

**BYLAWS OF THE FACULTY
DEPARTMENT OF AGRICULTURAL AND RESOURCE ECONOMICS
(AREC)
INSTITUTE OF AGRICULTURE (UTIA)
THE UNIVERSITY OF TENNESSEE (UT) KNOXVILLE (Effective
November 2023)**

PREAMBLE

The University of Tennessee requires that each department, section or separate unit adopt bylaws defining the policies and procedures of the organization and governance of the group. The Faculty Senate’s “Directory of College and Department Bylaws” includes information for each unit at <https://senate.utk.edu/bylaws/>.

1 - GOVERNANCE AND ORGANIZATION

1.1 Governance

Faculty members of the department are subject to provisions of the latest edition of the UT Faculty Handbook, the Bylaws of the Faculty of the Herbert College of Agriculture (HCA), AgResearch, and UT Extension (“College bylaws”), and UT Board of Trustees policy. The UT Faculty Handbook, available at <https://facultyhandbook.utk.edu/>, is intended to be a general reference to University guidelines, policies, services, and resources. The College Bylaws are intended to supplement the UT Faculty Handbook and promote the orderly conduct of business. If the AREC Department Bylaws conflict with University policies and procedures, University policies and procedures prevail.

1.2 Nature and Purpose

Extension, research, undergraduate and graduate teaching programs form the key mission areas of the department.

The mission of the Extension program is to provide leadership for developing, delivering, and evaluating current and relevant agricultural economics and resource development educational programs for decision-makers. Our vision for Tennesseans is to improve their knowledge, understanding, and application of economics to agricultural and rural issues.

The general mission of the department’s research program is to expand knowledge that can be used by individuals, businesses, and public officials in decision making regarding the allocation of resources for production and distribution of goods and services related to agriculture and natural resources. Within this broad mission is the recognized concern for development of human resources, inputs into solutions of socioeconomic problems, and environmental quality, especially in rural areas. Because of the public funding support of the research program, it is imperative that the problems addressed in research be of substantial public interest. Specific research goals of the department are to address: a) the most significant

economic problems of the commercial agricultural, food, and fiber sectors both at the farm and off-farm levels in the state and nation; b) economic and social problems of the small-scale or part-time farmer and problems in rural development; and c) the economic aspects of natural resource and environmental problems in rural areas.

The mission of the undergraduate teaching program is to provide majors and nonmajors with: a) a thorough understanding of social and economic aspects of agriculture, food systems, natural resources, related industries and rural areas; b) familiarity with business management principles applied to agriculture and agribusiness; c) an understanding and appreciation for theories and concepts of agricultural economics; d) a knowledge of problem-solving techniques and reasoning skills and how to apply them to real problems; e) an appreciation of diversity through international experience, and f) other skills needed for professional and technical careers related to agricultural economics and agribusiness. The graduate program mission is to provide students with more advanced knowledge of: a) the theory of economics and how it applies to agriculture, the food system, natural resources and rural people; b) quantitative analytical techniques in economics and business; and c) the methods of science in economics. The department also recognizes that assisting students with academic advising and career opportunities is essential.

In order to accomplish its missions, the department faculty must maintain competence in the uses and applications of the recent advances in theories and techniques in agricultural economics. In seeking to achieve the missions listed above using the best available methods, the department will best serve the needs of its various clientele groups and, simultaneously, achieve greater regional and national recognition in the professional disciplines. Furthermore, these programs will be of the highest benefit to Tennesseans and known nationally for excellence.

1.3 Shared Governance

The department adheres to a system of faculty governance that is administered by the Department Head. The Department Head is a voting faculty member. The Department Head is answerable directly to the dean of each division. The Department Head serves as the primary link between the department and the administration. Among the responsibilities of the Department Head are administration of the Extension, AgResearch, and HCA agendas, personnel and facilities, financial matters, and curricular and academic affairs of the department.

The Department Head shall encourage the participation by the faculty in decision-making and departmental governance. The Department Head should consult with the faculty and other employees on issues of concern to them. The Department Head is required to uphold UT and UTIA policies and procedures. It is the responsibility of the Department Head to arrange for the continuous administration of the department when physically absent from the office or when unable to function. One or more tenured faculty members in the department should be identified to have signatory authority to carry out ongoing responsibilities or to chair a department meeting. The Department Head is to seek input from the faculty about the operation of the department regarding personnel evaluations, handling budgetary responsibilities and priorities, dealing with facilities issues, improving the student experience, obtaining new positions and assisting in the

creation of job descriptions, achieving appropriate diversity goals, and representing the department to the AgResearch, Extension, and HCA. The Department Head will appoint an Assistant Department Head after consulting with the faculty and the Deans. The Assistant Department Head shall assist with coordination and administration of the department (see Appendix A). The departmental committees are structured (see Departmental Bylaws Section 1.10) to assist in the operation of the department.

1.4 Faculty Meetings

Departmental faculty meetings will be held at least twice a semester during the academic year. Faculty meetings can be called by the Department Head or by a majority of voting faculty members and can be held in person or using videotelephone or online teleconferencing technologies. Notice of a meeting should be at least one week prior to the meeting. It is the responsibility of eligible faculty members to inform the Department Head if they will be unable to attend a faculty meeting.

