DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES
DEPARTMENTAL BYLAWS
Adopted: May 8, 2008
Revised: November 11, 2020
Revised: May 10, 2024

Introduction

To provide the basis whereby the faculty, staff, and student may achieve its goals, the Department of Educational Leadership and Policy Studies at The University of Tennessee, Knoxville agrees to govern itself according to these Bylaws.

These Bylaws are intended for the internal operation of the Department, and shall not supersede any existing University of Tennessee regulations, University of Tennessee Faculty Senate Bylaws, or the current University of Tennessee Faculty Handbook.

Article I: Name: Department of Educational Leadership and Policy Studies

1.1 The Department of Educational Leadership and Policy Studies (hereafter referred to as "Department") was formed as of August, 2008.

Article II: Powers and Duties of the Department

2.1 The Department shall have those powers and duties which have been, and which may be, delegated to it by the Trustees of the University, the President of the University of Tennessee System, the Chancellor, the Provost, the Dean of the College of Education, Health, and Human Sciences, and the faculty of the Department.

2.2 The Department is authorized, subject to the approval of the Dean, to formulate policies and regulations regarding the general educational objectives of the Department, including those policies and regulations related to the overall general requirements for admission, completion of program requirements, and graduation for the degree programs of the College and The University of Tennessee.

2.3 The Department is authorized in consultation with academic officials to consider, advise, and recommend to the Department Head, Dean, or (if appropriate through the Dean) to the Chancellor, policies and procedures in other matters which concern the general welfare of the faculty of the Department, such as, but not exclusively limited to criteria for faculty appointment, dismissal, promotion, tenure, budget, and other University matters relevant to meeting the mission and goals of the Department, the College, and the University.

2.4 The Department, through its administrative structure, communicates priorities for College and University budgets, development/fund-raising plans, and changes in physical facilities that will enhance and maintain academic programs as well as resource allocations within the Department,

the College, and the University. The Department may consider, advise, and make recommendations regarding student rights and responsibilities.

2.5 Actions by the Department Head will be communicated to Department faculty by written or oral reports and through faculty who serve in elected and appointed capacities on Department committees, advisory boards, and *ad hoc* entities that serve a specific purpose and are appointed for a stated time.

Article III: Department Organization

3.1 Department Administration

3.1.1   The Department Head is the chief administrative officer responsible to the Dean or, if appropriate, through the Dean to the Chancellor of the University for the well-being of the Department. The Department Head has responsibility for providing visionary leadership and management of budget allocations, physical facilities, and personnel within the Department.

3.1.1.1 The Department Head provides reports and other communications to the College administration about Department priorities and resource allocations, including personnel, physical facilities, and monies, that enhance and maintain the academic programs and the infrastructure needed by the Department.

3.1.1.2 The Department Head should seek recommendations from the Leadership Team, Department faculty, or their representatives (e.g., Program Coordinators) on matters involving major decisions of budgetary, personnel, or physical facility allocations with the understanding that the Head is authorized to make the final decisions.

3.1.1.3 The Department Head implements procedures for resolving faculty grievances as outlined in the *Faculty Handbook* and student grievances as outlined in *Hilltopics* and *The University of Tennessee Graduate and Undergraduate Catalogs*.

3.1.2   The Department Head is a member of the faculty who has been assigned by the Dean the special duty of administering the Department. The selection, annual evaluation, and reappointment of the Department Head shall be in accordance with the *Faculty Handbook*. The Head is appointed for a 5-year term by the Dean in consultation with the faculty of the department which they will administer.

3.1.2.1 The Department Head's responsibilities include care of the departmental academic programs in relation to the comprehensive academic program of the University through:
- recruitment, development, and retention of students, faculty, and staff;
- planning, reviewing, and implementing the curriculum;
- encouraging and supporting faculty teaching, research, and service;
- adjustment of teaching, research, and service loads of individual faculty members;
- counseling and advising students;
- representation of the Department to:
  - the public,

- o other faculty members,
- o members of the administration,
- o colleagues at other universities and institutions,
- o the political constituency supporting the University.

3.1.2.2 The Department Head maintains the infrastructure necessary for support of the academic programs through:
- employment and supervision of clerical and support personnel;
- management of physical facilities;
- planning for space and equipment needs;
- preparation and defense of the budget;
- authorization of all expenditures from the budget.

3.1.2.3 The Department Head also has other responsibilities, including:
- to work in tandem with each Program Coordinator in the Department to see that courses are taught in a timely sequence and that adequate staffing of these courses takes place;
- to work closely with the Dean and Associate Deans on day-to-day operations of the Department as well as long-range planning for the Department's future;
- to work closely with various committees in the College as well as with directors and coordinators of various programs;
- to help maintain a critical number of students and faculty in each program that resides within the department;
- to establish and maintain a collaborative culture and positive work environment.

3.1.2.4 The Department Head shall be governed by the rights and responsibilities as outlined in these Department Bylaws, the *Faculty Handbook*, *Hilltopics,* and *The University of Tennessee Graduate and Undergraduate Catalogs*. The faculty shall provide input regarding the evaluation of the Department Head through the Provost's annual evaluation of the department head questionnaire.

3.1.2.5 The Department Head will appoint an Associate Department Head to aid in the abovementioned duties and to act in the stead of the Department Head as requested or when the Department Head is unavailable. The Associate Department Head will serve as a member of the ELPS Departmental Leadership Team. The Associate Department Head serves at the pleasure of the Department Head for a two-year term that can be renewed.

