

# UTC College of Arts & Sciences Bylaws

## Preamble

The College of Arts and Sciences (“College”) proudly celebrates and champions liberal education, an approach to teaching and learning that emphasizes a broad and well-rounded course of study in the arts, the humanities, the natural sciences, mathematics, and the behavioral and social sciences. Our College administration and faculty believe that a liberal arts and sciences education prepares students to think critically and creatively, to communicate clearly, and to reflect on complexity, diversity, and change along our social, cultural, technological, and scientific horizons. Such preparation cultivates in our students a sense of personal and social responsibility, intellectual curiosity, and practical skills.

The College aims for excellence in undergraduate and graduate education as its principal mission, a mission that requires quality instruction, research, creative expression, and learning that takes place both inside of and beyond the classroom. As the heart of the University’s rich General Education curriculum, the College is committed to strengthening the intellectual life of all UTC students as they develop an appreciation of the arts, the humanities, the natural sciences, mathematics, and the behavioral and social sciences.

## Values

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

**Mission** – Putting our values into practice, we collectively...

- provide and foster an environment for intellectual curiosity and a foundation for life-long learning, thinking, reflection, and growth;
- equip students with transferrable skills – critical thinking, communication, and complex problem-solving skills – that are needed to adapt and succeed in a rapidly evolving world;
- advance cultural and intellectual diversity;
- advance new knowledge through research (theoretical and applied) and creative activities;
- advance integrated service as a part of personal and social responsibility.

## Vision

The enduring vision of UTC’s College of Arts and Sciences is to transform lives through a modern liberal arts and sciences education.

## Definitions

Throughout the following bylaws, the word “faculty” includes, unless otherwise specified, both tenure-track faculty (tenured and probationary faculty alike) with tenure homes in the College and non-tenure-track faculty who likewise 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; communicates on a regular basis with the faculty and staff through regularly scheduled meetings and communications highlighting the accomplishments of the College faculty and students; manages the budget and fiscal affairs of the College; evaluates performance of Department Heads and staff within the College; reviews recommendations for appointment, retention, tenure, and promotion within the College, and makes subsequent recommendations to the Provost regarding the same; 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

An Associate Dean facilitates and implements the objectives set by the Dean, toward the strategic goals of the College, in collaboration with Department Heads and other campus leaders. An Associate Dean is typically an associate 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; 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 Executive and Tenure and Promotion Committees; and support the work of the College in other capacities as needed.

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

The Dean appoints an Associate Dean through the standard search process used for upper-level campus administrative positions. The Dean appoints a search committee representative of the College's disciplinary diversity and chaired by a full professor who is tenured within the College. The search committee will solicit applications, seek input from all appropriate College constituencies, and report to the Dean a list of unranked acceptable candidates. The report will be advisory to the Dean, who makes the appointment. The administrative appointment of an Associate Dean, like other administrative offices,

does not carry tenure. An 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 Assistant Dean

An Assistant Dean supports the Dean and Associate Deans in facilitating and implementing the objectives set by the Dean, toward the strategic goals of the College in collaboration with Department Heads and other campus leaders. An Assistant Dean is typically an associate or full professor from a department within the College.

### I.C.1 Responsibilities

As assigned by the Dean, an Assistant Dean may facilitate and coordinate the administration of the College's graduate programs; represent the College to the Graduate School; work with the Dean and appropriate campus offices in developing communication resources that promote and celebrate the undergraduate and graduate programs in the College; chair the College Curriculum Committee; oversee and coordinate General Education offerings across the College; and support the work of the College in other capacities as needed.

### I.C.2 Appointment and Evaluation

The Dean appoints an Assistant Dean through the standard search process used for administrative positions. The Dean appoints a search committee representative of the College's disciplinary diversity and chaired by a full professor who is tenured within the College. The search committee will solicit applications, seek input from all appropriate College constituencies, and report to the Dean a list of unranked acceptable candidates. The report will be advisory to the Dean, who makes the appointment. The administrative appointment of an Assistant Dean, like other administrative offices, does not carry tenure. An Assistant Dean serves at the pleasure of the Dean, Provost, and Chancellor. The Dean conducts an annual performance evaluation of an Assistant Dean.

