

BY-LAWS
DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF TENNESSEE
Revised 11/20/24

I. Institutional context

The Department of Psychology resides within the College of Arts and Sciences of the University of Tennessee, Knoxville. The University of Tennessee, Knoxville (UTK), is the flagship institution within the University of Tennessee system, a land-grant university for Tennessee. As the state's most comprehensive university, and the only state-supported "Research I University," UTK offers undergraduate and graduate education, supports research in many fields, encourages scholarship by its faculty, and offers service to the public. In keeping with these broad goals and objectives for the University, the Department provides service courses at the undergraduate level for many disciplines, offers undergraduate majors in psychology and neuroscience (including Honors and minors in both), graduate education at the master's and doctoral levels, encourages and supports research and scholarship by its faculty, and provides service to the public.

The Chief Executive Officer of UTK is the Chancellor, and the most direct line from the upper level administration to the Department is through the Vice-Chancellor for Academic Affairs. The Head of the Psychology Department reports to the Dean of the College of Arts and Sciences; the Department's budget is allocated by the Dean, with the advice and consent of consultants and faculty committees. Recommendations for appointments of faculty, awards of tenure and promotion, and similar proposals are submitted to the Chancellor through the College of Arts and Sciences.

II. Statement of principles

The faculty indicate their commitment to full participation in the academic governance of the Psychology Department by their endorsement of these Bylaws. The faculty seek, through the exercise of the decision-making responsibilities recognized herein, to organize their resources as a community of scholars in order to serve the Department of Psychology and the larger academic community.

The faculty of Psychology subscribe to the highest ideals of excellence and ethics in pursuit of scholarship, pedagogy, and service. Therefore, in conducting their affairs, the faculty and Department Head seek to pursue their activities in accordance with University and State regulations and policies, as well as relevant guidelines and norms of the discipline and the profession. These Bylaws are written in accordance with the *UTK-UTIA Faculty Handbook* and the By-Laws of the College of Arts and Sciences.

In keeping with our tradition and organizational structure, any decisions reached by the faculty of the Department, or a unit of the Department, are made in the form of a recommendation to the Department Head. The Head has the option of forwarding the recommendation with endorsement, forwarding the recommendation without endorsement, or returning the recommendation to the origination group. Actions taken

regarding promotion and tenure, appointment or termination of faculty, teaching faculty, adjuncts and staff, and salary increases are made as recommendations to the College of Arts and Sciences, and the Dean of that College may further recommend the action to the Chancellor.

III. Department officers

1. The Department Head. The Department Head is appointed by the Chancellor of UTK, but serves at the pleasure of the Dean of the College of Arts and Sciences. The Head may be appointed from within or without the faculty, following a search for a Department Head. When the current Head requests to be relieved of these duties, the Dean appoints a Search Committee. Chaired by a Department Head within the College of Arts and Sciences, this committee includes members from the Department and from units that have a relationship with the Department. The process of searching for a Department Head will be described below.

The Department Head is first and foremost a member of the Psychology Department's faculty, with responsibility for teaching, scholarship, and service common to all faculty, with appropriate adjustments in the distribution of these responsibilities. In addition, the Department Head is given administrative responsibilities by the Dean of the College of Arts and Sciences including responsibility for budgetary planning and allocation, faculty development, academic planning, administration and development, resource acquisition and allocation, and recommendations to the Dean and other University Administrative Officers regarding promotion, salary increases, and faculty, teaching faculty, adjunct, staff and student appointments. The Department Head may delegate to specific faculty, staff, or committees a portion or all of these administrative responsibilities.

Except as noted below, recommendations to the Department Head by the faculty are not considered binding on the Department Head. When such recommendations only affect policy within the Department, the Head can review such recommendations and approve them, refer them to review by the Executive Committee, or refer them to the full faculty. Recommendations that affect substantive changes in a degree program, the addition or deletion of a program, and recommendations for disposition of students in a program must be presented to the full faculty for discussion, review, and, when appropriate, vote.

The faculty of the Department strongly endorse the concept of shared Departmental governance. This is accomplished through communication by the Department Head to the Faculty, or their representatives, such as the Executive Committee, Program Directors, and Program committees, on matters of importance at the Departmental, Collegiate, and University level. In addition, the full Faculty, or their representative groups, will be involved in the decision-making process. It is the responsibility of the Head to seek and ensure adequate deliberation and consideration of all major Departmental issues. When this advice takes the form of a clear majority vote on a Regular Faculty meeting agenda item,

the Head is expected to act in accordance with that vote. Should additional material become available that has an important bearing on a previously taken Faculty vote, the Head will bring that material to the Faculty for their consideration, when time and circumstances permit. Where the situation does not permit this process, the Head is entrusted to make judgments and to act in the best interests of the Department. The Head is obliged to explain to the Faculty any action he or she takes which is at variance with a full Faculty vote.

The Department Head shall supply a biennial "State of the Department" report to the faculty.

2. The Associate Department Head(s). The Department Head is assisted in his or her performance of duties by the Associate Department Head or Heads if workload or opportunity raise the need for more than one Associate Department Head. The Head may delegate duties to the Associate Head as he or she deems appropriate. The Associate Department Head is/are appointed, following a recommendation by the Department Head to the Executive Committee.

IV. The Faculty

Regular Faculty. The Regular Faculty are those faculty who are appointed with an unlimited term and/or who are on a tenure track. Regular faculty normally hold full-time appointments for the academic year; however, any continuing, part-time faculty member appointed on the academic year at 51% or more of full-time will also be designated as Regular Faculty. All reference to the term "Faculty" appearing in these By-Laws indicate Regular Faculty unless otherwise specified.

Consistent with the land-grant mission of the University of Tennessee, Psychology faculty responsibilities include effective, high-quality teaching, service, and research. In carrying out these responsibilities, faculty members have the right to academic freedom, inquiry, and expression and are expected to seek and to speak the truth as they perceive it on the basis of their competence and/or expertise and research. Academic freedom supports and encourages faculty members to teach, research, create, and serve based on their knowledge and understanding, including when the teaching, scholarship, research, or service confronts issues or reflects views that others may deem controversial, unwise, or offensive. Faculty should help foster an intellectual atmosphere where all viewpoints are freely considered through the exacting lens of academic inquiry.