3.1.2.6 The Department Head will appoint a Director of Graduate Studies and a Director of Undergraduate Studies. The duties and responsibilities of these positions will be in accordance with the university guidelines and may be revised or amended to meet the needs of the ELPS department. Each position will serve as part of the ELPS Leadership Team. Unless otherwise directed, each position will participate in meetings and activities specific to their role, including the Graduate and Undergraduate Curriculum Review Committee (CRC). These directors serve at the pleasure of the Department Head for a two-year term that can be renewed.

3.1.2.7 The ELPS Departmental Leadership Team will comprise the Department Head, Associate Department Head, ELPS Business Manager, Director of Graduate Studies, and Director of Undergraduate Studies. The Department Head will solicit interest to serve on the Leadership Team from the faculty. The chosen representatives will be selected by the Department Head with efforts to ensure representation from across the various academic programs and centers within the department. The Department Head may expand the Leadership Team as needed and as recommended by the faculty and staff. The Leadership Team shall advise the Department Head on matters involving major decisions of budgetary, personnel, or physical facility allocations.

3.1.2.8 The Department Head, with advice from the Leadership Team, shall appoint all departmental committees, unless otherwise specified. When departmental representation is required for a college or university committee, the Department Head will solicit nominations from the faculty. The final selection of the departmental representative will be made in consultation with the Leadership Team. Departmental representatives for the College Senate will be chosen through a majority vote by the voting faculty.

3.2 Academic Programs and Program Faculty

3.2.1 Programs within the department are defined as academic majors, concentrations within majors (where applicable), minors, and certificates as listed in the Undergraduate and Graduate Catalogs.

3.2.2 Faculty members who constitute a program shall be determined by the department head in consultation with the Dean.

3.2.3 The Department Head will appoint a Program Coordinator for each of the department programs. The Program Coordinator serves as the representative of the program, overseeing its daily operations and ensuring the program's success. The coordinator acts as the primary liaison for students, faculty, and staff in all matters and decisions pertaining to the program. The duties and responsibilities of a Program Coordinator are varied and are determined in negotiations with the Department Head. A Program Coordinator may be appointed to serve multiple programs at the discretion of the Department Head.

3.2.3.1 The Program Coordinator will ensure that faculty meets as often as necessary, and at least once per semester, to develop, review, and evaluate curricula.

3.2.3.2 The Program Coordinator will be responsible for ensuring that the rest of the Department, including the Department Head, is involved in curricular changes and program proposals.

3.2.3.3 The Program Coordinator will make sure that curricular changes follow appropriate Department, College, and University guidelines. Curricular changes will be made in collaboration with the Department Head. When necessary, the Program Coordinator will also work with appropriate University committees to develop joint programs and make curricular changes.

3.2.3.4 The Program Coordinator will recommend to the Department Head the appropriate faculty to teach each course in their program(s) and the appropriate times and modalities for teaching classes.

3.3 The responsibilities of programs include making curricular decisions for evaluation and revision as needed; making decisions based on committee action concerning sequence, location, scheduling, and capacities for courses; and long-range program planning, including personnel, facilities, and equipment.

Article IV: Membership and Operating Procedures in the Department

4.1 Faculty Classifications within the Department

4.1.1   Tenured and tenure track faculty appointments are made at three ranks in the Department: Professor, Associate Professor, or Assistant Professor. Faculty members are hired for their abilities to teach, engage in scholarship, and perform service functions.

4.1.2   Non-tenure track (NTT) faculty shall consist of full-time and part-time, non-tenure track faculty, with titles and responsibilities as defined in the *Faculty Handbook*. NTT faculty are governed by the terms of their appointment letters and the *Faculty Handbook*.

4.1.3   Appointment of full-time NTT faculty, which includes NTT Research Faculty, NTT Clinical Faculty, and NTT Faculty of Practice, shall be made by the Department Head after a favorable vote from the majority of voting faculty members.

4.1.4   Emeritus faculty are also considered to be members of the Department faculty, based on criteria defined in the *Faculty Handbook*. A favorable vote from the majority of tenured voting faculty is needed for the appointment of Emeritus status in the department. Emeritus faculty are considered non-voting faculty members of the department.

4.1.5   Nominations of candidates for adjunct teaching positions may be submitted to the Department Head or Program Coordinator by program faculty. Candidates for adjunct teaching positions will be recommended by the Program Coordinator of the program in which the candidate will teach and approved by the department head and the Director of Undergraduate or Graduate Studies. Renewal of an adjunct appointment is contingent upon meeting departmental needs, demonstrating effective teaching, and aligning with programmatic goals. The decision to renew an adjunct appointment will be based on a comprehensive review by the aforementioned parties.

4.2 Staff classifications within the Department, including exempt professional staff and non-exempt staff, are defined according to University policies.

4.3 Meetings within the Department

4.3.1   Department meetings shall be held at least twice per semester during the academic year. Additional meetings may be called by the Department Head or at the written request of two-

thirds of the voting faculty. Two-thirds of the voting members of the faculty shall constitute a quorum.

4.3.2   The Department Head shall serve as chairperson of Department meetings, except as delegated by the Department Head in advance. Minutes of the meetings shall be distributed to the faculty no later than prior to the next faculty meeting, and a copy of the minutes shall be kept on file in the Department office.

4.3.3   The initial agenda for regular Department meetings shall be prepared by the Department Head and distributed in advance in written form to the faculty. Additional items may be suggested by individual faculty.