1.5 Voting Members

All regular faculty members (see Departmental Bylaws Section 3 for definition) are voting members. Other persons with Department appointments of at least 25 percent: a) visiting professors (see Section 4.2 of the UT Faculty Handbook for appointment criteria), b) administrators, c) regular faculty whose employment is shifted over 25 percent to another unit, d) other exempt departmental members, e) adjunct faculty (see Section 4.2 of the UT Faculty Handbook for appointment criteria), and f) retired regular faculty members with “post-retirement” appointments, may be extended voting rights by a two-thirds vote of the regular faculty members at a faculty meeting. The term of this voting right shall be included in the motion of approval.

1.6 Quorum

A quorum, greater than 50% of voting faculty members, must be present either in person or via teleconferencing technology at the commencement of the meeting in order to transact business. The withdrawal of any voting member after the commencement of a meeting shall have no effect on the existence of a quorum after a quorum has been established at the onset of the meeting. The affirmative vote of at least the majority of those voting members present shall be necessary for the passage of any resolution or motion. Meetings without a quorum may have discussion of issues and announcements of activities.

1.7 Voting

Voting faculty members (see Departmental Bylaws Section 1.5) are entitled to one vote each. Other faculty members have the right to participate, but are not entitled to vote. Voting by voice or show of hands is used unless requested by a faculty member to be: (a) a secret written ballot of those present, or (b) a mail or electronic ballot within a specified period of time distributed to all voting members. Proxy voting shall not be allowed and secret ballots can only be made by those present at the faculty meeting either face to face or via teleconferencing

technology and only if the device being used is capable of providing a secret ballot. Written secret ballots on matters of retention, appointments, and promotion or tenure will be requested from eligible faculty members unable to attend a meeting, and the Department Head shall arrange with those faculty members to receive their written votes in a timely fashion prior to the meeting. It is the responsibility of eligible faculty members to inform the Department Head if they will be unable to attend a faculty meeting.

1.8 Agenda

The departmental faculty meeting will be governed by a written agenda. The Department Head will develop the agenda and include all items submitted by voting faculty members and committees of the department. A copy of the agenda will be provided to all members at least three working days prior to the meeting. Reports and other documents requiring departmental deliberation shall be submitted to voting faculty members at least three working days in advance of the meeting during which the reports of documents are to be considered. Any voting faculty member can add an item to the agenda for discussion purposes at a faculty meeting. Items to be voted on can be added to the agenda by a two-thirds vote of the faculty at the time of the faculty meeting.

1.9 Participation

All voting faculty members of the department are expected to attend and participate in departmental meetings. Exempt, nonexempt, student employees and other persons may be asked to attend departmental meetings by the Department Head. When matters arise that either the Department Head or the majority of the voting faculty members present consider to be appropriate for discussion exclusively by the voting faculty, other individuals will be excused. Faculty participation in tenure and promotion deliberations shall follow the procedures found in

Departmental Bylaws section 3.4 and the Faculty Handbook.

1.10 Committees

Departmental committees (and their chairs) may be created and appointed by the Department Head. The composition and size of each standing committee are determined by the Department Head, with the approval of the departmental faculty. Standing committee assignments are to be made annually by the start of the academic year. Among the standing committees are the Undergraduate Program Committee (the chair is the representative to the Herbert Undergraduate Council and one member is designated as the representative to the Herbert Honors Program Committee), Graduate Program Committee (the chair is the representative to the Herbert Graduate Advisory Committee), Human Subjects, AREC Development Fund Committee, Student/Faculty Awards, Mentoring, Recruiting, and Bylaws. The Agricultural and Resource Economics Development Fund Committee Responsibilities, Structure, and Rules are contained in Appendix B.

The department's representatives to college level and other non-departmental committees will be selected following the procedures in the College Bylaws. These committees include, but are not limited to, Key Placements; Recruitment; Space and Tenure and Promotion.

1.11 Rules of order

The rules contained in the latest edition of Robert's Rules of Order shall govern all departmental meetings in all cases in which they are applicable and in which they are not inconsistent with these Bylaws or UT Faculty Handbook rules.

1.12 Secretary

The voting faculty shall elect a member to record all actions at departmental meetings and to place approved minutes in departmental records. Minutes of the previous departmental meetings shall be distributed within two weeks. These should be presented at the next regularly scheduled meeting for approval.

1.13 Parliamentarian

The Department Head may appoint a parliamentarian from among the faculty members to assist in the conduct of meetings.

1.14 Department Head Searches

The search process for a new Department Head shall follow the procedures outlined in the UT Faculty Handbook and UTIA ByLaws. Regular faculty of the department are eligible to be members of a head search committee. The regular faculty shall conduct a confidential vote for their choice of a head from the pool of candidates interviewed. A summary of the faculty discussion and a record of the vote will become part of the narrative of the search committee's

report and recommendation.

2. FACULTY RIGHTS AND RESPONSIBILITIES

Faculty rights and responsibilities are outlined in Chapter 2 of the UT Faculty Handbook and other documents cited in the Handbook.

3. APPOINTMENT, EVALUATION, PROMOTION, TENURE AND REVIEW FOR ALL TENURE-TRACK AND TENURED FACULTY AND DEPARTMENT HEAD

The University of Tennessee and the Institute of Agriculture use five employee categories: Faculty, Other Academic, Exempt, Non-Exempt, and Student. The Faculty category includes persons who hold professorial faculty rank and whose primary appointments are to engage in Extension, research and/or teaching. Full-time faculty members are expected to have 100 percent commitments to the teaching, research, and public service missions of the department for a 12-month period. Academic year (9 month) and flex-year appointments (paid over 12 months) satisfy the 12-month requirement. Faculty members at the rank of instructor or above who have regular appointments of 75 percent or more of full-time employment and/or whose tenure and promotion are in the department are termed regular faculty members. Tenured and Tenure-Track faculty evaluation guidelines for the Department can be found in Appendix C. Regular faculty members constitute the core faculty to carry out the mission of the department.