Psychology Faculty are responsible for thoughtful and effective teaching that employs methods and approaches that facilitate student learning and prepares them for the science, practice, and applications of psychology. Consistent with the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct*, faculty should challenge students to think rigorously and critically, and to act with: Beneficence and Nonmaleficence, Fidelity and Responsibility, Integrity, Justice, and Respect for People's Rights and Dignity.

Thus, Psychology Faculty must act in accordance with the guidance of the *Ethical Principles of Psychologists and Code of Conduct* such that they:

“Recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists.

Are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status, and consider these factors when working with members of such groups.

And try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.” (APA, 2017, <https://www.apa.org/ethics/code>)

Members of the Department of Psychology have a responsibility to provide the public access to and benefit from the contributions of psychology (e.g., scientific knowledge, clinical intervention, education, advocacy), regardless of economic, personal, or social identities or circumstances, and in ways that meet individuals’ unique needs.

Collectively, Faculty are also responsible for advising and mentoring students concerning professional development, career planning, and professional service.

Collectively, Faculty are responsible for engaging in meaningful service to the University, the profession, and the community, whether local, national, or international. Faculty are encouraged to provide leadership in appropriate public, private, professional, and/or governmental organizations and to serve the community.

1. Teaching faculty, Adjuncts and Post-doctoral Research Associates. Teaching faculty (i.e., Teaching Assistant Professors, Teaching Associate Professors, Teaching Professors) teach undergraduate courses. The normal load for full-time teaching faculty is four courses per semester. Teaching faculty may also teach part-time or on an as-needed basis. Adjuncts are part-time and typically teach one or two graduate courses per semester (including supervision). Adjuncts may also have honorary appointments, which do not usually provide any remuneration. Post-doctoral Research Associates are hired for research purposes. Such appointments are typically full-time and salaries are provided by extramural research grants. All appointments at these levels (except those involving supervision only) require initial review by the Executive Committee. If the committee votes in favor of the appointment, it will be presented to the full faculty for a vote. A favorable faculty vote leads to a request for the position to the Dean and Chancellor. When the appointment clears Human Resources, it is then official. Full-time appointments are reviewed by the Executive Committee yearly. The Head reviews all other appointments yearly and brings to the Executive Committee any that may need discussion.
2. Non-tenure-Track Part-time Clinical Faculty. Non-tenure track part time clinical faculty are hired to perform professional services and to provide instruction to students in a clinical setting. They have completed a doctoral degree in Psychology and are licensed to practice in the state of Tennessee. Non-tenure track part time clinical faculty are evaluated and considered for reappointment annually. Occasionally, they may also provide instruction in a classroom setting.

3. Emeritus(a) Faculty. Emeritus(a) Faculty are those faculty who were Regular Faculty over an extended period of time at the time of their retirement, and who had a distinguished record of research and/or service. Emeritus(a) Faculty are normally assured of retaining that status indefinitely. Requests for Emeritus(a) status must be initiated by the retiring faculty member, and endorsed by the Head, Dean and Chancellor.
4. Post-retirement Faculty. Post-retirement Faculty are those faculty who have retired as Regular Faculty and have arranged with the Head, Dean and Chancellor to provide teaching and/or service for a contracted period (typically 1-4 years) for partial salary. These faculty may also have Emeritus(a) appointments.

V. Recruitment of New Faculty

1. Tenure-track faculty.

Search process. When a new tenure-track position becomes available or is announced, the faculty will meet to discuss what area(s) represent our most pressing needs, in terms of teaching, research area and graduate program. After the wording of the position is finalized, in collaboration with the faculty and Executive Committee, a request to search is forwarded to the Dean and Chancellor. The Head requests volunteers to serve on the Search Committee. The Head appoints a Search Committee Chair, two or three additional faculty, and a student representative. Following administrative approval, the position announcement is distributed nationally. The committee reviews all applications and seeks to present the faculty with a select group of the best applications, which the faculty then review and rate. The committee then compiles a list of primary and alternate candidates, as described in *UT Search Procedures* from the Office of the Chancellor. Following candidate visits, both faculty and students rate candidates and results are summarized by the Search Committee. At a subsequent full faculty meeting, the Search Committee makes its recommendations and the Head invites faculty discussion. Faculty then rate candidates on a printed ballot. These data are summarized and serve as advisory to the Head. The Head will then make an offer to a candidate. Should negotiations break down, the next candidate will be contacted. Issues of salary, startup, research space, teaching load, etc., are negotiated between the candidate and the Head, and, if necessary, the Dean and upper administration. The formal offer comes from the Chancellor.

Criteria for retention. During the first year, the retention vote is typically taken after the faculty member has only been on campus for a few months. It is expected that retention will be automatic in this instance. In subsequent years, tenure-track faculty will be asked to provide the Head with a current CV, copies of all papers published in the current calendar year (including those officially in press), a brief research progress statement for the current year, copies of all course syllabi for the current calendar year, service (to the department, college, university, or profession), and student evaluations for the last available semester. These materials will be available for tenured faculty review at least seven calendar days before the retention vote by the tenured faculty. The vote will be presented to the Dean in accordance with policies of the College and the Office of Academic Affairs.

Criteria for promotion. For promotion to Associate Professor, it is expected that faculty will publish an average of one to three articles in peer-reviewed journals per year, as is consistent with their field of study and sufficient to establish national recognition. However, other criteria, such as external funding, research complexity, journal impact factors, etc., will be taken into account. Assistant Professors are expected to submit for extramural funding, and the tenured faculty expect a favorable review of their proposal, though funding is not a prerequisite for promotion and tenure. Faculty are expected to be excellent teachers, and both peer and student evaluations, as well as course syllabi, sample tests, etc., will be utilized in evaluating teaching. Finally, although some service is expected, the emphasis for promotion to Associate Professor will be research and teaching. Annual reviews also form an important component of the dossier for promotion.

For promotion to Professor, the full professors expect national visibility, a steady rate of publications in quality, peer-reviewed journals, quality teaching, and substantial service, especially at the national level, to the profession. Service to the university is also expected. These qualities should be reflected in annual reviews, which will form an important component of the dossier for promotion.

