

BYLAWS

DEPARTMENT OF BIOSYSTEMS ENGINEERING & SOIL SCIENCE in University of Tennessee Institute of Agriculture

April 2018 Draft of Revisions

Approval Per BESS Bylaws Section 8:

2/3 BESS Voting Faculty Approval Date: 4/16/2018

UTIA Chancellor Approval Date: _____

Faculty Senate Faculty Affairs Committee Approval Date: _____

Table of Contents

1	PURPOSE-----	2
2	GOVERNANCE AND ORGANIZATION -----	2
3	APPOINTMENT, EVALUATION, PROMOTION, TENURE AND REVIEW FOR ALL TENURE-TRACK AND TENURED FACULTY -----	5
4	APPOINTMENT AND RESPONSIBILITIES FOR ALL NON-TENURE-TRACK FACULTY -----	8
5.	FACULTY MEETINGS -----	10
6.	COMPENSATED OUTSIDE ACTIVITIES -----	11
7.	AMENDMENTS TO BYLAWS -----	11
8.	ADOPTION AND EFFECTIVE DATE-----	11
	APPENDIX A. Committees of the Department-----	12
	APPENDIX B. Faculty Criteria and Expectations-----	17

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 missions of the Department of Biosystems Engineering and Soil Science (BESS) shall be to fulfill our unique land grant responsibilities to our broad range of constituents by contributing to the development of an educated workforce and by helping society anticipate and recognize opportunities and problems concerning biological, environmental, ecological, and agricultural systems; meeting those needs by discovering and developing innovative technologies, ways of using them, and the information to support them; and disseminating and encouraging the broadest possible use of the resulting knowledge, technologies, and information through educational and outreach programs. 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 seeking to achieve the missions 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 PURPOSE

The purpose of the BESS bylaws is to enhance the orderly conduct of departmental business in a clear, consistent, collegial, and inclusive manner. These bylaws address faculty governance in which the opinions, advice, or consent of faculty members are required or essential, and provide direction to the workings of the BESS department, UTIA, and the University of Tennessee system. These bylaws supplement policies of the Board of Trustees and The University of Tennessee as described in the [UT Faculty Handbook](#) and Bylaws of the Faculty of College of Agricultural Sciences and Natural Resources (CASNR), UT AgResearch, and UT Extension. If these bylaws conflict with University policies, University policies will prevail. Similarly, bylaws of applicable UTIA divisions prevail over departmental bylaws, with applicable divisions reflected by personnel appointments in CASNR, AgResearch, and Extension.

2 GOVERNANCE AND ORGANIZATION

2.1 Governance

The department is administered by the department head with advisory input from faculty and departmental committees. The department head is answerable directly to the deans of each division. The department head serves as the primary link between the department and the administration.

2.2 Faculty

2.2.1. Faculty Members

Faculty membership includes all Voting and Non-voting members of the faculty as defined below. The purpose of this Bylaws section is not to exclude, but instead to clarify how the various types of faculty are included in the workings of the department. The goal is to empower all faculty to become integral to the working of the department and to take part in its decisions and direction.

2.2.2. Voting Members

Each voting faculty member follows one of six “tracks”, with various ranks along each of those tracks as defined in the [UT Faculty Handbook](#) (Chapters 3 and 4) and the [UT Extension Handbook](#)

[for Non-Tenure-Track Personnel](#). Faculty member track is determined at faculty appointment, and is determined by UTIA administration. UTIA Administration must approve any switches regarding faculty track. These tracks and corresponding ranks are as follows:

1) *Tenure track*, including tenured faculty and non-tenured faculty eligible to become tenured, at ranks of Assistant Professor, Associate Professor, and Professor;

2) *Teaching track*, including the ranks of Lecturer, Senior Lecturer, and Distinguished Lecturer;

3) *Research track*, including the ranks of Assistant Research Professor, Associate Research Professor, and Research Professor;

4) *Practice track*, including the ranks of Instructor of Practice, Assistant Professor of Practice, Associate Professor of Practice, or Professor of Practice;

5) *Extension Faculty track*, including the ranks of Assistant Extension Professor, Associate Extension Professor, and Extension Professor; and

6) *Extension Specialist track*, including the ranks of Specialist I, Specialist II, and Specialist III.

The voting faculty includes all *Tenure track* faculty with appointments in the BESS department of greater than half (50%) time and all faculty in the other tracks meeting the following standards: 1) have appointments in the BESS department of 75% or greater; 2) are hired by the department and report directly to the department head; and 3) direct their own research/teaching/extension program.

All voting faculty are eligible to vote on all departmental decisions except those concerning appointment, promotion, and tenure. For those decisions, the general rule is that faculty may vote only on decisions concerning others in their specific track and of current lower rank. The sole exception to that rule is that tenured *Tenure track* faculty may vote on all such decisions regarding the other tracks.