Provisions and policies of the UT Faculty Handbook apply to persons employed by UT who are appointed in the “faculty” category in the four divisions of the Institute. All persons covered under provisions of this Faculty Handbook are also subject to the policies in the UT Personnel Policies and Procedures Statements.

3.1 Process of Appointment of New Faculty to Tenure-track Positions

The procedure for hiring Tenure-track faculty is guided by Departmental long-range plans (or strategic plans). Proposals for specific positions will be taken to the Department Head. The Department Head will bring the proposal to the tenured and tenure-track faculty and the proposal will be approved with a majority vote. The Department Head will then seek approval from the appropriate Dean(s). After gaining approval at the Dean's level, a search committee shall be formed by the Department Head. The search committee will consist of tenured and tenure-track faculty preferably with at least one individual at each rank. The search committee may also include one individual who is not a tenured or tenure-track faculty member. The search committee will convene and create the formal job description and bring it to the faculty for a vote. Once the job description is approved by the faculty and the administration, the search committee will assume the responsibility of developing additional necessary materials, advertising the position, identifying candidates, calling a meeting open to the tenured and tenure-track faculty to discuss the identified candidates, developing an interview schedule, bringing their recommendation following the interviews to the tenured and tenure-track faculty for a vote, and, following the vote, reporting their recommendation to the Department Head. The Department Head will review the vote of the tenured and tenure-track faculty and the recommendation of the search committee and make a recommendation to the Dean(s).

The department will follow the process and use the criteria outlined in Chapter 3 of the UT Faculty Handbook and Appendix C of the College Bylaws for the appointment of new faculty to tenure-track positions using the criteria specified for appointment to specific ranks.

3.2 Emeritus/Emerita Professors

Professors at the time of retirement may be considered for the rank of Emeritus or Emerita in accordance with section 2.1.3 of the College Bylaws.

3.3 Process of Annual Review of Tenure-track Faculty

An annual Review will be conducted for each tenure-track faculty who was a member of the Department prior to January 1 of the current calendar year (Faculty Handbook 3.11.4.1). Prior to the end of the calendar year, each tenure-track faculty member under review will prepare a retention dossier. The dossier will contain information as required and specified in the Faculty Handbook. These materials will be made available to the tenured faculty at least two weeks prior to a called meeting of the department's tenured faculty. The mentor of each tenure-track faculty member under review will make an assessment of the respective tenure-track person's professional activities. Tenured faculty will have the opportunity to provide input during the meeting, as well. Following the discussion, all tenured faculty will vote on a recommendation to retain the tenure track person for another year and will vote separately on whether the person is making adequate progress toward meeting the criteria for tenure. Both votes will be by secret ballot. Faculty who are unable to attend the meeting will provide the Department Head with their secret ballots prior to the meeting. Abstentions will be considered as negative votes for either the retention or progress toward tenure decisions. The votes will be counted and verified during this faculty meeting. The vote and a summary of the deliberation written by one assistant head and the candidate's mentor are used by the Department Head in making a recommendation to the administration. If the faculty vote on retention is not unanimous or the Department Head disagrees with the tenured faculty decision, the head will give the faculty an opportunity to provide a dissenting recommendation to the administration. The dissenting report will be submitted to the Department Head within the administrative time frame, so it can be included with the materials provided to the administration. The written summary of the deliberation, vote and recommendations will be kept on file in accordance with university policies. The Department Head will inform the faculty of subsequent actions beyond the department at his/her discretion. Notification of non-renewal will follow the provision of notice of non-renewal in the Faculty Handbook.

3.4 Tenure and Promotion

The Departmental Review Committee for tenure and promotion will consist of all tenured departmental members. Only faculty members of higher rank than the candidate will make recommendations on promotion and will vote on the promotion. Candidates will prepare a Tenure and/or Promotion Dossier following the format described in the Faculty Handbook. Dossiers will be made available to the departmental review committee at least two weeks prior to a called meeting of the committee. The review committee will select a chair for the meeting(s)

following the voting procedures in paragraph 1.7, above. The Department Head will attend the meeting(s) only to clarify issues and assure proper procedure is followed; he/she will not participate in the discussion or vote. The mentor of each candidate will summarize the candidate's dossier and will present objective data on the candidate's record and professional promise followed by an open discussion among committee members. Following the discussion, eligible committee members will vote on the candidate's tenure or promotion by written, secret ballot that includes space for comments on strengths and weaknesses as well as for recording the vote. Separate ballots for tenure and for promotion will be used. Tenured faculty unable to attend the meeting will provide their secret ballot(s) to the Department Head prior to the meeting. Votes will be counted and results announced during the meeting. A simple majority of the votes cast in favor of tenure or promotion will constitute a positive recommendation. Abstentions will be counted as negative votes. Two members of the review committee (one assistant department head and the candidate's mentor) will prepare a written summary of the discussion, the number of positive and negative votes, and the committee's recommendation for each candidate. This document will be provided to the Department Head and the candidate. The Department Head will follow the procedures in the Faculty Handbook in conducting an independent review of each candidate and preparing a letter that includes his or her recommendation. This letter will be provided to the candidate and the departmental review committee. Members of the committee and/or the candidate may individually or collectively submit dissenting statements to the committee's recommendation and/or the Department Head's recommendation which become part of the dossier according to the Institutes' bylaws. The Department Head will inform the faculty of subsequent actions.