For promotion both to Associate and full Professor, procedures will follow those detailed in the *UTK-UTIA Faculty Handbook* from the Office of Academic Affairs. In Psychology, secret ballot is taken at a faculty meeting of the appropriate group (tenured or full professors).

2. Non Tenure-track Faculty.

Teaching faculty are expected to provide quality undergraduate instruction. Both peer evaluation and student evaluations will be utilized in determining whether to retain Teaching faculty. Criteria for the evaluation of other non tenure-track faculty are determined by the role the faculty member is filling in the department. This could be part-time teaching, supervision of Clinical or Counseling graduate students, serving as Director or Associate Director of the Psychological Clinic, etc. The Head will rely on input from the appropriate Program Director and program faculty in evaluating these non tenure-track faculty.

Criteria for promotion to Teaching Associate Professor. Only full-time Non-Tenure Line faculty are eligible for promotion. For promotion to Teaching Associate Professor, faculty are expected to be excellent teachers, as reflected in peer and student evaluations, as well as course syllabi, sample tests, etc. Peer teaching evaluations must occur at least once before the year of promotion and are conducted by a committee appointed by the Head. In addition, for promotion to Teaching Associate Professor, faculty are expected to demonstrate ongoing professional development. Annual reviews also form an important component of the dossier for promotion and faculty are expected to meet expectations in at least the two years immediately preceding the review period. Consistently meeting expectations is considered sufficient criteria for promotion to Teaching Associate Professor.

Criteria for promotion to Teaching Professor. Departmental expectations are that Teaching Professors will have a consistent record of teaching excellence and ongoing professional development, as well as significant service contributions to the instructional mission of the department and university, within the faculty member's defined role. These activities should be reflected in annual reviews, which will form an important component of the dossier for promotion.

For promotion both to Teaching Associate Professor and Teaching Professor, procedures will follow the criteria described above and those detailed in the *UTK-UTIA Faculty Handbook* from the Office of the Provost. In Psychology, the promotion committee prepares a formal report with a recommendation to the Head regarding promotion.

Criteria for promotion for clinical faculty. For promotion to Clinical Associate Professor, it is expected that faculty will typically serve five or more years in the rank of Clinical Assistant Professor, maintain active state licensure as a psychologist, provide evidence of excellent instruction and training of graduate students working toward a degree that leads to state licensure in an applied professional discipline as well as demonstrate excellent teaching. Although some service is expected, the emphasis for promotion to Clinical Associate Professor will be teaching and training.

For promotion to Clinical Professor, it is expected that faculty will typically serve five or more years in the rank of Clinical Associate Professor, maintain active state licensure as a psychologist, provide evidence of demonstrated excellence and impact in teaching and training, and a sustained record of effective professional service in the university, at the local level, and in the larger community.

VI. Faculty Workload

1. Workload for full-time faculty and teaching faculty is four courses per semester. As faculty take on increasing responsibilities above those for teaching faculty, their teaching workload is reduced. Given the load faculty are expected to carry for research, research training, professional presentations at national and international meetings, and service to the department, college, university, community and profession, the normal workload is 2:1. In instances where tenured or tenure-track faculty are not providing expected levels of research, service, etc., the Head may redistribute workload. In most instances, a Needs Improvement or Unsatisfactory annual review will serve as the trigger for consideration of a change in workload.

VII. Faculty Development

1. Procedures for faculty development of the Department of Psychology are based on the *POLICIES GOVERNING ACADEMIC FREEDOM, RESPONSIBILITY, AND TENURE* of The University of Tennessee (Appendix A) and the *UTK-UTIA Faculty Handbook* of The University of Tennessee, Knoxville. All regular faculty members of the Department shall have yearly Annual Performance-and-Planning Reviews. Faculty are expected to provide an updated vita and a description of accomplishments in research, teaching and service during the previous calendar year, as well as a brief discussion of plans for the upcoming year. Evaluation of faculty performance will be conducted in accordance with the procedures detailed in Appendix B, which are consistent with the policies of the Board of Trustees and also described in the *UTK-UTIA Faculty Handbook*. Documents summarizing the review will be presented to each faculty member for factual corrections. A final copy will be provided to each faculty member for signature. Plans generated from annual reviews shall be individualized, recognizing the unique strengths and interests of the particular faculty member within the

spectrum of Departmental responsibilities for teaching, research/scholarship, and service. Faculty performance evaluations of Exceeds Expectations for Rank, Meets Expectations for Rank, Needs Improvement, and Unsatisfactory shall be based

on evidence of performance with respect to the faculty member's contributions in research, teaching and service. All evidence considered in determination of performance evaluations shall be documented and retained in the faculty member's personnel file. If a faculty member takes exception to the summary document from an annual review, the faculty member should address his or her concerns directly to the Department Head. In any case in which such direct discussion is not successful in producing a summary document with which the faculty member agrees, the faculty member can appeal to the Associate Dean.

The Department, College and University have several programs to enhance faculty development. The Department reduces the teaching load of all new faculty during the first year, as long as program needs can be adequately covered. The typical load in the first year is three courses. The Head can also provide one pre-tenure year with a reduced teaching load of two courses. In return, the pre-tenure faculty who receives this release is expected to devote extra time to research in the form of doing extra experiments, submitting extra articles for peer review and/or submitting an extramural grant.

For tenured faculty, the Department provides a one course per year release for journal editors and a one course reduction for faculty who are providing an unusual commitment to professional service. The procedures for this latter reduction are described more fully in Appendix C. The College has a program for a one course release in the social sciences. The request for applications is issued yearly. It is expected that an extramural grant application will result from the released course. Finally, the Chancellor has a program for a two course release in a given academic year, which can be taken in one semester or spread across the whole year. Again, an extramural grant application is expected. The College and University have numerous other award programs that recognize quality teaching, research and service.

VIII. Faculty Meetings and Voting.

1. Faculty Meetings. The Regular Faculty will meet monthly during the academic year, except during December. Non-tenure-track Teaching Faculty are welcome, but not required, to attend faculty meetings. The Department Head will chair these meetings; when unable to do so, an Associate Head will chair the meeting. The faculty will be explicitly involved in discussion of and adoption of major policy decisions, program changes or additions, student progression, and any departmental examinations.