## I.D Department Head

A Department Head is responsible to the Dean and the Faculty within the Department for the administration of the Department.

### I.D.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; manages responsibly 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.D.2 Appointment and Evaluation

The Dean appoints the Department Head in consultation with the faculty within the Department. That said, the Department Head is not elected, though Department Head searches historically have been conducted by a search committee that includes department faculty and any number of stakeholders, e.g.,

alumni, community and/or business leaders who share interest in the Department's successful leadership, representatives from the Office for Undergraduate Research and Creative Endeavor, representatives from the Office of Research and Sponsored Programs, representatives from the Office of the Vice Chancellor for Research and Dean of the Graduate School, and/or representatives from the Development Office. Search committees ultimately make a recommendation to the Dean on acceptable candidates for the appointment.

After consultation with the Department and its faculty, the Dean selects no fewer than five (5) search committee members from individuals who have been nominated to serve and/or by invitation. Typically, the search for a Department Head is chaired by another Department Head (current or former) from within the College.

The Dean should work to ensure that the Department has representation on the search committee from across the various ranks and divisions within the Department. It is not uncommon for search committee membership to include additional leaders from outside the Department (other Department Heads, graduate program coordinators, and the like) as such a search is for a peer, i.e., another department-level leader who understands the complexities, the nuances, and the demands on individuals who hold such positions.

The administrative appointment of the Department Head, like all other administrative offices, does not carry tenure. The Department Head serves at the pleasure of the Dean, Provost, and Chancellor. The Dean conducts an annual evaluation of the Department Head.

## I.E Divisional Structure

The College recognizes that Departments, including departmental faculty and academic programs, may have significant and important interdisciplinary connections, and so categorizes its Departments within divisions, or clusters, of related disciplines. The table below articulates the four divisions within the UTC College of Arts and Sciences.

<b>Division</b>	<b>Departments</b>
<i>Arts</i>	Department of Art
	Department of Performing Arts
	Department of Communication
	Department of English
<i>Humanities</i>	Department of History
	Department of Modern and Classical Languages and Literatures
	Department of Philosophy and Religion
<i>Natural Sciences and Mathematics</i>	Department of Biology, Geology, and Environmental Science
	Department of Chemistry & Physics
	Department of Mathematics
<i>Behavioral and Social Sciences</i>	Department of Political Science and Public Service
	Department of Psychology
	Department of Social, Cultural, and Justice Studies

The College likewise houses and supports a vibrant Humanities program, the Women's, Gender, and Sexuality Studies program, the Army ROTC Military Science and Leadership program, and numerous, interdisciplinary minors.

## II College Governance

### II.A College Leadership

#### II.A.1 Charge

College administrators meet regularly to advance communication and planning. The Department Heads of separate divisions, as described in Section I.E, 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, any Associate Deans or Assistant Deans, 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 must designate a departmental representative, e.g. an associate head, to attend as a representative of the respective Department.

### II.B Executive Committee

The Executive Committee is an advisory body to the Dean.

#### II.B.1 Charge

The Executive Committee provides advice and counsel to the Dean on matters of strategic planning and governance. It reviews these bylaws during the spring term of each odd-numbered year and may propose changes which are then subject to approval by the full faculty of the College.

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

An Associate Dean chairs the Executive Committee. Regular membership consists of two separate representatives from each division of the College, as described in Section I.E. The Dean consults with the Department Heads in each division and then appoints committee members from that division. Members will serve for staggered 3-year terms and at least one academic year must elapse between terms of service.

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

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

#### II.C.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's purview extends to the areas of fairness and high standards.

## II.C.2 Membership and Meetings

An Associate Dean chairs the College T&P Committee and serves as a non-voting member of this group. Regular membership consists of two representatives from each division of the College, as described in Section I.E. The Dean consults with the Department Heads in a division and then appoints the committee members from that division. Excepting the chair, who may serve as often as appointed by the Dean, a term of an appointment to the College T&P Committee is two academic years.