3.5 Process of Annual Review for Tenure-Track and Tenured Faculty

Each tenured and tenure-track faculty member is reviewed annually according to the procedures specified in Chapter 3 of the UT Faculty Handbook. At the end of the calendar year each tenure-track and tenured faculty member will be provided with instructions to complete the requisite administrative forms that document the year's professional activity with respect to teaching, research, public service and grants. These forms will provide the basis for the annual review of the faculty member. Another form will focus on expectations for the coming year. The Department Head will meet with each faculty member by the end of March of the following year to provide the faculty member with an assessment of the previous year's professional activity and expectations for the current year. Both the Department Head and faculty member will sign the evaluation form, which will then be forwarded to the appropriate dean.

3.6 Enhanced Post-Tenure Performance Review (EPPR)

An Enhanced Post-Tenure Performance Review (EPPR) is an expanded and in-depth performance evaluation conducted by a committee of tenured peers and administered by the chief academic officer. Procedures for conducting an EPPR are detailed in UT's **BT0006 - Policies Governing Academic Freedom Responsibility and Tenure, June 2021**. An Enhanced Post-Tenure Performance Review must be initiated when the chief academic officer determines that a faculty member has: 1) requested an EPPR, after at least four annual performance review cycles since the last enhanced review (such as a previous EPPR or a review in connection with tenure or promotion); 2) received one overall annual performance rating of "Unsatisfactory" (or

the campus equivalent for the lowest performance rating); or 3) received two overall annual performance ratings of “Needs Improvement” (or the campus equivalent for the next-to-lowest performance rating) during any four consecutive annual performance review cycles.

The department will follow the EPPR process and use the criteria outlined in Appendix E of the System-wide Policy: BT0006 - Policies Governing Academic Freedom Responsibility and Tenure.

3.8 Annual Evaluation of the Department Head

Annual evaluations of the Department Head by the department’s regular faculty shall occur in accordance with the procedures established by the UT Faculty Handbook.

3.9 Faculty Mentoring Guidelines – Academic Policy

Mentoring is a process in which faculty members share their experiences including but not limited to 1) establishing and directing an individual research and scholarship program, 2) teaching within the professional and graduate curricula, 3) professional service, and 4) other activities associated with starting and maintaining a successful academic career. These guidelines are meant to support the mentor and new faculty. This is of importance for the Department as we strive to bring in faculty who can enhance the quality of the Department and University. Faculty mentoring will consist of two main elements, 1) orientation for new faculty, and 2) on-going peer mentorship.

Orientation of the new faculty members to the Department is the responsibility of the Department Head and faculty mentor. The purpose of orientation is to:

1. Inform the new faculty of the resources available within the Department, College and University to facilitate their ability to meet their academic responsibilities. This includes but is not limited to: the day-to-day operations of the Department, personnel support and management, procedures and policies of the Department, College, and University, clerical/business support for grant preparation and submission, on-line resources, and information technology services.
2. Ensure understanding of job duties and expectations, including but not limited to: the development of an independent research/scholarship program, teaching within the professional and/or graduate program, responsibilities for advising/mentoring students, development of a network to facilitate collaborations with other on-campus faculty, and dedication of time for service/engagement activities. This includes discussion of annual performance evaluation, and the promotion and tenure process.
3. Introduce and inform the new faculty member to the activities and roles of important individuals and offices outside the department, including but not limited to the Dean’s Office, Academic and Faculty Affairs, Student Affairs, Research and Graduate

Education, Finance and Operations, and other departments in the College. This also includes other offices, centers, and colleges and units on campus.

The Department Head will assign the new faculty member a primary faculty mentor. The Department Head will work with the faculty member to determine who may best serve as this role. The obligation to provide reasonable mentoring opportunities for faculty members rests with the primary department.

It is the responsibility of the mentee to schedule and meet regularly with the mentor. Meetings should occur no less than once per year. Elements of the interaction should include but are not limited to: development of clear, concise, and realistic goals and timeline for promotion and tenure (if applicable), discussion of means to achieve success in establishing and directing an individual research and scholarship program, how to be successful in teaching within the professional and graduate programs, and the importance of and ways to be successful in professional service.

The Department Head will assign a faculty mentor to all new faculty during their first year, in consultation with the faculty member and the prospective mentor. The Department Head will have responsibility for the overall faculty development and will conduct an annual evaluation and provide a written assessment of the faculty member and establish goals and direction for the following academic year with the member.

The role of the faculty mentor is to support the integration of new faculty into the culture of the Department and the University of Tennessee. The role of a faculty mentor is to provide information and support so that the new faculty member can fulfill his/her potential. Faculty mentoring is regarded as a service activity for the college and faculty mentors are able to count mentoring activities in the annual performance evaluation process.

Mentoring relationships remain intact until the mentee obtains the same rank as the mentor or until the Department Chair officially changes mentorship responsibilities.

3.10 Faculty Collaboration on Multidisciplinary Teams

Faculty are encouraged to participate in multidisciplinary teams to enhance the value and usefulness of their research and scholarship activities while contributing to answering more complex challenges that require the insights, methods and tools of multidisciplinary teams. The goal of such work is to transfer the benefits of the research to local and global communities. The results and outputs associated with participation in multidisciplinary teams is expected to align with the faculty members position description and will be evaluated accordingly as it relates to annual review, retention, promotion, and tenure. Successful participation on such teams will be gauged based on the faculty member being an active participant on the team via research, scholarship, teaching, and service and the faculty member achieving the expectations of each of those categories based on rank.