The Head, with the Executive Committee's advice and consent, will determine the Agenda. The Agenda will be distributed in writing to all Regular Faculty, Teaching Faculty, and Program Directors at or before a regularly scheduled meeting, and final action will be taken only on those items of business that appear on the Agenda. Individual Regular Faculty, a Program Committee or a Program Director, and the Executive Committee may request that items be placed on the Agenda.

Unless otherwise noted in the Bylaws, decisions shall be made by a simple majority of the Regular Faculty members attending the meeting. Teaching Faculty may vote on matters relevant to curricula. For purposes of taking final action, a quorum consists of a majority of the Regular Faculty who are not on leave. Written proxies, submitted in advance of a meeting, may be accepted by the faculty at a given meeting, if a majority of faculty at the meeting vote to accept proxies.

Minutes of the meetings will be taken and distributed to Regular Faculty and Program Directors, in writing, prior to their final approval. Normally, the Minutes will be circulated to the faculty at the following month's meeting for review and approval. Once approved, Minutes will be maintained in a file which is open for review by any interested faculty member. However, when personal matters are discussed, as when students are evaluated, for example, this discussion will not be included in the public Minutes.

Full-time Non-continuing Faculty may be invited to attend any Regular Faculty meeting by the Head, with advice and consent of the Executive Committee. When attending a meeting, Full-time Non-continuing Faculty may contribute to the discussion, but may not vote. Student representatives may be added to any faculty committee or meeting as the faculty deem appropriate. However, when matters involving specific students are to be discussed, the faculty will go into an Executive Session where only Regular Faculty may attend.

Faculty meetings will be run in accordance with procedural rules as adopted by the faculty (currently Keesey's Modern Parliamentary Procedures). Regular Faculty meetings shall last one and one-half hours or less, except in the case when a motion is made and approved to set aside these Bylaws in order to continue discussion on a serious issue.

2. **Special Faculty Meetings.** Special faculty meetings may be called to consider specific issues when time does not permit during a regular faculty meeting, to continue discussion that was not concluded at a regular meeting, or to present important information to the Faculty. The Department Head and/or the Executive Committee may call a Special meeting; in addition, students and faculty may petition the Executive Committee to call a Special Faculty Meeting and may suggest items for discussion.
3. **Faculty Meetings Concerning Appointments, Renewal of Appointments, Consideration of Tenure, and Recommendation for Promotion.** For recommendations for promotion, all Regular Faculty with rank higher than that of the person or persons being considered will meet to discuss the records of each person being considered. This meeting will be chaired by the Department Head; in the unlikely event that the Department Head is an Associate Professor when a candidate for Professor is being considered, the meeting will be chaired by the faculty member with the most years at the rank of Professor. A formal secret ballot will be taken and the results announced to the faculty. The Department Head has the responsibility of completing the appropriate materials for submission to the Dean, which includes a statement of the actual vote, adding his or her own vote and recommendation. The procedures for this process are included in the *UTK-UTIA Faculty Handbook* and the Vice-Chancellor for Academic Affairs prepares materials annually describing the process to be

followed by each Department.

For consideration of tenure, all Tenured Faculty shall meet to discuss the record of each person being considered. The Department Head will chair this meeting; in the unlikely event that the Department Head is not tenured, the meeting will be chaired by the most senior, tenured faculty member. Following discussion, a formal secret ballot will be taken, and announced to the faculty. According to current University policy, only full-time, regular faculty can earn tenure. The Department Head has the responsibility to prepare the necessary materials to accompany a recommendation regarding tenure.

For meetings to consider promotion and/or tenure, a quorum consists of two thirds of the number of appropriate faculty. Faculty on leave may submit a proxy vote in absentia. The Department Head is not bound by the vote of the appropriate faculty group and may recommend for or against promotion or tenure. However, it is considered the responsibility of the Head to explain to the appropriate faculty any recommendations at variance with the vote of the faculty. In such cases, a dissenting report may be included in the recommendation packet.

For meetings called to discuss the appointment of one or more persons to the Regular Faculty, all Regular Faculty may attend and vote.

IX. The Executive Committee.

The Executive Committee is composed of the Head, Associate Head(s), Director of Undergraduate Studies, and one representative from each of the current areas of concentration at the graduate level (biological, clinical, counseling, cognitive & developmental sciences, and social). Representatives include the Clinical, Counseling, and Experimental Program Directors and two representatives from the experimental research areas not represented by the current Experimental Program Director.

In the event that an Executive Committee member resigns the position or leaves the University, the Head will recommend a Regular Faculty member to complete the unexpired term. The Department Head is the Chair of the Executive Committee, but does not normally vote except to break a tie. Decisions are usually made by consensus rather than by formal vote, unless a vote is called for by a member of the Committee or the Head wishes to have a record of a vote appear in the Minutes.

The Executive Committee will meet weekly during the Academic Year, unless there is no business or fewer than two-thirds of the members are present. As with faculty meetings, the Executive Committee will adopt a set of procedural rules.

The Head is assisted by his or her staff in preparing the Agenda, other materials for the Executive Committee, and in keeping the Minutes. The Minutes of each meeting are circulated unapproved to Committee Members at the next meeting for review, amendment, and approval. The approved Minutes are circulated to all faculty, and a copy is placed in an open file. The Head will also utilize email to apprise the Executive Committee of issues that warrant dissemination and/or discussion. Email will be the preferred method of communication during the summer months.

The duties of the Executive Committee are to assist and advise the Department Head on matters of implementing policy, following administrative practice, recommendations by

Program Directors, scheduling of courses, setting the agenda of Faculty meetings, budgetary matters, and the relationship of the Head to the Executive Committee.