In the event that an Associate Dean, as chair of the College T&P Committee, is him/herself a candidate for promotion, another Associate Dean or an Assistant Dean shall serve as a proxy, 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. The proxy, as chair of the College T&P Committee, will serve as a non-voting member.

## II.C.3 Confidentiality

It is imperative that the chair (i.e., an Associate or Assistant Dean) 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 that are discussed in meetings of the College T&P Committee remain strictly confidential.

## II.C.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.D Curriculum Committee

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

### II.D.1 Charge

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

### II.D.2 Membership and Meetings

An Assistant Dean chairs the Curriculum Committee, and the regular membership consists of two representatives from each division of the College, as described in Section I.E. Excepting the chair, who may serve as often as appointed by the Dean, a term of an appointment to the Curriculum Committee is two academic years.

## II.E CAS Diversity Committee

### II.E.1 Charge

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

## II.E.2 Membership and Meetings

The chair of the College Diversity Committee is elected from among the committee's membership. The committee consists of eight members, with representatives from each division of the College, as described in I.E. Members may be nominated by their Department Head and shall be selected by the Dean (or her or his designee). Both faculty and staff are eligible for membership. Members shall serve terms of two years and membership shall be staggered to ensure rotation amongst the membership. No member of the Committee may serve more than four consecutive years. An Associate or Assistant Dean designated by the Dean may serve as an ex officio member of the Committee. The CAS Diversity Committee will meet at least once each semester.

### 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. These bylaws neither expand nor abridge the rights and responsibilities of faculty, as outlined in the UTC Faculty Handbook.

#### 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.

#### 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.

#### 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.

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 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. For example, a Department may require non-tenure track faculty to engage in advising and service or a department may require service by all tenured and tenure-track faculty members.

### 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. <https://www.utc.edu/walker-center-teaching-learning/information-services/syllabus-resources.php>

### III.F Collegiality

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 collegiality is an integral part of the health and well-being of any department and the College as a whole. Collegiality (or the lack thereof), therefore, tends to impact effectiveness in the three main criteria for tenure and promotion. It follows, then, that collegiality (or the lack thereof) may impact annual performance evaluations. For that reason, faculty should be mindful of the College’s “Statement on Collegiality”:

*Collegiality requires the capacity to relate well and constructively with peers and members (faculty, staff, students and administrators) of our campus community. Collegial behavior and support for the common good, therefore, is highlighted by civility and respect for one another, particularly as we may disagree with one another from time to time. Even in our disagreement, we must work well with one another as we share in institutional and departmental goals and responsibilities.*

### III.G Faculty Participation in Commencement Exercises

Faculty in the College are expected to attend at least one (1) commencement exercise each year.

## IV Tenure-Track Faculty

Throughout the following pages, the phrase “tenure-track faculty” applies to tenure-eligible and tenured faculty alike.

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

#### IV.A.1 Authorization to Search and Letter of Appointment

As stated in the Faculty Handbook, the Dean “must obtain authorization from the Provost to begin a search for a tenure-track faculty position” (Section 3.1). Before doing so, the Dean will request proposals to replace faculty or to search for new full-time faculty from Department Heads, who should consult with Department colleagues on curricular need, programmatic changes, and the like. Doing so ensures that requests align with student needs, strategic growth within the Department, and strategic initiatives (i.e., new academic and/or research areas) on campus.

#### IV.A.2 Authorization to Search and Letter of Appointment

Per Section 3.1.6 of the Faculty Handbook, “Only the letter of appointment from the Provost to the candidate regarding the terms and conditions of the appointment is binding on UTC. Any other representations concerning the terms and conditions of the appointment, whether oral or written, are not authorized by UTC and not binding on UTC. The new faculty member’s written acceptance of the letter of appointment, together with execution of normal UTC employment forms, completes the initial appointment to employment between UTC and the faculty member.” (See Section 3.1. of the Faculty Handbook for additional information about “Recommendations to Appoint” and “Official Notification of Appointment” to ensure proper appointment procedures.)