Appointment, promotion, and tenure decisions regarding *Tenure track* faculty are made following Section 3 of these Bylaws. Similar decisions regarding faculty on the other tracks are made following Section 4.

2.2.3. Non-Voting Members

Non-voting faculty members serve in an advisory capacity and do not have a vote on departmental matters, though their input on such decisions is solicited in accordance with their expertise and experience regarding the issue. Non-voting faculty include those designated as *Visiting*, *Emeriti*, *Joint*, or *Adjunct Faculty*, and other non-designated faculty on short-term temporary or part-time appointments in BESS. All such faculty when appointed will be designated as having one of the tracks and ranks listed for the Voting Faculty as described above. The selection of the track/rank will be commensurate with the faculty member's qualifications (see APPENDIX B., Section VI) and their expected role in the department. For example, a faculty member helping with an Extension program might be an Adjunct Extension Specialist 1 or an Adjunct Extension Assistant Professor (depending on their qualifications), while an Adjunct faculty member teaching a course might be an Adjunct Lecturer or Adjunct Assistant Professor, again depending on qualifications. Non-voting faculty are also subject to policies outlined in the [UT Faculty Handbook](#) (Chapters 3 and 4), and decisions regarding their appointments and promotion are made following Section 4 of these Bylaws.

2.3 Department Head

2.3.1 Appointment of the Head

Selection of department head will follow the requirements of the [UT Faculty Handbook](#) (Chapter 1, Section 1.4.4). For internal and external searches, the Chancellor of the Institute of Agriculture will appoint the chair of the search committee from outside BESS. Tenure-track and tenured faculty members will collectively recommend a slate of BESS faculty for the search committee, from which the Chancellor of the Institute of

Agriculture selects BESS representatives on the search committee. The majority of the search committee will be composed of tenured faculty members from BESS, representing biosystems engineering and soil science. The search committee may include representation from BESS tenure-track faculty members, non-tenure-track faculty members, graduate students, staff, and (or) faculty members from outside BESS. After interviews with selected candidates for the position have been conducted, BESS personnel will meet to discuss their preferences. While all BESS constituencies have input into the discussion, only the voting members (as defined in Section 2.2.2) conduct an anonymous vote for their choice. A summary of the faculty discussion and a record of the faculty vote will become part of the narrative that the search committee submits to the Dean(s) and UTIA Chancellor with the recommendation of the committee about candidates for the headship. Normally, the vote of the faculty guides the decision of the search committee. Similarly, the vote of the faculty and the recommendation of the search committee guide the decision of the Dean(s) and Chancellor. As described in the Faculty Handbook, if the Dean(s)' choice of candidate for the department head differs from the vote of the faculty and search committee, the Dean(s) will provide reasons in writing to the BESS faculty and offer the regular faculty members as a group the opportunity to discuss the decision.

2.3.2 Role of the Head

The head is a member of the faculty and is the chief executive officer of BESS. The head is responsible to the dean(s) of CASNR, the AgResearch, and UT Extension. The head is required to uphold policies and procedures of the Board of Trustees, UT, and UTIA. The head provides leadership to develop and deliver nationally and internationally recognized programs in teaching, research, Extension, and service.

Responsibilities of the head include:

- Collaborating with faculty, staff, students, administration, and external constituencies to determine direction and priorities;
- Identifying and fostering new fiscal opportunities to increase departmental capacity;
- Maintaining the health of academic programs and assuring their associated academic and professional accreditation;
- Identifying applications of departmental expertise for high priority initiatives;
- Recruiting, retention, and hiring outstanding faculty and staff;
- Recruiting, counseling, and advising students majoring in the disciplines;

- Enhancing the visibility of the Department by promoting the creative achievements and advocating departmental expertise for new and collaborative opportunities;
- Organizing departmental administrative and support structure;
- Planning and conducting annual performance reviews with departmental faculty and staff in a timely fashion;
- Retaining, motivating, and strengthening faculty and staff through active engagement, mentoring, and professional development programs;
- Representing the Department within the University system and among external constituencies;
- Creating an environment that fosters diversity, collegiality, teamwork, and the ability to work in multi-cultural and multi-disciplinary settings;
- Assigning a tenured faculty mentor to serve as lead mentor for each tenure-track faculty member along with a couple of other tenured faculty to make up a three mentor group (Department head should not serve as mentor for faculty in BESS, [Manual for Faculty Evaluation](#), Part I, Section A.3).