4. APPOINTMENT, EVALUATION, AND APPEALS FOR ALL

NON-TENURE-TRACK FACULTY

Additional faculty members help to meet the needs of the department. These include non-tenure-track teaching positions, non-tenure-track research positions, non-tenure-track Extension positions, adjunct faculty, and visiting faculty, and persons employed full-time for less than 12 months, part-time for less than 9 months, and those who provide volunteer service at no cost. Emeritus faculty may continue to provide service for a period of time after retirement. Non-tenure-track positions include:

- Non-tenure-track faculty of practice, Instructor of Practice, Senior Instructor of Practice, Assistant Professor of Practice, Associate Professor of Practice, and Full Professor of Practice are hired to provide instruction to students. These faculty may be supervised by a regular faculty member with a teaching appointment or the Department Head.
- Non-Tenure-Track Extension faculty, Extension assistant professor, Extension associate professor and Extension full professor are hired for specific outreach and engagement assignments. They generally are not expected to conduct traditional academic research or engage in for-credit, classroom teaching as a condition of their employment. Extension faculty are expected to conduct externally funded work and to publish the results of that work.
- Research assistant professor, research associate professor, and research full professor positions are for faculty hired to conduct research related to a regular faculty's research agenda. They generally are not expected to engage in teaching or perform public, institutional, or disciplinary service as a condition of their employment. However, teaching or service activities may be included as part of their effort, depending on the needs of the department and the skills and desires of the faculty member. These faculty may be supervised by either a regular faculty member or the Department Head.

Criteria for appointment to these positions and rank are in Chapter 4, section 4.2 of the Faculty Handbook while review and evaluation criteria are in section 4.3 of the Faculty Handbook. These non-tenure-track faculty will be reviewed annually by the tenured faculty with respect to their meeting the conditions of their employment. Prior to the end of the calendar year, each non-tenure-track faculty will prepare a retention dossier. The dossier will contain information as required and specified in the Faculty Handbook. These materials will be made available to the tenured faculty at least two weeks prior to a called meeting of the department's tenured faculty. The supervisor of each non-tenure track faculty member will make an assessment of the respective research person's professional activities. Tenured faculty will have the opportunity to provide input during the meeting, as well. Following the discussion, all tenured faculty will vote on a recommendation to retain the person for another year. The votes will be by secret ballot. Faculty who are unable to attend the meeting will provide the Department Head with their secret ballots prior to the meeting. Abstentions will be considered as negative votes. The votes will be counted and verified during this faculty meeting. The vote and an anonymous summary of the deliberation will be used by the Department Head in making a recommendation to the administration. If the

faculty vote is not unanimous or the Department Head disagrees with the tenured faculty decision, the Department Head will give the dissenting faculty an opportunity to provide a recommendation to the administration. The written summary of the deliberation, vote and recommendations will be kept on file in accordance with university policies.

The department will follow the process outlined in Chapter 4 of the UT Faculty Handbook for the appointment of faculty to non-tenure-track positions. Criteria specified in that chapter for appointment to specific ranks will be used. Proposals for specific non-tenure-track faculty and/or instructor positions will be taken to the Department Head. The Department Head will bring the proposal to the tenured and tenure-track faculty and the proposal will be approved with a majority vote. The Department Head will then seek approval from the appropriate Dean(s). After gaining approval at the Dean's level, a search committee shall be formed by the Department Head. The search committee will consist of tenured and tenure-track faculty with at least one individual at each rank. The search committee will convene and create the formal job description and bring it to the faculty for a vote. Once the job description is approved by the faculty and the administration, the search committee will assume the responsibility of developing additional necessary materials, advertising the position, identifying candidates, calling a meeting open to the tenured and tenure-track faculty to discuss the identified candidates, developing an interview schedule, bringing their recommendation following the interviews to the tenured and tenure-track faculty for a vote, and, following the vote, reporting their recommendation to the Department Head as in accordance with the Faculty Handbook. The Department Head will review the vote of the tenured and tenure-track faculty and the recommendation of the search committee and make a recommendation to the Dean (s). If a proposal is approved to change a position from non-tenure-track to tenure-track then the procedure outlined in Departmental Bylaws section 3.1 is to be followed. The procedures for evaluating a request for promotion of non-tenure-track faculty to a change in rank shall be the same as those specified in these bylaws for evaluating tenure and promotion of tenured and tenure-track faculty (Section 3.4).

Persons employed by UT who are appointed in the Other Academic, Exempt, Non-Exempt, and Student categories are excluded from provisions of the UT Faculty Handbook, but are covered under the provisions of the UT Personnel Policies and Procedures Statements and the UT Extension Policy Handbook.

5. FACULTY RIGHTS OF APPEAL

Faculty have the right to pursue a grievance through an appeals channel if departmental and college bylaws have not been followed, as specified in Chapter 5 of the UT Faculty Handbook.

6. BENEFITS AND LEAVES OF ABSENCE

Benefits and leaves of absence are described in Chapter 6 of the UT Faculty Handbook.

7. COMPENSATED OUTSIDE ACTIVITIES

Compensated outside activities must be consistent with University policy and the UT Faculty Handbook.

8. REVISION OF DEPARTMENTAL BYLAWS

Proposed amendments to the Bylaws shall originate from the Department Head, from a Bylaws Committee, or from a regular faculty member. Proposed amendments shall be presented in writing to voting faculty members for consideration at a faculty meeting.