#### IV.A.3 Startup Costs

No startup costs will be included in the letter of appointment without prior review and approval by the Dean.

### IV.B Commitment to Diversity

The College proudly supports diversity and inclusion in its many forms through our daily activities and our strategic plan. Specifically, Goal 3 of the College’s strategic plan, including subgoals, reads as follows:

*Goal 3: The College of Arts and Sciences embraces cultural and intellectual diversity. The College of Arts and Sciences—its leadership, faculty, and staff—is committed to a campus culture that respects the inherent worth of every person and that is enriched by our diverse backgrounds.*

- a. *Participate in the implementation of an institutional diversity plan by creating a college-level diversity plan which defines and sets clear metrics for diversity of faculty, staff, and students.*
- b. *Advocate for a culture of inclusion, including physical and technological access for students, faculty and staff with disabilities.*
- c. *Increase opportunities for students, faculty, and staff to have an international or study abroad experience to ensure first-hand exposure to global examples of cultural, architectural, intellectual and scientific achievement.*
- d. *Offer educational opportunities that promote an awareness of and an appreciation of divergent worldviews.*

- e. *Showcase and promote multidisciplinary and interdisciplinary research, teaching, and creative activities.*

Like the University as a whole, the College is committed both to *recruiting* outstanding faculty from a diverse pool of applicants and to *retaining* our colleagues who enrich the College and our Departments in part because of our diverse backgrounds, experiences, research areas, and more. As such, we emphasize that each Department should advertise position vacancies in an effort to obtain a diverse pool of qualified applicants. For each search, the Director of the Office of Equity and Inclusion ("OEI") is contacted to advise our Departments regarding appropriate search procedures that should be followed. (See the Faculty Handbook, Section 3.1.2. for more information.)

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

Departments within the College shall provide their faculty members with the resources necessary to perform assigned duties, including office space, office and pedagogical supplies, support services, and equipment. Departments within the College likewise must have consistent criteria for assigning teaching duties to all faculty members.

### IV.C.1 Criteria for Appointment to Faculty Rank

Criteria for appointment to faculty ranks reflect the rigorous preparation necessary for University teaching, research, creative activity, the various service activities expected of the faculty members of a major university, and the diversity of missions performed by the College's numerous Departments. For all faculty ranks, effective advising and mentorship is understood to be part of the task of teaching.

UTC has established the following general criteria that faculty members are expected to meet for the appropriate rank. Each Department within the College must establish its own metrics and standards for evaluating such criteria for faculty rank appointments within the Department, and the Department's specific metrics and standards shall be published in the Department's bylaws.

An **Assistant Professor** is expected to:

1. have a doctorate degree or other terminal degree in his or her discipline or present equivalent training and experience;
2. show potential or have demonstrated ability as a teacher;
3. show potential or have demonstrated evidence of research, scholarship, and/or creative activities;
4. have demonstrated willingness to participate effectively in professional activities other than teaching and research; and
5. have demonstrated ability to relate appropriately to students and professional colleagues.

An **Associate Professor** is expected to:

1. have a doctorate degree or other terminal degree in his or her discipline or present equivalent training and experience;
2. have achieved a reputation as an accomplished teacher – demonstrated through student evaluations that are indicative of success in the classroom (or various modalities) and through teaching evaluations that are performed by peers, mentors, and/or the Department Head;
3. have achieved a good record in research, scholarship, and/or creative activities;
4. have an established record of effective participation in professional activities other than teaching and research;

5. have demonstrated ability to relate appropriately to students and professional colleagues; and
6. have demonstrated excellence in at least one of the three areas of responsibility (i.e., teaching, research, and service) required for full-time faculty status.

