job offer when you intend to fulfill your commitment to take the job
- **Assume responsibility**
  - Attend all events for which an RSVP has been given
  - Arrive at all events on time
  - Promptly acknowledge invitations for interviews and office visits and accept or reject these invitations in a timely manner
  - Respond to every offer for an internship or job, stating whether the position is accepted or rejected
  - Provide prompt notification if a previously made commitment cannot be fulfilled
  - Thank potential employers in writing for the opportunity to interview or meet with them

- **Commitment to excellence**
  - Strive to achieve quality in all areas of performance – academics, collaboration with students and faculty, internships and jobs, and campus and civic commitments
  - Enhance personal and college reputation by avoiding unethical actions
  - Learn the rules of etiquette to ensure smooth entry into the professional work environment
  - Dress appropriately for each occasion
  - Clothing should be professionally appropriate for the field and specific department.
  
- **Honesty**
  - Understand the University's Honor Code, abide by it, and make every effort to ensure that fellow students abide by it as well
  - Ensure that information provided on resumes is correct and that the information remains current
  - Be honest and straightforward in all dealings with faculty, staff, fellow students and others

Specific departments and programs may have more detailed Professional Fitness guidelines listed in student handbooks/policies.

## X. Ratification and Amendments of the Bylaws

### X.A Ratification

The College may ratify these Bylaws with approval of two-thirds of the voting faculty casting a ballot at a business meeting of the College. This may be conducted virtually/electronically as approved by the College. If ratified by the voting faculty, these Bylaws must be approved by the Dean and Provost before they become effective. These Bylaws shall go into effect after ratification by the voting faculty, subject to their approval by the Dean and Provost.

### X.B Amendments

#### X.B.1 Proposal

The Dean may propose an amendment to these Bylaws. Alternatively, a group of faculty in the College may propose an amendment to these Bylaws, provided those voting faculty represent at least three Departments housed within the College. Any such amendment must be delivered as a written document to the Dean.

#### X.B.2 Distribution

The Dean shall distribute any duly proposed amendment for consideration by the full voting faculty of the College both in writing and electronically.

#### X.B.3 Voting

At the next business meeting of the College or via electronic vote, at least ten (10) working days after

the distribution of the amendment, the full voting faculty will consider the proposed amendment. If at least two-thirds of the voting faculty casting a ballot approve the amendment, then it shall be forwarded to the Dean and Provost for review and approval. An amendment shall go into effect upon the first day of the next full calendar month after approval by the voting faculty, subject to their approval by the Dean and Provost.