The proposed amendments shall be distributed with the agenda for the meeting at which they are to be discussed. However, a vote to consider the amendments by the voting faculty members shall occur at a subsequent meeting when the matter will have been included again on the agenda.

An affirmative vote of two-thirds (2/3) of all voting faculty members will be required for adoption of amendments to the Bylaws, pending approval by the university.

The departmental Bylaws will be approved by an affirmative two-thirds vote of all department faculty members.

APPENDIX A: Assistant Department Head of AREC: Role, Length of Service, and Expectations

1. Assistant Department Head’s Role

The Assistant Department Head is responsible for assisting the Department Head of AREC in the ongoing development and supervision of the curriculum along with the research and outreach programs. The Assistant Department Head assists in the leadership and management of the Department and substitutes for the Department Head when required.

2. Length of Service

The Assistant Department Head is generally appointed for a period of two years renewable at the discretion of the Department Head and the Assistant Department Head. A variation of this may be negotiated in certain circumstances.

3. Expectations

The Assistant Department Head will assist the Department Head in

- Completing administrative tasks as requested,
- Creating and maintaining a culture of personal excellence within the Department with regards to academic, research, and outreach activities,
- Ensuring that faculty and staff have appropriate support,
- Developing performance metrics,
- Strategic planning and implementation, and
- Providing guidance and support in organizing, managing, and promoting departmental activities.

Appendix B: **AREC Development Funds Committee Responsibilities, Structure, and Rules**

1. This Committee shall have the authority to approve or deny requests for the expenditure of funds from the Agricultural Economics Department Support Fund and the Extension Agricultural Economics and Resource Development Fund (the "Funds").
2. Any member of the AREC faculty, including members of the AREC Development Funds Committee and the AREC Department Head, can request funding from the Committee. Such request shall be submitted in writing to the Chair of the Committee.
3. The Committee shall have the discretion to approve or deny requests for expenditures that comply with University policy and further the mission, goals, and objectives of the Department. The Committee shall not approve any expenditures of funds that conflict with University policy or do not, in the Committee's view, further the mission, goals and objectives of the Department.
4. Even though there will be a single committee overseeing both Funds, the two Funds will be managed independently, and any requests made to the Committee for expenditures will specify from which fund the expenditure is requested. Requests may be made and approved for expenditures from both funds simultaneously.
5. The Committee shall only approve expenditures from the Extension Agricultural Economics and Resource Development Fund that, in the Committee's view, further the mission, goals and objectives of UT Extension.
6. The Committee shall be comprised of three members elected from the AREC faculty by vote of the AREC's regular faculty as defined in section 3 of the Department's ByLaws. Committee members shall serve staggered three-year terms, such that one of the three Committee members rotates off and is replaced by a newly-elected member each year. Should a Committee member not be able to fulfill his or her three-year term, a substitute shall be elected by the AREC's **regular** faculty to serve the remainder of that member's term.
7. At all times, the Committee is required to include one member with a majority Ag Research appointment and one member with a majority Extension appointment. In addition, at least one of the three committee members shall have a minority or majority teaching appointment.
8. The Committee member who is in the second year of his or her three-year term shall serve as the Chair of the Committee.
9. The Chair of the Committee shall be responsible for convening Committee meetings, informing faculty members who submit expenditure requests to the Committee of the Committee's decision, and annually reporting to the AREC faculty in September with the beginning of the year and ending balances in the Funds and any expenditures of the Funds made during the previous 12 months.

Appendix C: Department of Agricultural and Resource Economics Tenured and Tenure-track Faculty Evaluation Guidelines

Annual evaluation is based on the overall performance of each faculty member of the Department of Agricultural and Resource Economics (the “Department”), reflecting his or her work accomplished in teaching/advising, scholarship/creativity, and service. The following is a general and flexible guideline for faculty evaluations according to rank, appointment, and level of performance. The Department’s faculty evaluation policies and procedures coincide with, and provide additional detail to, The Faculty Handbook (<http://web.utk.edu/~blyons/handbook.html>) and the Policies Governing Academic Freedom, Responsibility, and Tenure (<http://web.utk.edu/~blyons/CHAPTER2June.pdf>). These University policies and procedures are incorporated herein by reference.

According to the University of Tennessee Faculty Handbook, there are three competencies on which faculty may be evaluated given their appointment: Teaching and Advising; Research, Scholarship, and Creativity; and Service and Professionalism.

Teaching and Advising

Through curricula development and by encouraging excellence in instruction, the objective of the Department is to provide students with an academic program and a learning experience that provides them a set of knowledge, skills, and critical thinking. For undergraduates, this includes entry-level job skills and the basic knowledge needed to begin or enhance a lifetime of personal and professional development. For graduate students, this includes exposure to theory and applications that provides them the expertise needed to contribute to their professional aspirations. To be an effective teacher, faculty members should engage in multiple activities, for example (a) supporting curriculum development as a faculty task, (b) delivering assigned course content, (c) coordinating course content with other faculty or instructors, sometimes across disciplines, and (d) being responsive to the needs of students. Faculty are encouraged to be innovative and creative in their instructional efforts. Effective teaching also requires reasonable flexibility and versatility in responding to time-varying curricular and extra-curricular teaching needs of the Department.