2.3.3 Evaluation of the Head

The performance of the department head will be reviewed annually in accordance with the [UT](#)

[Faculty Handbook](#) (Chapter 1, Section 1.4.5). Evaluation will be performed considering faculty and staff input using a survey instrument developed in consultation with dean(s). The dean(s) provide a summary assessment, including goals established for the coming year, which is available for inspection by departmental faculty.

2.4 Committees

The committee structure assists in the operation and governance of the department, and provides advice to the head. Departmental committees and their chairs are created and appointed by the head. The composition and size of each committee are determined by the head with advice from regular faculty. Where appropriate, student representation may be included. Prior to appointment of committees, the department head will discuss appointments with prospective members to determine if their work load is compatible with committee service and to ensure that the prospective committee member has the full support of his or her supervisor for this activity, if the supervisor is different from the head. Where appropriate, committee membership will include both academic disciplines and will represent the Extension, Research and Teaching responsibilities of BESS. All activities related to committees should be considered departmental business and all committee members should be afforded the appropriate opportunity to participate. The head will notify all department members electronically by the beginning of each fall semester regarding the composition of departmental committees. The head will also recommend faculty to college level and other non-departmental committees.

Committees and details are listed in Appendix A. These committees will report directly to the head and, where appropriate, to faculty at faculty meetings. The head will designate one member of each committee to chair the committee.

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

3.1 Appointment of Tenure-Track Faculty

When permission is obtained to search for one or more tenure-track positions, a faculty meeting for tenured and tenure-track faculty will be held to advise the department head, and the head will appoint a search committee. The search committee follows the process in the [UT Faculty Handbook](#) (Chapter 3, Section 3.1).

3.2 Criteria for Appointment to Faculty Rank

Specific criteria for appointment are defined for each faculty track and rank as listed in APPENDIX B, Section VI of these bylaws. Faculty member track is determined at faculty appointment, and is determined by UTIA Administration. UTIA Administration must approve any switches regarding faculty track.

3.3 Faculty Review and Evaluation

All tenure-track faculty members (tenured or untenured) will be reviewed annually in accordance with the [Manual for Faculty Evaluation](#) and the [UT Faculty Handbook](#) (Chapter 3, Section 3.8). The faculty criteria and expectations are described in the Appendix B, with specific criteria for each track and rank (APPENDIX B, Section VI). The review processes will result in a narrative and evaluation signed by the department head and the faculty member. The faculty member's signature indicates that he or she has read the evaluation, but the signature should not be construed to imply agreement with its findings. The faculty member has the right to make a written response to this evaluation. Both the narrative and the evaluation are forwarded to the appropriate dean(s).

3.3.1. Annual Retention Review of Untenured Tenure-track Faculty

All untenured tenure-track faculty members receive an annual retention review in addition to the annual evaluation. Prior to the end of the calendar year, each untenured tenure-track faculty member will prepare a retention dossier *in the same format* as outlined in sections A, B, C, and D of Appendix B in the [Manual for Faculty Evaluation](#). Sections A-D contains;

- Educational and employment history
- Statement of responsibilities
- Department and college criteria statements
- Teaching ability and effectiveness (with CASNR appointment)
- Teaching evaluation summary (with CASNR appointment)
- Research, scholarship, creative achievement
- Institutional, disciplinary, and/or professional service

These materials will be made available to the department's Tenure and Promotion Committee (TPC) at least two weeks prior to a called meeting of the tenured tenure-track faculty. The mentor of each untenured tenure-track faculty member will report their assessment of the respective person's professional activities. At the end of faculty discussion, a formal ballot vote will be taken. The TPC members located outside the general Knoxville area may send their ballots to the TPC Chair by mail, FAX, e-mail, or overnight courier. *All tenured faculty members are expected to vote, per [Manual for Faculty Evaluation](#) (Part I, Section B)*. The Chair of the TPC will provide to the department head a written summary of the faculty discussion and the vote. The summary shall constitute the recommendation of the faculty to the head. When an untenured tenure-track candidate member has not received a unanimous committee vote, the summary must include a discussion of the reasons for the divergent opinions.

The department head will make an independent retention review, will consider the narrative developed by the TPC and the retention vote, and may have other consultations with the tenured faculty as needed. After making an independent judgment, the department head will make a written recommendation to the dean(s) as to retention or non-retention. If department head's recommendation differs from the majority of TPC votes, the head will provide reasons in writing to the TPC members and offer the TPC members as a group the opportunity to discuss the head's recommendation. The narrative developed by the TPC and the retention vote of the TPC will be included in the materials submitted by the department head to the dean(s). Copies of all materials submitted to the dean(s) will be provided to the faculty member under review. Procedures following positive or negative retention decision are described in the UT Faculty Handbook (Chapter 3, Section 3.11.3.4).