X. Instructional Programs and Committees.

The Department has two instructional programs: (1) the Undergraduate Programs include a BA program in Psychology and a BS program in Neuroscience (minors and honors concentrations are described below). These programs offer undergraduate courses that introduce students to both disciplines (Psychology and Neuroscience) and provide both service courses for programs that use our courses and courses for our majors and minors, (2) the Graduate programs in Clinical, Counseling and Experimental Psychology. Research training is a significant part of graduate education, and therefore is supported in part with Departmental resources because of its role in the instructional programs. The two undergraduate programs and three graduate programs are each overseen by a Director with a committee of relevant and interested faculty to assist the Director.

1. Undergraduate Programs.

The Director of Undergraduate Studies is appointed by the Department Head with the advice and consent of the Executive Committee, relevant program committees, and the faculty. The term of office shall be five years, and the Director may serve additional five- year terms. The Head will consult with the Executive Committee, relevant program committees, and the faculty when considering reappointment.

The Director is expected to monitor the Undergraduate Programs in Psychology and Neuroscience, the advising process, scheduling of undergraduate courses, and the College's undergraduate curriculum. In addition, the Director supervises and trains graduate student instructors and teaching assistants, assists with the evaluations of non-tenure line instructional faculty, and recommends appointment to the Dean's Student Advisory Committee and students to be Peer Advisors.

The Director will consult with the Head on matters involving advising, curriculum, teaching, and activities to enhance the Undergraduate Programs, and report to the Faculty at duly scheduled Faculty Meetings on the activities of the undergraduate programs.

A. Psychology undergraduate program

The psychology undergraduate program includes the BA in psychology, the honors concentration in psychology, the psychology minor, as well as other students who are in special programs such as the College Scholars and other Individualized Programs. An existing faculty member serves as Director of the Psychology undergraduate program; typically the Director of Undergraduate Studies serves as Director of the Psychology Undergraduate Program, however another faculty member may be appointed Director of the Psychology undergraduate Program by the Head with the advice of the Director of Undergraduate Studies and the advice and consent of the Executive Committee.

The Director of the Psychology Undergraduate Program will chair the Psychology Undergraduate Program Committee, which will be established by the Head and the Director with the advice and consent of the Executive Committee. The Psychology Undergraduate Program Committee will include faculty and full-time teaching faculty who have demonstrated an interest in undergraduate education, and may consist of graduate and undergraduate students. The membership of the Committee may be changed annually.

The Director will advise the Psi Chi major honor society, subject to Psi Chi approval, or recommend an appropriate advisor to the Head.

When a periodic review of the curriculum leads to suggestions for change in the psychology undergraduate program, such recommended changes are to be submitted to the Department for placement on the agenda of the Executive Committee and approved by the faculty before any such changes are implemented.

B. Neuroscience undergraduate program

The Neuroscience undergraduate program includes the BS in Neuroscience, the honors concentration in Neuroscience, the Neuroscience minor, as well as other students who are in special programs such as the College Scholars and other Individualized Programs. An existing UTK faculty member serves as Director of the Neuroscience undergraduate program. Given the interdisciplinary nature of the Neuroscience program, this faculty member may be from outside of the psychology department. The Neuroscience Program Director is appointed by the Head with the advice of Neuroscience program Steering Committee.

The Neuroscience Program Director will chair an interdisciplinary Neuroscience Steering Committee, which will be established by the Head with the advice and consent of the Neuroscience Program Director. The Neuroscience Steering Committee will include faculty and full-time Teaching Faculty who have demonstrated an interest in Neuroscience undergraduate education and may include graduate and undergraduate students. This committee will include faculty members representing at least two academic departments at UTK with a vested academic interest in the Neuroscience program. The membership of the Committee may be changed annually.

The Director will advise the Nu Rho Psi Neuroscience major honor society, subject to Nu Rho Psi approval, or recommend an appropriate advisor.

When a periodic review of the curriculum leads to suggestions for change in the Neuroscience program, such recommended changes are to be voted on by the Neuroscience Steering Committee. Once approved by the Steering Committee, proposed changes are to be submitted to the Department for placement on the agenda of the Executive Committee and approved by the faculty before any such changes are implemented.

2. **Doctoral Programs.**

Experimental Psychology Program. The Director of the Experimental Graduate Program will be appointed by the Head with the advice and consent of the Executive Committee, Program Faculty and Departmental faculty. The term of office shall be five years, and the Director may serve additional five-year terms with the consent of the Program Committee, the Executive Committee, and the Head.

The Experimental Program Committee will ordinarily consist of all those regular faculty who have received their training in one of the areas of experimental psychology, although others may become members of the Committee where appropriate. The Director may solicit names of graduate students from the faculty to attend these meetings, ensuring communication to and from the students. The student members shall not vote, and whenever individual students are to be discussed, the Committee will go into Executive Session.

The duties of the Director and Program Committee are to solicit high quality applicants, review applications for admission and make recommendations for admission to the Department Head, evaluate the graduate course offerings for breadth and frequency, evaluate student progress and report that evaluation to the full faculty, participate in the award for assistantships, develop materials to announce the specialties offered by the Department, and other business as the Committee deems relevant.

The Director will schedule meetings as needed with at least one meeting each semester during the academic year. Graduate students in the program and the Committee members may request a meeting to consider a specific issue or issues. Any recommendations for changes in policies affecting the program, changes in admission procedures, evaluation of student performance, and termination of students must be submitted to the full faculty for approval of such recommendations.

Clinical Psychology Program. The Director of the Clinical Graduate Program will be appointed by the Head with the advice and consent of the Executive Committee. The term of office will be five years, and the Director may serve for additional five-year terms with the consent of the Program Committee, the Executive Committee and the Head.

The Clinical Program Committee will ordinarily consist of all those regular faculty who have received their training in the specialization of Clinical Psychology. The Director may solicit names of graduate students from the faculty to attend these meetings, ensuring communication to and from the students. The student members will not vote, and will not attend meetings when individual students are to be discussed by name and evaluated.

The duties of the Director and Committee are to solicit high quality applicants, review applications for admission and make recommendations to the Department Head, evaluate the graduate course offerings for breadth and frequency, evaluate student progress and report that evaluation to the full faculty, participate in the award for assistantships, develop materials to announce the specialties offered by the Department, arrange for placements for students to receive practicum training, monitor the progress for obtaining internships, provide annual and other relevant documentation to the American Psychological Association related to the professional program, and other business as the Committee deems relevant.