4.4 Voting within the Department

4.4.1   The voting faculty, for purposes of ratifications and changes in the Bylaws and curricular and other Department functions, shall consist of all Department faculty members who have been appointed to full-time tenure, tenure-track, and NTT positions.

4.4.2   A current list of eligible voting faculty shall be maintained by the Department Head.

4.4.3   Faculty members who are on full or part-time leaves of absence (or reduced-time) shall retain the voting status that would be available to them were they not on leave. Faculty members with active appointments that are fully in other units do not have voting rights until they return, at least in part, to ELPS. Emeritus faculty are not allowed to vote.

4.4.4   Proxy votes will be accepted but must be presented in a memorandum to the Department Head in advance of the meeting. However, proxy votes are not allowed for retention or tenure and promotion decisions.

4.4.5   When a vote is taken, a simple majority of the voting members present shall decide an issue, except where otherwise specified. The Department Head is not allowed to vote except to break a tie unless specified otherwise.

Article V: Committee Structure of the Department

5.1 The Department shall use committees to perform various tasks. *Ad hoc* committees shall be formed by the Department Head as needed.

5.2 Meetings of Programs will be determined by the Program Coordinator in consultation with program faculty. Additional meetings may be requested by the Department Head.

5.3 The Department Review Chair (DRC) reviews all human subjects research performed in the department.

5.3.1   The Department Head will select a member of the faculty to serve as the DRC for a three-year term. A second faculty member may be designated as a backup to the DRC.

5.3.2   All research performed in the Department will be reviewed according to the following guidelines:

5.3.2.1 The principal investigator (PI) prepares and submits an application through the IRB submission system as specified by the University.

5.3.2.2 The DRC will then receive a notification through the IRB submission system that the application is pending his/her review and approval. In cases when the DRC is unable to review, the department head will appoint a DRC backup who will provide proxy approval.

5.3.2.3 The DRC reviews the proposal and either approves and signs it or sends the form back to the PI for additional corrections. Because compliance is the responsibility of the DRC, no approval can be given until protocols are in complete compliance with federal and institutional mandates.

5.3.2.4 Once the proposal is approved by the DRC, the proposal goes to the Department Head for approval.

5.3.2.5 Once the proposal is approved by the Department Head or proxy, it is automatically moved by the system to a University compliance officer for a final review and approval.

5.4 Retention, Promotion and Tenure Committee. Members of the faculty who are tenured at the Associate or Full Professor rank serve on the Retention, Promotion and Tenure Committee. This committee is responsible for the annual review of all materials, portfolios, observations, and any issues relative to Retention, Promotion and Tenure of all faculty who have been appointed to tenure-seeking positions. All rules and procedures that are stated in the *Faculty Handbook* are to be followed by the Department.

5.5 The Bylaws Committee will be composed of at least three members of the Department. The purpose of the Bylaws Committee shall be to review the Bylaws on an annual basis; check for compliance with College and University policies; make recommendations to the faculty for needed revisions; or report to the faculty no later than the last faculty meeting before spring break that the Bylaws do not require revision. The Bylaws Committee shall hold at least one meeting each fall semester to review the Bylaws.

5.6 Tenure-track and non-tenure-track Faculty Search Committees are appointed by the Department Head in accordance with all applicable University, College, and Department regulations and in consultation with the Faculty.

5.6.1   The Department Head is responsible for appointing a Search Committee Chair. In consultation with the Search Committee Chair, the Department Head will appoint at least two other faculty to serve on the committee. The Department Head and Search Committee Chair should make

efforts to ensure diverse program representation on the search committee. The composition of the Search Committee may be expanded to include other non-departmental faculty members, staff members, or student representatives, as deemed appropriate by the Department Head and the Search Committee Chair.

5.6.2   The search committee will follow all search policies and processes as outlined by the University, College, and Department.

5.6.3   The search committee will submit a written report detailing its hiring recommendation to both the faculty and the Department Head. The written report shall include a summary of the committee's discussion and outcomes of an anonymous vote.

5.6.4   The Department Head will disseminate the search committee's summary with the Department faculty, and may supplement this with their own evaluation of the candidates. The Department Chair will solicit an anonymous vote from the voting faculty, asking them to rank the candidates along with a space for written comments.

Article VI: Faculty Responsibilities

6.1 Faculty duties and workloads are outlined in the *Faculty Handbook* and individual appointment letters.

6.2 Tenured and tenure-track faculty follow the guidelines contained in the *Faculty Handbook* for faculty development, review, and evaluation. NTT faculty follow the guidelines stated in their appointment letters and the *Faculty Handbook*.

6.3 Tenured faculty have responsibilities in guiding tenure-track and NTTfaculty in their roles at the Department, the College, and the University. This responsibility may include participating in a formal mentoring program.

6.4 Tenured faculty interested in serving as mentors should notify the Department Head. The Department Head will maintain a list of eligible mentors and their mentees. Mentors should be committed to the success of their mentees, fostering mutual respect and trust, and providing a safe and holistic environment. They should be prepared to share insights about the department and institution's culture, empathize with a new faculty member's situation, provide context to issues, assist with goal setting and prioritization, understand the promotion process, have experience with students at the institution, and be familiar with the annual review process.

6.4.1   New faculty are assigned a first-year mentor by the Department Head. As the new faculty member acclimates and builds relationships, the faculty member collaborates with the Department Head and first-year mentor to identify a suitable long-term mentor. Mentoring is considered part of a faculty member's assigned workload.