A **Professor** is expected to:

1. have a doctorate degree or other terminal degree in his or her discipline or present equivalent training and experience;
2. have achieved and maintained a reputation as an accomplished teacher – demonstrated through student evaluations that are indicative of success in the classroom (or various modalities) and through teaching evaluations that are performed by peers, mentors, and/or the Department Head;
3. have achieved and maintained a significant record in research, scholarship, and/or creative activities;
4. have achieved and maintained a significant record of effective participation in professional activities other than teaching and research;
5. have demonstrated an ongoing ability to relate appropriately to students and professional colleagues; and
6. have demonstrated excellence in at least two of the three areas of responsibility (i.e., teaching, research, and service) required for full-time faculty status.

The previous “Criteria for Appointment to Faculty Rank” section is adapted from and aims to be consistent with Section 3.2.1.1 - 3.2.1.3 of the Faculty Handbook.

#### IV.C.2 Completion of the Terminal Degree after Hire

A faculty member who has not completed the terminal degree in his or her discipline (e.g., Ph.D.) but who otherwise meets all of the other criteria for the rank of Assistant Professor may be initially appointed to a tenure-track full-time academic year appointment at the rank of Assistant Professor and noted as "All But Dissertation" or "ABD," subject to the following conditions:

If appointed in August, the faculty member will be required to complete his or her terminal degree on or before July 31 after completing his or her first full academic year (i.e., Fall and Spring semesters) in order to retain the rank of Assistant Professor; or

If appointed in January, the faculty member will be required to complete his or her terminal degree on or before July 31 after completing half of his or her first academic year (i.e., the Spring semester) in order to retain the rank of Assistant Professor; or

Such conditions as are imposed by the Provost at the time of the faculty member's initial appointment and set forth in the initial appointment letter.

The faculty member's failure to complete his or her terminal degree within the applicable time period set forth in this section constitutes adequate cause for terminating the faculty member's employment. The tenure probationary period for a faculty member initially appointed under such circumstances is treated in an identical manner as the tenure probationary period for a faculty member initially appointed at the rank of Assistant Professor who already has his or her terminal degree at the time of the appointment.

## IV.D 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.D.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.D.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.E Tenure

### IV.E.1 Criteria for Tenure 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.E.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 processes and publish such procedures in departmental bylaws.

### IV.E.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 in the three performance areas of teaching, research, and service.” See Section 3.10.4 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. Should fewer than two (2) external reviews be returned by the end of this process, the chair of the departmental RTP Committee will note the efforts made to solicit reviewers and their reviews.

Prior to October 8th 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 dossier (hard copy

or electronic) that documents evidence of effectiveness in the “three performance areas of teaching, research, and service.”

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 four (4), 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. The Committee will then generate a list of potential external reviewers, no fewer than four (4), that the faculty member will review. Each potential reviewer should be identified by name, title, institution, and be accompanied by a brief rationale for her or his selection. From the Committee's list, the candidate will choose no fewer than two (2) reviewers. No fewer than four (4) external reviewers remain at this point.

By November 1st, the chair of the departmental RTP Committee, in collaboration with the Department Head, will solicit via email a minimum of four (4) and a maximum of seven (7) 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 three (3) reviewers agree to submit an external review of the candidate's materials. Reviewers will then be provided with the candidate’s dossier and they will be asked to supply two things by no later than January 15th: 1) a one-to-two page letter of evaluation, and 2) a copy of their curriculum vitae.