The Director will schedule meetings as needed, with at least one meeting each semester during the academic year. Graduate students in the program and the Committee members may request a meeting to consider specific issues. Any recommendations for changes in policies affecting the program, changes in admission procedures, evaluation of student performance, and termination of students must be submitted to the full faculty for approval of such recommendations.

Counseling Psychology Program. The Director of the Counseling Graduate Program will be appointed by the Head with the advice and consent of the Executive Committee. The term of office will be five years, and the Director may serve for additional five-year terms with the consent of the Program Committee, the Executive Committee and the Head.

The Counseling Program Committee will ordinarily consist of all those regular faculty who have received their training in the specialization of Counseling Psychology. The Director may solicit names of graduate students from the faculty to attend these meetings, ensuring communication to and from the students. The student members will not vote, and will not attend meetings when individual students are to be discussed by name and evaluated.

The duties of the Director and Committee are to solicit high quality applicants, review applications for admission and make recommendations to the Department Head, evaluate the graduate course offerings for breadth and frequency, evaluate student progress and report that evaluation to the full faculty, participate in the award for assistantships, develop materials to announce the specialties offered by the Department, arrange for placements for students to receive practicum training, monitor the progress for obtaining internships, provide annual and other relevant documentation to the American Psychological Association related to the professional program, and other business as the Committee deems relevant.

The Director will schedule meetings as needed, with at least one meeting each semester during the academic year. Graduate students in the program and the

Committee members may request a meeting to consider specific issues. Any recommendations for changes in policies affecting the program, changes in admission procedures, evaluation of student performance, and termination of students must be submitted to the full faculty for approval of such recommendations.

3. **Masters Program in General Psychology.**

Graduate study leading to the M.A. degree in psychology is available in Experimental Psychology. This program is appropriate for students who specifically desire a Master's degree, for doctoral students who would like to obtain a Master's degree as part of their progress, or for those who wish to compliment a degree in a different field.

4. **Psychological Clinic.**

The Psychological Clinic is a research and training arm of the Clinical Psychology Program, and its Director and Associate Director are selected by the Clinical Program Faculty with the advice and consent of the Executive Committee and Head. The Director and Associate Director of the Clinic will be members of the regular faculty or an adjunct, and will be appointed for a five-year term with the option to serve additional five-year terms. Administratively, the Clinic Director and Associate Director reports to the Director of Clinical Training, and a close working relationship will be maintained between them and the Head.

The Psychological Clinic will operate as a not-for-profit mental health facility for students and members of the community without discrimination with respect to ability to pay. Student trainees shall be assigned cases and supervised by regular or adjunct faculty in accordance with the Policies and Procedures for the Clinic.

XI. Departmental Committees.

Much of the work of the Psychology Department is conducted by committees. It has been the practice of the Department to form several Regular Committees which have responsibilities for various on-going activities of the Department. To augment and supplement the activities of Regular Committees, Ad Hoc Committees are created to deal with specific, time-limited issues as identified.

Regular Committees.

Regular Departmental committees include Diversity, Faculty Evaluation, Human Subjects, Space & Equipment, Psychology Undergraduate Program Committee, Neuroscience Steering Committee, and Teaching Evaluation. The list of Regular Committees is not fixed within these Bylaws; the Committee structure is evaluated annually by the Department Head and the

Executive Committee, at which time committees may be deleted or added as needed. The responsibilities delegated to a Regular Committee will be developed by the Department Head with the advice and consent of the Executive Committee.

Formation and Appointment of Committees. As noted above, some committees require faculty of specified rank or tenure status and others require representation by area. In most instances, committee membership is by self-nomination. Committee chairs may be consulted by the Head for selection of members. Each fall semester the Department Head will prepare a list of regular and ad hoc committees for the academic year. Each Committee is responsible for devising and arranging for staff and/or student participation, as appropriate. At other times, ad hoc committees may be formed by the Department Head with the advice and consent of the Executive Committee.

Diversity Council.

The faculty, students, and staff of the University of Tennessee's Department of Psychology view diversity, multiculturalism, and social justice as fundamental ethical, societal, and scientific values. The Diversity Council is committed to advancing and maintaining a collegial academic environment based on equity and fairness.

The council is charged with implementing components of the department's Diversity Plan as well as proposing new elements of the plan for faculty approval. Responsibilities include periodic review and recommendations concerning goals, metrics, and initiatives of the Diversity Plan, gathering benchmark data, preparing an annual progress report and discussion at the Departmental faculty meeting, soliciting wider participation from departmental citizens, and advising the Department Head and Executive Committee on matters pertaining to diversity.

Membership on the Diversity Council includes at least one faculty representative from each of the doctoral programs (Clinical, Counseling, and Experimental) and one or more staff members. We aim to have at least one graduate student representative from each of the graduate programs. Members of the Diversity Council are expected to commit to two years of service on the Council. Faculty, students, and staff may volunteer to serve on the Council, or the Department Head may appoint members. The Diversity Council serves at the request of the Department Head.

Faculty Evaluation Committee.

The Faculty Evaluation Committee makes recommendations to the Department Head regarding each tenure-track Psychology faculty member's performance in three domains: Teaching, Research, and Service.

Each area of concentration within the Psychology Department (i.e., neuroscience and behavior, clinical, counseling, cognitive & developmental sciences, social) selects one tenured faculty member to serve a three-year term on this committee. In addition, the Director of Undergraduate Studies may serve on the Committee at the discretion of the Department Head. During the first Faculty Evaluation Committee meeting, the Committee votes to elect a Committee chair. The Faculty Evaluation Committee meets weekly with the Department Head early in the Fall semester. Prior to most meetings, committee members independently review a number of faculty members' materials submitted for their annual reports including their workload forms and documents such as CV's, teaching evaluations, syllabi, and other materials. The committee also considers other sources of information (e.g., journal impact factors; reports from department committees relevant to specific faculty members' performance). Members of this committee are bound by ethical principles, and faculty information and committee discussions are held in confidence. Once all workload reviews have been completed, follow-up meetings provide recommendations for nominating departmental faculty for College and University-level awards.