6.4.2   Once a permanent mentor is assigned, it is expected the mentor will serve through the first promotion cycle. However, at the request of the mentor or mentee, the Department Head may

change the permanent mentor. The mentor will be available to meet on a mutually agreed schedule.

6.4.3 The Department Head will conduct evaluations of the mentoring relationship, seeking input from both mentor and mentee, during the annual review.

6.4.4 A single person may not be able to fill all the mentoring roles so faculty are encouraged to build an informal mentoring team drawing from colleagues within and beyond the department.

6.5 Curricular matters and the development of academic programs are a shared responsibility of the faculty and the Department Head.

6.5.1 Proposed curriculum changes are initiated by faculty in a program. All such proposed changes must receive approval from the faculty of the respective program. When consensus among program faculty cannot be reached, a simple majority vote of program faculty is sufficient to move a proposal forward. In the event of a tie, the proposal does not move forward.

6.5.2 Following program approval, the program coordinator will forward the proposed changes to the chair of the department Undergraduate or Graduate Curriculum Review Committee and the ELPS Leadership Team.

6.5.3 The ELPS Leadership Team will assess the potential impact of the proposed curricular changes on other department programs. Significant changes may include, but are not limited to, the addition of a new program or substantial modifications to a course required by other ELPS programs. The Leadership Team has the sole authority to determine the significance of a change on other department programs. In cases where consensus cannot be reached among the Leadership Team, the issue will be decided by a simple majority vote. In the event of a tie, the proposal moves forward to the department for a vote.

6.5.3.1 If the Leadership Team determines that the proposed change will significantly impact other programs, the proposed curriculum changes will be sent electronically to the department faculty at least one week before a vote. Changes with significant impact must be passed via an anonymous vote of voting faculty, excluding the Department Head. A simple majority is required for approval. In the event of a tie, the Department Head will cast the deciding vote

6.5.3.2 If the Leadership Team determines that the proposed change does not have a significant impact on other programs, the program coordinator will either announce the change at the next department meeting or send the change electronically to the department faculty.

6.5.4 All approved changes, regardless of their impact, will be presented to department faculty.

6.6 The Faculty have the responsibility for making recommendations to the Department Head about priorities for budgetary, personnel, and physical facility allocations that enhance and support academic programs.

6.7 Faculty serve on committees, advisory boards, and *ad hoc* entities that draw upon their disciplinary expertise, experience, or both needed to achieve the goals of the Department, the College, and the University.

Article VII: Processes for the Review of Faculty Performance

7.1 All faculty are expected to contribute to the missions of teaching, research, and service as appropriate for their defined workload. The exact apportionment of effort in teaching, research, and service is a function of the skills of the faculty member and the needs of the Department and university; workloads are specified by the Department Head.

7.2 Annual Review of All Faculty. All faculty members will submit an annual review during the fall semester of each year. Each faculty member will be asked to provide overviews of their performance in Research, Teaching, and Service in accordance with University, College, and Departmental guidelines.

7.3 Annual Review Materials. The following materials should be submitted to the Department Head and the APPR system for annual review. For collaborative scholarship/research, teaching/mentoring, and service efforts, faculty members should clearly indicate their role, contributions to the project, and percentage of effort on the project. Examples include, but are not limited to, co-teaching, co-leading a committee, and co-authoring a publication or grant.

7.3.1   Non-tenure-track Faculty, Annual Performance and Planning Review (APPR)
   ● Current CV
   ● A standardized faculty activity report, downloaded from the University's faculty activity reporting system, delineating activities in teaching, research/scholarship/creative activity, and service for the evaluation period.
   ● A statement of accomplishments to previously set goals/objectives by the faculty member and department head. Faculty may also want to document all of their invisible labor. Invisible Labor examples may include but are not limited to, all teaching, scholarship, and service activities that are not explicitly captured in their CV (mentoring students, advising students, writing reference letters, assisting students with special needs, informally mentoring other faculty members, administrative work, serving on panels, etc.). Faculty members are urged to make a case for how their activities contribute to their work as educators and scholars.
   ● Goals/Objectives for the upcoming year
   ● If applicable, any deviations from normal workload, expectations, or goals/objectives should be noted in the faculty member's materials.

7.3.2   Tenured Faculty, Annual Performance and Planning Review (APPR)
   ● Current CV

- A standardized faculty activity report, downloaded from the university's faculty activity reporting system, delineating activities in teaching, research/scholarship/creative activity, and service for the evaluation period.
- A statement of accomplishments in research, teaching, and service, specifically addressing how these accomplishments meet expectations for rank and meet the goals set from the previous year. Faculty are also encouraged to document all of their invisible labor. Invisible Labor examples may include but are not limited to the following: all teaching, scholarship, and service activities that are not explicitly captured in their CV (mentoring students, advising students, writing reference letters, assisting students with special needs, informally mentoring other faculty members, administrative paperwork, serving on panels, etc.). Faculty members are urged to make a case for how their activities contribute to their work as educators and scholars.
- Goals for the upcoming year in research, teaching, and service
- If applicable, any deviations from normal workload, expectations, or goals/objectives should be noted in the faculty member's materials.