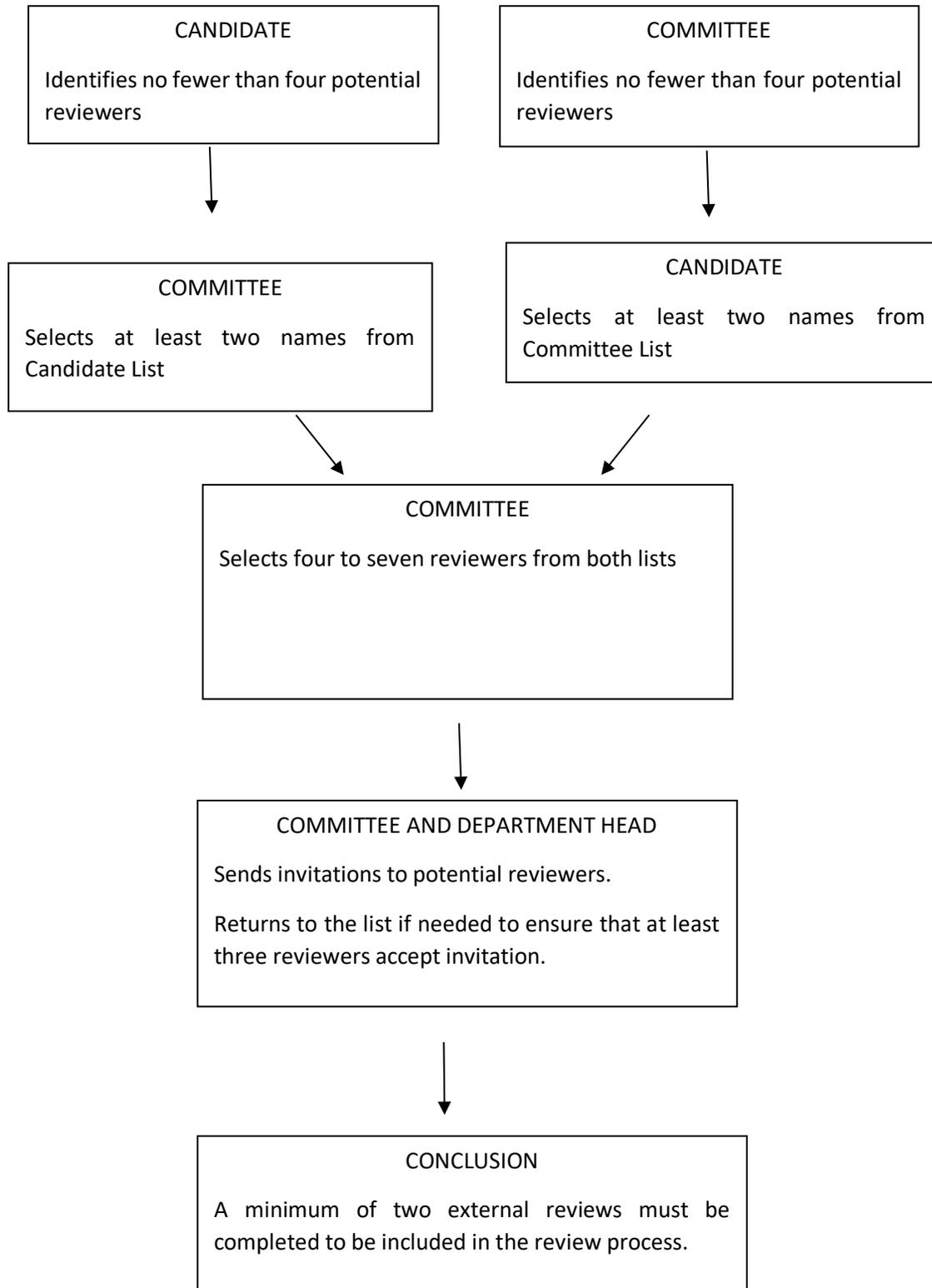
External reviewers should be selected based on the following guidelines.

- Reviewers should be tenured and at or above the rank that the candidate seeks.
- Reviewers should be at a peer institution, an aspirant peer institution, or an institution that is universally recognized as excellent.
- Reviewers should not have had a working relationship with the candidate (dissertation director, chairperson, co-author, etc.). That is, there should be no conflict of interest with the candidate.
- Reviewers should 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 should be 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.

## FLOW CHART FOR EXTERNAL REVIEW PROCESS



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

A majority of the eligible voting faculty must be present for departmental RTP Committee votes on a candidate's tenure and/or promotion. This majority of the eligible voting faculty (i.e., both associate and full professors voting on candidates who seek promotion to the rank of associate professor, and only full professors voting on candidates who seek promotion to the rank of full professor) is considered the minimum requirement. Departmental bylaws may contain further policies on a quorum that is required for the departmental RTP Committee to make recommendations regarding tenure and promotion.