The Department Head conveys the recommendations of the Faculty Evaluation Committee to each faculty member during individual meetings. In addition, during these individual meetings with faculty, the Department Head also presents her or his independent evaluation of the faculty member.

The Faculty Evaluation Committee serves in an advisory capacity to the Department Head. It is the evaluation of the faculty member by the Department Head, not the evaluation recommendation by the Faculty Evaluation Committee, that is submitted to the University. Thus, appeals of faculty evaluations are made directly to the Department Head, not to the Faculty Evaluation Committee.

Teaching Evaluation Committee.

Purpose: The purpose of the Committee is to provide formal summative and formative feedback to tenure-track instructors in the department regarding their teaching, as well as to provide a formal mechanism for teaching reviews that are included in retention and promotion dossiers. Graduate Teaching Associates are evaluated by the Director of Undergraduate Studies, their faculty mentor, or others.

Membership: The Committee comprises two standing members, who are tenured faculty selected by the Department Head, with input from the Associate Heads and EC, for two-year terms. Terms are staggered such that one member rotates off each year, allowing an experienced, senior member, to head the committee each year. Barring conflicts of interest, the two standing members participate in all formal teaching evaluations conducted each year. In addition to the two standing members, a third person is recommended by the specific faculty member being

evaluated. All evaluators must hold tenure, but the third person may come from any academic unit at the university.

Process: The Department Head, in consultation with the Director of Undergraduate Studies and EC, will determine which faculty members will be evaluated each year.

Each faculty member being evaluated will provide the committee chair the name(s) of individuals he or she would like to have as the third evaluator. The committee head will contact these individuals to explain the process and request participation.

Once the full three-member committee is formed, the process is as follows:

1. The full committee and the faculty member being evaluated meet to discuss the process and the faculty member's teaching goals, strategies, questions, etc. in order to provide the committee a context for their evaluation.
2. The faculty member being evaluated provides the committee with relevant teaching materials, which include copies of current syllabi and recent teaching evaluations, and may also include copies of tests or other assignments, copies of previous course syllabi, statements of teaching philosophy, nomination letters for teaching awards, relevant teaching-related publications, etc. The committee may also seek any other readily available relevant data, such as previous semesters' student evaluations, grade distributions, or other sources of student feedback.
3. Each of the three committee members observes at least one class session of the faculty member being evaluated. Ideally, at least one observation of each course (graduate and undergraduate) being offered during that semester is conducted. These observations are scheduled in advance with the faculty member. All committee members will use the same feedback forms for summarizing their observations. These forms will be shared with the faculty member; however, because they may contain excessive detail, they are not included in the final report.
4. The three committee members meet together to discuss their impressions, based on all data reviewed (classroom observations, materials provided by the instructor, etc.) and feedback for the faculty member being evaluated.
5. The three committee members meet again with the faculty member being evaluated to share their observations and feedback.
6. The committee head writes a formal report summarizing the evaluation, which is edited and approved by the other two committee members, before being shared with the faculty member being evaluated. The report will include a

listing of the data considered in forming the report and narrative summaries of the faculty member's strengths and areas for improvement. The faculty member has an opportunity to request corrections before the report is shared with the Department Head and becomes part of the faculty member's official personnel file.

7. The faculty member has the option to submit a written response to the evaluation.

Ad Hoc Committees.

Ad hoc committees are formed periodically to accomplish some specific task (*e.g.*, search committees, promotion and tenure committees, etc.) or to review and develop proposals with respect to departmental programs and activities. The responsibilities delegated to an ad hoc committee will be developed by the Department Head, with the advice and consent of the Executive Committee.

XII. Standard of Practice Regarding Faculty-Student Romantic and/or Sexual Relationships

Rationale

One of the basic functions of the University and Department is the transmission of knowledge to students, supervisees, and other subordinates. This function is founded upon the free and open exchange of ideas. For productive learning and the work that supports it to occur, faculty members of the Psychology Department should pursue their responsibilities guided by a strong commitment to principles put forth by the American Psychological Association (APA), including beneficence and nonmaleficence, fidelity, integrity, justice, and respect for people's rights and dignity. Adherence to these principles promotes the academic integrity of the Department and University. Accordingly, the APA Code of Ethics (2010; 2003) states that "Psychologists do not engage in sexual relationships with students or supervisees who are in their department, agency, or training center or over whom psychologists have or are likely to have evaluative authority." This code is based on the recognition that there exists an inherently asymmetrical level of power between faculty and students. Faculty members have the power to significantly influence and affect the careers of students through grading, research and professional opportunities, mentoring, and letters of recommendation. When a power disparity exists, special care must be taken to avoid harm and protect the interests of the subordinate. Engaging in romantic and/or sexual relationships with a student poses several significant risks to the faculty member, the student, and third parties. When a culture of conflicts of interest and blurred interpersonal boundaries impairs or limits the pursuit of educational opportunity by the particular student or by other students, it undermines principles of Title IX of the Civil Rights Act. In such relationships, voluntary consent by the student and the notion of a "consensual relationship" is suspect because of the inherently unequal nature of the relationship. Initially, the student may be flattered by the attention received by an authority figure and

may give little thought to the power dynamics in the relationship. At any point during or after the relationship, the student may experience guilt, shame, and anger, and may perceive the relationship as a product of “exploited consent”, and may worry about the effect of the relationship on his/her career, particularly if the faculty member is in a position to influence his/her future. Additionally, students may perceive or realize that the faculty member’s position gave him/her unequal power and leverage in the relationship, which can lead to a complaint of sexual harassment. Furthermore, other faculty members, staff members, and/or students may experience and/or express concerns about undue access or advantage, favoritism, restricted opportunities, or unfavorable treatment as a result of the relationship. These concerns are damaging whether the favoritism is real or perceived. This may lead to additional problems, including students experiencing a loss of connection with peers, limiting a student’s freedom of educational choice both during and following such relationships, colleagues’ freedom to judge performance of students without concerns they may damage professional relationships with the offending faculty member. For the reasons outlined above, our department discourages sexual and/or romantic relationships between faculty and students.