7.3.3 Tenure-track Faculty, Annual Performance and Planning Review / Retention Review (APPR/RR)
- Current CV
- A standardized faculty activity report, downloaded from the university's faculty activity reporting system, delineating activities in teaching, research/scholarship/creative activity, and service for the evaluation period.
- A statement of accomplishments in research, teaching, and service, specifically addressing how these accomplishments reflect their research agenda, their teaching philosophy, and their goals from the previous year. Faculty may also want to document all of their invisible labor. Invisible Labor examples may include but are not limited to the following: all teaching, scholarship, and service activities that are not explicitly captured in their CV (mentoring students, advising students, writing reference letters, assisting students with special needs, informally mentoring other faculty members, administrative paperwork, serving on panels, etc.). Faculty members are urged to make a case for how their activities contribute to their work as educators and scholars.
- Goals for the upcoming year in research, teaching, and service
- Teaching evaluations from the last year. Teaching evaluation should include both quantitative and qualitative reports downloaded from the university system.
- If applicable, any deviations from normal workload, expectations, or goals/objectives should be noted in the faculty member's materials.

7.3.4 Tenure-track faculty, Enhanced Tenure-Track Review (ETTR)
- Current CV

- A standardized faculty activity report, downloaded from the university's faculty activity reporting system, delineating activities in teaching, research/scholarship/creative activity, and service for the evaluation period.
- A narrative document that summarizes the faculty member's teaching, research, and service agendas and their plans for the remainder of the tenure track. This document should form the beginning of the narrative for tenure and should be approximately two single-spaced pages for each section: teaching, research, and service.
- Goals for the upcoming year
- All teaching evaluations at UTK
- If applicable, any deviations from normal workload, expectations, or goals/objectives should be noted in the faculty member's materials.

7.4 Consistent with University guidelines, the Department Head will meet with each faculty member at least once each year to make plans, set goals and objectives, and review performance. In such conferences, performance for faculty. Tenure track and Tenured Faculty will be compared with the Faculty Expectations for Rank after considering the workload distribution (Appendix). Performance for NTT Faculty will be compared with the expectations outlined in the individual appointment letter.

7.5 The Department Head's evaluation of the faculty member will be in written form and presented to the faculty member in a timely fashion. After the faculty member has had an opportunity to read and sign the written evaluation, copies of the evaluation will be forwarded to the Dean of the College of Education, Health, and Human Sciences. If the faculty member should disagree with the content of the written evaluation, they will be provided an opportunity to amend the evaluation with objections and dissenting opinions, in accordance with the procedures outlined in the *Faculty Handbook*.

7.6 Retention Review of Probationary Faculty. New tenure-track faculty members are generally hired with a full probationary period of seven years, and are considered for tenure no later than the sixth year of employment at UTK. Probationary faculty members are evaluated for retention during the fall semester each year following the first year of employment. Probationary faculty will submit documentation of their accomplishments and progress in the areas of Research, Teaching, and Service (as applicable), as outlined in 7.3. For newly hired faculty members, the scope of the report will begin at the date of hire. The Department Head will seek input from tenured faculty regarding retention or non-retention. The standard "Annual Recommendation on Retention" form will be completed and forwarded to the Dean and the Provost/Chief Academic Officer. An enhanced retention review will be held for tenure-track faculty members as outlined in the *Faculty Handbook*.

7.7 Promotion and Tenure Review. Faculty members should follow the process and format outlined in the *Faculty Handbook*.

7.8 Retention, Promotion, and Tenure Committee Meeting.

7.8.1   All members of the Retention, Promotion and Tenure Committee vote for retention and tenure. Only those faculty who hold the rank equivalent to or above the rank being considered shall vote for promotion.

7.8.2   The Department Head will be available for the Retention, Promotion and Tenure Committee meetings to provide clarification and interpretation of matters pertaining to promotion and tenure but will not participate in the deliberations for a candidate's retention, promotion, and tenure review.

7.8.3   Votes for retention, tenure, and promotion will be anonymous. Ballots will contain a space for written comments of the candidate's strengths and weaknesses, along with a space for recording the vote. If the vote is not unanimous, a minority report should be submitted along with the majority report sent to the Department Head as outlined in the *Faculty Handbook*. The majority, and minority report, if applicable, should provide fair, objective, and constructive feedback to the faculty member, as outlined in the *Faculty Handbook*.

7.8.4   Votes of "abstain" are discouraged and the rationale for abstaining should be documented in the written comments section of the vote. Abstain votes will be included in the total number of votes cast.

7.8.5   A simple majority vote, which requires more than half of the votes cast, shall be the minimum number of votes necessary to constitute a positive recommendation for retention or tenure.

7.8.6   Voting faculty must be present at the meeting to vote. Proxy votes for retention, tenure, or promotion are not allowed.

7.9 Triggered Cumulative Review of Tenured Faculty Members. Faculty members should follow the process and format outlined in the *Faculty Handbook*.

7.10   Annual Review of NTT Faculty Members. Faculty members should follow the process and format outlined in the *Faculty Handbook*.

7.11   NTT Faculty Promotion Review. Faculty members should follow the process and format outlined in the *Faculty Handbook*.

Article VIII: Compensated Outside Activities

8.1 The nature and scope of compensated outside activities appropriate to the academic discipline in the context of the faculty member's performance shall be governed by the provisions of the *Faculty Handbook*.

Article IX: Approval, Endorsement and Amendments of Bylaws

9.1 Initial approval of these Bylaws shall be a responsibility of the faculty, with final approval determined by a majority vote. Eligible voters are defined in Article IV of the Bylaws.

9.2 Final authority for interpretation of these Bylaws shall be the responsibility of a majority of the voting faculty members as determined by Article IV of the Bylaws.

9.3 All members of the Department must abide by these Bylaws and it is the responsibility of the Department Head, Associate Department Head, and the Program Coordinators to enforce the provisions of the Bylaws.