## 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.

### V.B General Appointment Terms and Conditions

The appointment terms and conditions applicable to non-tenure-track faculty within the Department should be published in departmental bylaws. See Faculty Handbook, Section 4.2. For example, the level of participation allowed non-tenure-track faculty in departmental activities must be outlined in departmental bylaws.

### V.C Evaluations of Non-Tenure-Track Faculty

Each department is responsible for establishing procedures in its bylaws the regular evaluation of non-tenure track faculty members within the department. See Faculty Handbook, Section 4.4.

### V.D Non-Tenure-Track Faculty Rank Appointments/Promotions

The College may hire non-tenure-track teaching faculty members for specific teaching assignments. Ordinarily, our non-tenure track colleagues are not expected to engage in research, scholarly productivity, or creative activity. Some of non-tenure-track faculty are, however, expected to participate in service as a condition of employment.

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.

**Distinguished Lecturer:** This rank is for those Senior Lecturers who hold a degree appropriate to their discipline (or its professional equivalent) and who have demonstrated excellence in teaching. Tenured faculty members within the academic department will evaluate and make recommendations for appointments to the rank of Distinguished Lecturer, in accordance with departmental and college bylaws.

Appointments are renewable subject to availability of funds, satisfactory performance, and staffing needs. Each 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 published in departmental bylaws, and they must be consistent with the Faculty Handbook as well as expectations for excellence in teaching within the College. (See Section 4.7. of the Faculty Handbook for additional information.)

## VI Documenting Success in Teaching and Advisement (for all faculty)

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

- Student evaluations. Candidates may provide student evaluations of their teaching. Candidates may likewise ask their Department Head to review student evaluations over a period of years and write a summary of evident trends. Additionally, if the evaluations point to problems which have been resolved, i.e., improvements in teaching, the Department Head may wish to explain.
- Representative syllabi and/or assessments of course planning and structure with regard to courses taught. Candidates may include representative syllabi of courses taught for the first time and/or syllabi of courses taught for the first time by a new pedagogical method or a new delivery system (viz. online). Candidates may wish to annotate such syllabi in order to make clear those elements which they believe document a commitment to effective teaching.
- Peer or Department Head observations of classroom teaching. Candidates should invite their Department Head, a faculty mentor, and/or department colleagues to observe their classroom teaching. It is reasonable to expect the observer to provide a written evaluation of observed strengths and weaknesses, along with justification of the evaluation. Because all Departments in the College have departmental bylaws, candidates should follow departmental bylaws for teaching observations.
- Performance of students with regard to any appropriate outcomes measures (departmental examinations, external tests, etc.). Candidates may ask their Department Head to provide comparative student outcome results, if available. Otherwise, candidates are invited to discuss with their Department Head any means by which they may be better able to document student outcomes in their courses.
- Awards for teaching excellence. Candidates may wish to document nominations for and/or receipt of prestigious teaching awards. Effective documentation of such honors often depends on frank assessment by the Department Head of their relative significance.
- Participation in professional development activities related to teaching. Such activities may include both those candidates have attended individually and those candidates have attended with colleagues, e.g., the Instructional Excellence Retreat.
- 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. Candidates may elect to include in the dossier examples of innovative teaching materials or narrative accounts of innovative teaching methods. It is good practice to discuss such content with colleagues and/or with the Department Head. It is likewise good practice to provide context for and explanation of those materials and methods. Candidates may ask their Department Head and/or colleagues to review this content in order to determine the appropriateness or necessity of such materials.
- 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). Determining whether individual grants are better reported under teaching or research is not always easy. Candidates must not, however, double report this grant information. A brief note in one section indicating where fuller documentation of an activity may be found offers a means of avoiding this problem.
- Research and refereed publication in pedagogy or the scholarship of teaching and learning. The comment above on where to report is relevant here also.