Faculty are expected to contribute to the teaching mission by demonstrating competence in assigned areas, which include a subset of the following: (a) teaching undergraduate students in lower-division and/or upper-division courses, (b) offering graduate courses and seminars for Master’s and/or Doctoral students, (c) participating as a member of the core faculty in any of a number of inter-disciplinary programs where appropriate, (d) supervising and directing thesis and/or dissertation research, (e) serving on thesis and dissertation committees, (e) advising and mentoring students when appointed, and (f) working with honors students as needed. Grants received for developing or assessing curriculum is also evidence of contribution to the teaching objectives.

Research, Scholarship, and Creative Activity

The Department considers “scholarship” to include discovery, integration, application, and pedagogical activities that contribute to the corpus of knowledge through production, articulation, and dissemination of new knowledge. Creative activities (such as the development of new software or patents) are subsumed under this category to the extent that results from this activity contribute to the body of knowledge through publication. Tenured and tenure-track faculty are expected to establish and maintain a research and/or extension program in an area of expertise related to the mission of the Department. Faculty are encouraged to focus on topics and outlets designed to enhance the faculty’s, Department’s, and UTIA’s presence in the academic

and professional community. Faculty have broad latitude in choosing topics relevant to the missions of the Department and UTIA on which to focus research, scholarship, and creative activity and a corresponding obligation to offer their efforts to public review by knowledgeable peers. The public scrutiny obligation can be fulfilled in many ways, but refereed publication is most important. In keeping with the objectives of the University to increase external research funding, faculty are encouraged to pursue external funding.

Faculty receiving promotion and/or tenure are expected to meet the standards and comply with the procedures stated in the Faculty Handbook which includes the need for independent, external assessments of their research, scholarship, and creative accomplishments.

Service and Professionalism

Service reflects upon the mission, vision, values, and initiatives of the University, College, Department, and professional organizations. Service is defined as activities in which faculty members offer professional knowledge, skills, and advice to the University, professional, and public communities. Service responsibility refers to activities needed to support the ongoing operation of organizations important to the University, UTIA, and the Department. Service activities include internal activities integral to the operations of the University, UTIA, and the Department, and external activities needed for operation of discipline-based organizations and entities. Service also includes outreach activities and contributions of a faculty member's discipline expertise to organizations external to the University.

The emphasis placed on service relative to teaching and research competencies will vary depending on the stage of a faculty member's career (e.g., scholarship and teaching may receive more emphasis than service during the probationary stage). The level of service expected is dependent on rank and responsibilities. For probationary faculty, service is not a substitute for the establishment of a solid record of independent research and/or creative activities and quality instruction.

Performance and Expectation Tables

The tables below provide a list of expectations which correspond with the above competencies. Competencies, performance, and expectations change depending on faculty rank and the stage of the faculty member's career. The tables summarize the performance indicators that may be used during annual evaluation of faculty by the Department Head.

1. Teaching and Advising Guidelines

Assistant Professor	<ul style="list-style-type: none">❖ Tenured faculty satisfaction with a written philosophy of teaching/learning and evidence of implementing that philosophy.❖ Continuous improvement, innovation, and current in the content, design, and conduct of teaching.❖ Student satisfaction with the faculty member’s teaching performance.❖ Peer faculty satisfaction with the faculty member’s teaching performance.❖ Ability to teach at different levels in traditional degree programs, including undergraduate, masters, and doctoral programs.❖ Ability to teach at more than one level, to a variety of audiences, and across disciplinary boundaries is considered a positive attribute for an assistant professor.❖ Contributions to collaborative efforts to design, coordinate, and otherwise improve the curricula.❖ Course content that exposes students to theory and application to contemporary problems and opportunities in organizational practice.
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Associate Professor	<ul style="list-style-type: none"> ❖ Tenured professor satisfaction with a written philosophy of teaching/learning and evidence of implementing that philosophy. ❖ Continuous improvement, innovation, and current in the content, design, and conduct of teaching. ❖ Student satisfaction with the faculty member’s teaching performance. ❖ Peer faculty satisfaction with the faculty member’s teaching performance. ❖ Course content that exposes students to theory and application to contemporary problems and opportunities in organizational practice. 	<ul style="list-style-type: none"> ❖ Ability to teach at different levels in traditional degree programs, including undergraduate, masters, and doctoral programs. ❖ Ability to teach at more than one level, to a variety of audiences, and across disciplinary boundaries is considered a positive attribute for an associate professor. ❖ Contributions to collaborative efforts to design, coordinate, and otherwise improve the curricula. ❖ Authoring books or chapters in the relevant discipline. ❖ Program leadership.
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Full Professor	<ul style="list-style-type: none"> ❖ Tenured professor satisfaction with a written philosophy of teaching/learning and evidence of implementing that philosophy. ❖ Continuous improvement, innovation, and current in the content, design, and conduct of teaching. ❖ Student satisfaction with the faculty member’s teaching performance. ❖ Peer faculty satisfaction with the faculty member’s teaching performance. ❖ Course content that exposes students to theory and application to contemporary problems and opportunities in organizational practice. 	<ul style="list-style-type: none"> ❖ Ability to teach at different levels in traditional degree programs, including undergraduate, masters, and doctoral programs. ❖ Ability to teach at more than one level, to a variety of audiences, and across disciplinary boundaries is considered a positive attribute for a professor. ❖ Ability to teach in a continuing education and non-degree executive education capacity, including degree and certificate programs. ❖ Contributions to collaborative efforts to design, coordinate, and otherwise improve the curricula. ❖ Authoring books or chapters in the relevant discipline. ❖ Program leadership.
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2. Research/Scholarship/Creativity Guidelines