9.4 It is the responsibility of the Bylaws Committee to keep the Bylaws up-to-date. Updates required to keep the Bylaws in line with the Faculty Handbook and Board of Trustee policy may be adopted by unanimous consent of the Bylaws Committee and ELPS Leadership Team. Nonsubstantive updates may also be adopted by unanimous consent of the Bylaws Committee and ELPS Leadership Team. All such updates will be reported to the department faculty.

9.5 Amendments to the Bylaws

9.5.1 Proposed Bylaw amendments may be forwarded by any faculty to the Head. The proposal will be placed on the agenda of the following faculty meeting.

9.5.2 Proposed changes in the Bylaws will be distributed electronically or in writing to faculty eligible to vote two weeks before a Department faculty meeting is held to consider the proposed Bylaws changes.

9.5.3 In the Department meeting, the faculty will be presented with the amendment and will have an opportunity to provide input.

9.5.4 An affirmative vote by two-thirds of the voting faculty shall be required to adopt the proposed amendment. Faculty members eligible to vote are defined in Article IV of the Bylaws.

9.5.5 Revisions

9.5.5.1 The Bylaws were adopted May 8, 2008.

9.5.5.2 Appendix A & B were adopted May 11, 2010.

9.5.5.3 The Bylaws were revised September 27, 2011.

9.5.5.4 The Bylaws were expanded and aligned with the Bylaws of College of Education, Health, and Human Sciences (2017) and the *Faculty Handbook* (2016) and *Manual for Faculty Evaluation* (2016) on February 7, 2018.

9.5.5.5 Language was added (4.1.4 and 4.1.4) to clarify the roles of Emeritus and Adjunct Faculty on February 12, 2020.

9.5.5.6 Language was added to create an ELPS Leadership Team (3.1.2.5) and in other areas to specify membership (3.1.2.6), the appointment and duties of a Director of Graduate Studies and a Director of Undergraduate Studies (3.1.2.7), minor edits to the degree programs including the Ed.D. program (3.2), an ELPS Credentials Committee (4.1.5), and minor edits regarding IRB submission (5.3.2.1 and 5.3.2.2) on November 11, 2020.

9.5.5.7 The Bylaws were revised May 10, 2024. Language was added to revise and update Departmental Administration (3.1), Academic Program and Program Faculty (3.2), Appointment of NNT Faculty and Adjunct Faculty (4.1), Staff Classifications (4.2), Voting Faculty (4.4), Committee Structure (Article V), Faculty Responsibilities (Article VI), Faculty Mentoring (6.4), Process for the Review of Faculty Performance (Article VII), responsibilities of the Bylaws Committee (9.3) and Evaluation, Promotion, and Tenure Guidelines (Appendix). Minor edits were made throughout to align the Bylaws with the Faculty Handbook.

<center>**APPENDIX**</center>

Evaluation, Promotion, and Tenure Guidelines for Faculty in the Department of Educational Leadership and Policy Studies

The policies and procedures for evaluation, promotion, and tenure at the University of Tennessee, Knoxville are available in the most recent edition of the UTK Faculty Handbook (https://provost.utk.edu/facultyaffairs/). Additional guidelines for evaluation, promotion, and tenure for ELPS faculty are articulated here. Tenured and tenure-track faculty members in ELPS engage in three core missions: (1) teaching and advising, (2) research and scholarship, and (3) service to the department, college, university, and field. Attaining tenure and promotion requires the fulfillment of the following expectations.

Community-Engaged Scholarship
As a department, we acknowledge that the role of faculty is dynamic, with methodologies, topics of interest, and boundaries within and between disciplines evolving over time. Our department is committed to supporting scholars across all these traditions, including those who choose to participate in community-engaged scholarship. This form of scholarship may involve partnerships that combine university knowledge and resources with those of the public and private sectors to enrich scholarship, research, creative activity, and public knowledge. It can enhance curriculum, teaching, and learning, prepare educated and engaged citizens, strengthen democratic values and civic responsibilities, address critical societal problems, and contribute to the public good.

Community-engaged scholarship is encouraged, valued, and rewarded as part of the retention and promotion of all faculty (both tenure-track and non-tenure track), and in the tenure evaluation process for tenure-track faculty. We recognize the significant time and resource commitments required by these efforts and understand the unique challenges they present for faculty striving to achieve tenure and promotion. Faculty participating in community-engaged research may produce different types and quantities of research products. These products may differ from traditional peer-reviewed journal articles and include outputs such as white papers, policy briefs, open-access publications, and community reports, among others. While the quantity of research products may be less, the assessment of impact will take into account the level of difficulty, time commitment, and positive change brought about by the engaged scholarship project in the community.

Faculty members participating in community-engaged research should clearly articulate the scholarly rationale of the project, their role in the project, and the impact of their work in their review materials. Faculty, committees, and administrators involved in the promotion and tenure of faculty should recognize and support the appropriate weighting of community-engaged activities when assessing faculty for retention, promotion, and tenure. The department head

should work with the department faculty to ensure that these activities are clearly communicated to the department faculty and the promotion and tenure committees during the review process.

Multidisciplinary Teams
As a department, we value collaboration in multidisciplinary teams to advance research, teaching, and service, thereby furthering the university's mission. Multidisciplinary collaborations, which include multi-, inter-, and transdisciplinary collaborations, are often referred to as team science, interprofessional collaboration, and collaborative research practice. This terminology generally refers to situations where faculty members from multiple disciplines, possibly based in internal or external units, share similar leadership responsibilities and effort on a project, particularly focused on their area of expertise.