## VII Documenting Success in Research, Scholarship, and/or Creative Achievement (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, screen play, etc. Such documentation may include the following.

- Books and monographs published (with bibliographic information for each citation). Including works not published in an attempt to make the dossier appear stronger in fact weakens the dossier. Candidates may describe unpublished works as "in progress" and seek independent evaluation of such work. If candidates are not providing copies of the publications themselves, complete and accurate citation information must be in the CV, including number of pages. Custom-published works merit inclusion, but care should be taken to distinguish such books from those which go through the traditional vetting, i.e., peer review, process.
- Articles published in refereed scholarly journals (with bibliographic information for each citation). Published statements of editorial policies provide effective documentation regarding the refereed status of a publication. Candidates may also include information about the acceptance rate of journals in which their articles appear.
- Reviews of books and monographs in the candidate's field.
- Other articles. 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. In general, candidates must take care not to mix genres of publications (e.g., including a poem or a column from a local newspaper among articles).
- Commissioned Research. Candidates may have conducted research in the discipline as part of a commissioned project and published the results. Be sure that any such efforts that result from paid consulting are so identified. Distinguishing clearly between research and scholarly or creative efforts for which a candidate is paid and those conducted independently will enhance the credibility of the dossier.
- 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). Correspondence with meeting organizers and program materials often will emphasize the competitive nature of the program for which a candidate is selected. Less formal presentations may offer valuable documentation of research or may be included more appropriately under the categories of teaching or service. 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. Candidates may be the Principal Investigator and likely the lead author on individual and/or group grants. Even when the grant has an instructional or service orientation, the basic work of authoring a grant proposal, particularly where it requires significant investigation, can itself be considered a contribution to research or creative activity.

- Citations of research, scholarship, or creative activity in other works published. Even a modest reference may suggest the influence of a candidate's work on the candidate's field.
- UTC awards, grants, and fellowships for research, scholarship, and creative activity.
- External awards, grants, and fellowships for research, scholarship, and creative activity. Do not neglect to mention modest grants from local foundations, state agencies, and organizations, so long as the received support indicates recognition of your professional expertise.
- Recitals, art exhibitions, creative and/or dramatic performances (with information for each citation regarding publication, sites, dates, and whether the activity was invited or juried, local, regional, national or international). Candidates may explore means of obtaining reactions that go beyond local notoriety.
- Critical reviews of the candidate's recitals, art exhibitions, creative works, etc. Candidates may ask their Department Head to invite critics to observe their work.
- Electronic publication. Scholarly work is scholarly work, regardless of the medium in which it is published. As is the case with print publications, candidates must be careful to contextualize and identify their published works as peer-reviewed/refereed or not. That is, the same care must be given to citation and documentation for electronic publications that we have come to expect for print publications.

## VIII Documenting Success in Service (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. Candidates may request of committee chairs and colleagues written evaluations of the candidate's contributions to a committee in instances where such contributions exceed the norm.
- Public service that aligns with a candidate's professional expertise. Although candidates should not cite activities which have no relation to their academic assignment, candidates should not neglect activities which reflect their expertise.

## IX Ratification and Amendments of the Bylaws

### IX.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. If ratified by the voting faculty, these bylaws must be approved by the Dean and Provost before the bylaws may become effective. These bylaws shall go into effect upon the first day of the next full calendar month after ratification by the voting faculty, subject to their approval by the Dean and Provost.

### IX.B Amendments

#### IX.B.1 Proposal

The Dean may propose an amendment to these bylaws, often after consultation with the Executive Committee of the College.

Alternatively, a group of at least a dozen voting faculty in the College may propose an amendment to these bylaws, provided those voting faculty represent at least four Departments housed within the College. Any such amendment must be delivered as a written document to the Dean, who must share the amendment with the Executive Committee.

#### IX.B.2 Distribution

The Dean shall distribute any duly proposed amendment for consideration by the full voting faculty of the College.

#### IX.B.3 Voting

At the next business meeting of the College which takes place 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 at that meeting 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.