<p>Assistant Professor</p>	<ul style="list-style-type: none"> ❖ Tenured faculty satisfaction with a written philosophy of research, scholarship, and creative activity and evidence of implementing that philosophy. ❖ Multiple articles accepted for publication in refereed journals of a discipline. ❖ Presence in journals acknowledged as influential in the assistant professor’s topical area. ❖ Conducting an on-going, distinctive, scholarly program of research, scholarship, and creative activity. ❖ Securing external funding for a research, scholarship, and creative activity relevance and potential for contribution. ❖ Mentoring and supervising graduate students in their research, scholarship, and creative activity and career growth. ❖ Participation in academic and practitioner conferences (e.g., presentations, panel member, proceedings, etc.). ❖ Contributing to efforts to secure external funding for research, scholarship, or creative activity programs.
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<p>Associate Professor</p>	<ul style="list-style-type: none"> ❖ Maintaining a written philosophy of research, scholarship, and creative activity and evidence of implementing that philosophy. ❖ Multiple articles published in refereed journals of a discipline. Since the objective is to have an impact on the relevant discipline, the number of articles may vary depending on their impact. ❖ Regular presence in journals acknowledged as influential in the associate professor’s topical area. ❖ Regular participation in academic and practitioner conferences (e.g., presentations, panel member, proceedings, etc.). ❖ Leading an on-going, distinctive program of research, scholarship, and creative activity. ❖ Contributing to efforts to secure external funding for research, scholarship, or creative activity programs. <ul style="list-style-type: none"> ❖ Securing external funding for a research, scholarship, and creative activity relevance and potential for contribution. ❖ Authoring or contributing chapters to books that impact the body of new knowledge in the relevant discipline. ❖ Efforts to secure external funding for a research, scholarship, and creative activity program; such funding may be used as an indication of research, scholarship, and creative activity relevance and potential for contribution. ❖ Efforts to initiate collaborative research, scholarship, and creative activity within and across disciplines. ❖ Mentoring and supervising graduate students in their research, scholarship, and creative activity and career growth.
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Full Professor	<ul style="list-style-type: none"> ❖ Maintaining a written philosophy of research, scholarship, and creative activity and evidence of implementing that philosophy. ❖ Continued presence in journals acknowledged as influential in the professor’s topical area. ❖ Leading an on-going, distinctive, scholarly program of research, scholarship, and creative activity. ❖ Contributing to efforts to secure external funding for research, scholarship, or creative activity programs. ❖ Research awards and recognition of scholarly stature by election as fellows of professional organizations and selection to research-based leadership roles (e.g., editor) of recognized national academies. <ul style="list-style-type: none"> ❖ Regular participation in academic and practitioner conferences (e.g., presentations, panel member, proceedings). ❖ Authoring books that impact the body of new knowledge in the relevant discipline. ❖ Securing external funding for a research, scholarship, and creative activity program; such funding may be used as an indication of research, scholarship, and creative activity relevance and potential for contribution. ❖ Clear evidence of collaborative research, scholarship, and creative activity within and across disciplines. ❖ Mentoring junior faculty in their research, scholarship, and creative activity and career growth. ❖ Mentoring and supervising graduate students in their research and career growth.
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3. Service and Professionalism Guidelines

Assistant Professor	<ul style="list-style-type: none"> ❖ Department, College or University committee memberships as requested. ❖ Participation in scholarly professional organizations. ❖ Journal reviewing. 	<ul style="list-style-type: none"> ❖ Showing evidence of an ability to work appropriately and effectively with colleagues, staff, and students, in accordance with University Diversity Guidelines. ❖ Interactions and contributions consistent with the College and Department’s mission, values, and strategic initiatives.
Associate Professor	<ul style="list-style-type: none"> ❖ Institutional strategic planning. ❖ Curricula design and evaluation. ❖ Other decision making and implementation efforts that govern the business of the Department, College, and University. ❖ Department, College and University committee memberships and chairpersonships. ❖ Reviewing the teaching and research of peers. ❖ Serving on accreditation or certification boards. ❖ Journal reviewing. 	<ul style="list-style-type: none"> ❖ Demonstrating an ability to work appropriately and effectively with colleagues, staff, and students, in accordance with University Diversity Guidelines. ❖ Interactions and contributions that further the University, College and Department’s mission, values, and strategic initiatives. ❖ Positive contributions to the Departmental, College, and University missions, values, and strategic initiatives. ❖ Mentoring a probationary faculty member. ❖ Professional association service. ❖ Service on the editorial board of journals.

Full Professor	<ul style="list-style-type: none"> ❖ Institutional strategic planning. ❖ Curricula design and evaluation. ❖ Other decision-making and implementation efforts that govern the business of the Department, College, and University. ❖ Department, College and University committee memberships and chairpersonships. ❖ Reviewing the teaching and research of peers. ❖ Serving on accreditation or certification boards. ❖ Journal reviewing. 	<ul style="list-style-type: none"> ❖ Demonstrating, beyond a doubt, an ability to work appropriately and effectively with colleagues, staff, and students, in accordance with University Diversity Guidelines. ❖ Leadership contributions that further the Departmental, College, and University missions, values, and strategic initiatives. ❖ Setting positive examples in terms of interacting with faculty, students, and staff, championing causes that further the mission of the Department, College, and University, and achieving positive recognition for the Department, College, and University. ❖ Mentoring a probationary faculty member. ❖ Professional association service. ❖ Service on the editorial board of a journal.
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