As opportunities arise, faculty participation in collaborative approaches to research, scholarship, creative activities, or teaching is encouraged, valued, and rewarded as part of the retention and promotion of all faculty (both tenure-track and non-tenure track), and in the tenure evaluation process for tenure-track faculty. Faculty, committees, and administrators involved in the promotion and tenure of faculty should recognize and support appropriate weighting of activities when assigning credit/value for faculty engaging in collaborations, especially when engaged in multidisciplinary collaborations. The faculty member should accurately represent their role in their CV and dossier. The department head should work with department faculty to ensure that these activities are clearly communicated to faculty and promotion and tenure committees during the review process.

Professional Conduct by Faculty Members
Pursuant to UTK Board Policies (BT0006) and the UTK Faculty Handbook (e.g., sections 2.2.5, 3.2, 3.11.5), faculty members are expected to "interact appropriately with colleagues and students" (Board Policy BT0006; UTK Faculty Handbook 3.11.5). Faculty members are expected to treat colleagues, staff, and students with respect and fairness and work constructively as members of a diverse academic community. Associate professors are expected to "have demonstrated that they work well with colleagues and students performing their university responsibilities" (UTK Faculty Handbook 3.2). Professors are expected to "have shown beyond doubt that they work well with colleagues and students in performing their university responsibilities" (UTK Faculty Handbook 3.2).

Faculty Expectations by Rank
The following are the expectations of tenure-track and tenured faculty by rank in terms of teaching and advising, research and scholarship, and service.

Teaching and Advising

The pursuit of excellence in teaching and advising is a core value of the Educational Leadership and Policy Studies Department. Faculty are expected to demonstrate a strong commitment to student learning and to maintain high standards of andragogy.

To meet expectations, **Assistant Professors** are expected to
- Be effective teachers, as demonstrated by:
    - Assistant professors should be committed to student learning and to their own continuing growth and development as teachers.
    - Ensure syllabi are comprehensive and reflect current academic standards.
- Maintain accessibility to students for mentoring and advising.
- Actively participate in curriculum development and course redesign efforts, program admissions, student reviews, and program reviews.
- Serve on graduate committees and begin to chair master's, Ed.S., or doctoral committees.

To meet expectations, **Associate Professors** are expected to
- Be effective teachers, as demonstrated by:
    - Associate professors should be committed to student learning and to their own continuing growth and development as teachers.
    - Ensure syllabi are comprehensive and reflect current academic standards.
- Maintain accessibility to students for mentoring and advising.
- Take a more active role, and lead when necessary, in curriculum development and course redesign efforts, program admissions, student reviews, and program reviews.
- Serve on graduate committees and chair master's, Ed.S., or doctoral committees.
- Serve as advisors and models for students and assistant professors.

To meet expectations, **Professors** are expected to
- Be effective teachers, as demonstrated by:
    - Professors should serve as models of instructional excellence within the department and be committed to student learning and to their own continuing growth and development as teachers.
    - Ensure syllabi are comprehensive and reflect current academic standards.
- Maintain accessibility to students for mentoring and advising.
- Take a leadership role, when necessary, in curriculum development and course redesign efforts, program admissions, student reviews, and program reviews.
- Serve on and chair master's, Ed.S., or doctoral committees.
- Serve as advisors and models for students as well as assistant and associate professors.

Exceeding Expectations in Teaching and Mentorship for All Ranks:
To exceed expectations in teaching and mentoring, faculty members must demonstrate clear evidence of exceptional performance beyond the standard requirements. Meeting expectations requires faculty

to be good teachers and mentors. To exceed or far expectations, faculty members are expected to be very good or excellent teachers and mentors, respectively. While good, very good, and excellent are subjective terms, it is the responsibility of the faculty member to provide substantiating evidence of their high-caliber instruction and mentorship. Excellence in teaching and mentorship are characterized by significant contributions to student learning and educational outcomes. Such evidence may include, but is not limited to, teaching or mentoring awards, consistently high student evaluations, peer reviews of teaching excellence, implementation of innovative teaching practices, and evidence of successful mentorship.

Research and Scholarship
The Department of Educational Leadership and Policy Studies holds the pursuit of excellence in research and scholarship as a fundamental principle. We place the highest value on the quality of scholarship, prioritizing it over the volume of work produced. This commitment to quality underscores our dedication to fostering an environment of intellectual rigor and academic integrity (as defined in the UTK Faculty Handbook). The significance of a research product (as determined by its impact, prestige, or other quality metric, including community-based research projects), or an external grant (as determined by its monetary value or prestige) may serve as alternatives to meeting the minimum publication or grant requirements for each category. Tenure track-faculty members are evaluated annually on their performance during the previous three academic years as stipulated in the UTK Faculty Handbook. Non-tenure track faculty are evaluated annually on their performance as stipulated in their appointment letter and the UTK Faculty Handbook.

Meets expectations for **Assistant Professor**:
- Two publications annually, in quality venues, with priority given to peer-reviewed journal articles.
- Obtaining external funding as a Principal Investigator (PI) or Co-PI is highly valued and would count similarly to, and in place of, quality peer-reviewed publications.
- One presentation or invited talk annually, at a refereed conference.
- Books and scholarly contributions to book chapters, edited books, and guest-edited volumes in quality venues may contribute to fulfilling the annual publication requirement, but they cannot fulfill this requirement exclusively.