Policy

Faculty are prohibited from engaging in romantic and/or sexual relationships with students, advisees, research assistants, or supervisees in their Department/training center, regardless of evaluative authority. In addition, they are prohibited from such relationships with individuals outside the Department or training center if the faculty member has evaluative authority over academic or professional development of the student.

Scope

This policy applies to any Department or Department-sanctioned teacher, mentor, advisor, or supervisor of students. This includes regular instructional faculty, adjunct instructors, clinical faculty, and supplemental and research faculty. Furthermore, this policy applies to postdoctoral fellows and to graduate student teaching and research assistants who are in a direct supervisory or evaluative role over other students. Throughout this policy, the term “faculty member” is used to refer to all regular instructional faculty and to all other individuals with evaluative, supervisory, or mentoring responsibility for students in an educational setting. This policy pertains to romantic or sexual relationships that emerge during the educational process and does not impose the same prohibitions on relationships that develop prior to potential dual roles in the educational setting. Should such dual roles exist/arise, the faculty member has a duty to disclose the existence of the relationship to the Department Head or Associate Head and should cooperate in making alternative arrangements for the supervision, teaching, grading, advising, or other responsibilities relating to the student.

Procedures

The following provisions apply to Departmental review. University policy encourages the resolution of complaints through the academic department. However, complaints may be

brought directly to the University Office of Equity and Diversity. Complaints regarding Tennessee licensed psychologists in the Department also may be brought at any time to the Tennessee Board of Examiners in Psychology.

Complaints

Concerns regarding possible violations of standards outlined in this policy may be raised formally or informally by any member of the Departmental community, including those directly involved in such relationships, as well as other students, faculty, or staff. This includes students who believe their own access to educational or professional opportunity may have been compromised. It additionally extends to faculty who believe their educational or supervisory responsibilities may have been compromised because of conflicts of interest or conflicts of commitment associated with an inappropriate faculty-student relationship. Faculty members have a duty to report infringement of this policy to the department head and/or ensure the offending faculty member reports the infringement to the department head. Complaints may be filed over a time period encompassing the initiation of prohibited relationships and extending to 300 days beyond the most recent instance(s) prohibited in this policy.

Cases involving student-on-student sexual harassment not in the employment setting will be handled in accordance with the code of student conduct and are not covered under this procedure. The Office of Student Affairs will be responsible for the investigation and resolution of such allegations.

Course of Action

Concerns should be brought to the Department Head or if the conflict of interest involves the Department Head, to the Associate Head. Students may seek guidance from any faculty member who may then assist them in bringing a complaint forward. The Head or appropriate Departmental representative has a duty to ascertain relevant facts and the probable substance of the complaint in a timely fashion. If preliminary assessment indicates a probable violation of Departmental standards and/or University policy, the Head confers with the petitioner(s) regarding preferences for further internal review and/or review by the Office of Equity and Diversity.

In the event the petitioner requests a formal Departmental review, the Head (or Associate Head) appoints a committee of three faculty members, including at least one member of the Executive Committee. The petitioner should provide within 45 working days a written statement to the Head that is shared with the Committee and with the respondent. Upon receipt of the formal statement, and, in so far as possible, formal Committee review should be concluded within 45 working days during the academic calendar. Proceedings should be conducted with the goal to protect the confidentiality of all parties. The Committee is charged to review documentation, interview relevant parties, and make an initial recommendation to the Head and Departmental Executive Committee regarding merits of the complaint and any sanctions. With the advice of the Executive Committee and, as necessary, in consultation with University officers, the Department Head (or

Associate Head) makes a disposition of the case and may impose sanctions within the purview of the Department outlined in the following section. The petitioner(s), faculty, and graduate students are informed of the resolution. This information shall be in accord with FERPA guidelines to protect student privacy. In addition to the imposition of Departmental sanction, the Head may alert the Office of Equity and Diversity of a probable violation of University policy or federal statutes. If the petitioner is not satisfied with the determination, an appeal may be filed with OED or a higher administrative level, such as Office of the Dean or Chancellor.

Any recommendation that entails termination of employment will be forwarded for action to appropriate University offices, including Office of the Dean, Office of Equity and Diversity, and/or General Counsel.

False Claims

If the review committee and the executive committee determine that false accusations of the existence of a faculty-student romantic or sexual relationship have been made knowingly or with reckless disregard for the truth, sanctions will be imposed on individuals making such claims. Failure to prove a claim of the existence of such a relationship is not equivalent to a false allegation.

Retaliation

Retaliation in any form is contrary to University policy and may be a violation of federal law. Protection from retaliation extends to any faculty, staff, student, or volunteer, who files an allegation, serves as a witness, assists a petitioner, or participates in an investigation of a prohibited relationship.

Sanctions

Sanctions imposed on the faculty member may become part of the individual's permanent personnel file. Sanctions involving assignments, duties, and privileges under Departmental normal purview are imposed with a specified time duration. Departmental sanctions may include loss of privileges to mentor or supervise students, modification in teaching assignments, and/or eligibility to receive Departmental discretionary funds. Other sanctions may be in the form of recommendations to the Office of the Dean and other appropriate University officers regarding nominations for special recognition, awards, stipends, or compensation based on merit. Such sanctions may include recommendations to the Office of the Dean and other appropriate University officers regarding delay in promotion in rank or suspension or dismissal from the University. In the event that a record of such sanctions will become a part of the sanctioned individual's personnel records, prior notice will be given to the individual. Sanctions additionally may be imposed on any individual with a duty to act who fails to respond to a complaint in a manner consistent with the provisions of this policy.

XIII. Adoption, Review, and Amendment.

The initial adoption of these bylaws requires a two-thirds majority vote of the faculty. These bylaws will be reviewed as needed by the Executive Committee to determine whether they are being followed and/or if changes are needed.

Amendments to these bylaws can be suggested by any member of the regular faculty, the Executive Committee, the Associate Department Head, or the Head. In all cases, amendments will be reviewed by the Executive Committee before being presented to the faculty at a duly called meeting.

XIV. Statement of Adoption.

Bylaws for the Department of Psychology were first adopted in 1975, and were extensively revised in 1985, 1994, 1999, 2007, 2013, 2014, 2018, 2019, 2022, and 2023. Current revisions were adopted on November 20, 2024.