Meets Expectations for **Associate Professors**:
- Two publications annually, in quality venues, with priority given to peer-reviewed journal articles.
- Obtaining external funding as a Principal Investigator (PI) or Co-PI is highly valued and would count similarly to, and in place of, quality peer-reviewed publications.

- Books and scholarly contributions to book chapters, edited books, and guest-edited volumes in quality venues may contribute to fulfilling the annual publication requirement, but they cannot fulfill this requirement exclusively.
- Pursue a nationally or internationally recognized record in disciplinary research / scholarship / creative activity / engaged scholarship (as stipulated in the UTK Faculty Handbook section 3.2).

Meets Expectations for **Professors**:
- Two publications annually, in quality venues, with priority given to peer-reviewed journal articles.
- Obtaining external funding as a Principal Investigator (PI) or Co-PI is highly valued and would count similarly to, and in place of, quality peer-reviewed publications.
- Books and scholarly contributions to book chapters, edited books, and guest-edited volumes in quality venues may contribute to fulfilling the annual publication requirement, but they cannot fulfill this requirement exclusively.
- Maintain a nationally or internationally recognized record in disciplinary research / scholarship / creative activity / engaged scholarship (as stipulated in the UTK Faculty Handbook section 3.2).

Exceeding Expectations for Research and Scholarship for All Ranks.
To exceed expectations in research and scholarship, faculty members must demonstrate clear evidence of exceptional performance beyond the standard requirements. Exceeding expectations (i.e., exceeds or far exceeds) requires a faculty member to have more than two peer-reviewed publications in quality venues. Obtaining external funding as a Principal Investigator (PI) or Co-PI may be used as an equivalent to a quality peer-reviewed publication to meet the publication requirements to exceed or far exceed expectations. Additional evidence of exceeding expectations may include books and scholarly contributions to book chapters, edited books, and guest-edited volumes in quality venues as well as obtaining internal grants or contract work and engaging in activities that bring national or international recognition to the individual. The significance of a publication or research product (as defined by its impact, prestige, or other quality metric) or an external grant (as defined by its substantial monetary value or prestige) may also serve as a means to substitute for the publication quantity for exceeding or far exceeding expectations.

Quality Scholarship
Recognizing that quality in scholarship is subjective, we endorse a comprehensive approach to its evaluation. In order to provide clarity on the concept of quality in research and scholarship, we believe in considering a broad range of metrics. The evaluation of publications involves diverse criteria, the significance of which may vary across disciplines. Traditional measures such as impact factor, acceptance rate, download frequency, citations, and awards can serve as

quantitative indicators of quality. However, no single measure can fully encapsulate the quality of a publication. Non-traditional metrics, such as community impact, practitioner use or uptake, open-access publication venues, or collaborative publications with students, may also be used to assess the quality of one's scholarship. Faculty members acquainted with the field are best positioned to assess the quality of scholarship. However, it remains the responsibility of each faculty member to provide evidence demonstrating the quality and impact of their research and scholarship. Given the broad research interests within our department, it is the responsibility of each faculty member to provide evidence in their review materials that demonstrates the impact and quality of their scholarship, in a manner that is relevant to their specific discipline, field, and expectations.

Service

Service is an integral component of a faculty member's responsibilities. Faculty play a crucial role in shaping the academic community through their commitment to service. While all faculty should participate in service activities, the burden of service should fall on Associate and Full Professors.

To meet expectations, **Assistant Professors** are expected to:
- Participate in service to the department, college, and professional field. The amount of service might begin modestly and increase over time in rank, without having such service overshadow the responsibilities of teaching and research.
- Be good citizens, professional in their interactions with colleagues within the department, college and university, and outside within the field and the community.

To meet expectations, **Associate Professors** are expected to:
- Participate in service to the department, college, university, and professional field. A clear pattern of increased service should be apparent, including leadership roles in service activities. Such service might involve chairing department, college, and university committees, election to office, and other activities that provide visibility to the department, college, university, and field.
- Serve as mentors to assistant professors in the department.
- Continue to be good citizens, professional in their interaction with colleagues within the department, college and university, and outside within the field and the community.

To meet expectations, **Professors** are expected to:
- Maintain an active commitment of service to the department, college, university, and professional field. This service might include a variety of activities and include evidence of leadership in these activities.
- Serve as mentors to assistant and associate professors in the department.
- Serve as program coordinators, principal investigators, and/or directors of Centers as needed and appropriate to the department.

- Continue to be good citizens, professional in their interaction with colleagues within the department, college and university, and outside within the field and the community.

Exceeding Expectations in Service for All Ranks:

To exceed expectations in service, faculty members must demonstrate clear evidence of exceptional performance beyond the standard requirements. To exceed or far exceed expectations, faculty members are expected to demonstrate exceptional service, respectively, to the department, college, university, or professional community, respectively. It is the responsibility of the faculty member to provide substantiating evidence of their exceptional service activities. Examples of exceptional performance include, but are not limited to, the following: program management (e.g., coordinating a program); chairing committees for the department (e.g., faculty search committee); taking on leadership roles for the college (e.g., college senate president), university (e.g., faculty senate president), or professional community (e.g., AERA Division Leadership); journal editorial board; editorial services (e.g., associate editor, editor) for a professional journal; serving as an editor for a book series or edited volume. The significance of a service activity (as defined by its prestige or degree of service) can serve as an indication of exceeding expectations or as an alternative to meeting the minimum requirements.