3.3.2. Annual Evaluation of Tenure-Track Faculty

Each tenure-track faculty member (tenured or untenured) is reviewed annually according to the procedures specified in the [Manual for Faculty Evaluation](#) (Part II) and the [UT Faculty Handbook](#) (Chapter 3, Section 3.8.1). The head will announce a timetable to submit and review requisite administrative forms, allowing at least one month notice before the forms are due. The head will solicit from the faculty member a mutually agreed meeting time to discuss the performance and expectation. Unusual circumstances, such as incapacitation of faculty member, extended university travel, or faculty development leave, etc., will be considered in consultation between the head and appropriate deans.

Department head will provide the forms to all tenure-track and tenured faculty member. These forms will provide the basis for the annual review of the faculty member. Both the head and faculty member will sign the evaluation form, which will then be forwarded to the appropriate dean. A signed copy of the performance and expectation forms will be provided to faculty member in a timely manner.

3.3.3. Tenure Review

The department will follow the procedures for awarding tenure found in the [Manual for Faculty Evaluation](#) (Part III) and the UT Faculty Handbook (Chapter 3, Section 3.11.5). Tenure and Promotion Review Flowchart is also provided in the Appendix A of the Bylaws of the Faculty of the College of Agricultural Sciences and Natural Resources, AgResearch, and UT Extension. The tenure review procedures are similar to the annual retention review procedures. Briefly, the TPC will meet to discuss the candidate. The chair of TPC summarizes the committee discussion and presents a written recommendation. When a candidate has not received a unanimous committee vote, the summary must include a discussion of the reasons for the divergent opinions. The summary must be made available to the candidate and to the TPC so that they may (if they wish) prepare a dissenting statement. This summary and any dissenting statements become part of the dossier (see Part IV of the [Manual for Faculty Evaluation](#) for assembly of dossier). The vote of the TPC is advisory to the department head. As described in the [Manual for Faculty Evaluation](#) (Part III), the head conducts an independent review on the tenure candidacy and submits his or her recommendation simultaneously to the dean(s) and to the tenure candidate with a written summary of his or her judgment. The department head's recommendation must be made available to the candidate and to the TPC so that they may (if they wish) prepare a dissenting statement ([Manual for Faculty Evaluation](#), Part III, Section C.2). The candidate has a right to review his or her file at any stage of the process. The candidate is to be informed of any additions made to the file after submitting it and be given an opportunity to review and respond to the addition at any stage of the process.

3.3.4. Promotion Review

Annual performance reviews form the basis of a cumulative record that prepares a faculty member for promotion, along with reconciliation of a candidate's accomplishments relative to the lists of specific criteria and rank as listed in APPENDIX B, Section VI of these bylaws. The specific criteria list pertaining to the appropriate track and (desired) rank should be listed in the appropriate location of the dossier. Dossier materials should conform to the latest dossier format applicable to UTIA, and should be prepared well in advance (6 months) of dues dates. This will allow the head to solicit external letters of support, and faculty mentors will have time to provide constructive criticism of dossier format and presentation. Generally, assistant professors will be considered for promotion to the rank of associate professor at the same time as they are considered for tenure.

Normally, associate professors serve at least five years in rank before being considered for promotion to full professor. The full procedure for consideration of candidates for promotion is given in the [Manual for Faculty Evaluation](#) (Part III) and the [UT Faculty Handbook](#) (Chapter 3, Section 3.10). Departmental faculty at or above the rank to which promotion is sought, will review materials prepared by the candidate and the external evaluations. Following a discussion, the tenured faculty at the appropriate rank will vote on promotion. The department head will review the candidate's material for promotion along with the faculty vote, and then make an independent recommendation to the dean(s). The department head's recommendation must be made available to the candidates and to the voting members of TPC so that they may (if they wish) prepare a dissenting statement ([Manual for Faculty Evaluation](#), Part III, Section C.2).

3.4. Appeals

Faculty members are entitled to fair, impartial, and honest resolutions of problems that may arise in relation to employment. The processes for general appeals and special appeals for all tenured, tenure-track, and non-tenure-track faculty are outlined in the [UT Faculty Handbook](#) (Chapter 5).

4. APPOINTMENT AND RESPONSIBILITIES FOR ALL NON-TENURE-TRACK FACULTY

Non-*Tenure* track faculty members are critical to the overall mission of the department, and are a vital part of the mix of faculty. As described in Section 2.2.2, the voting faculty are defined as following either the *Tenure*, *Teaching*, *Research*, *Practice*, *Extension*, or *Extension Specialist* tracks. This section applies to voting faculty except those on the *Tenure* track (already covered by Section 3), and to non-voting faculty as described in Section 2.2.3.

4.1. Appointment Process for all Non-*Tenure* Track Faculty

The Department will follow the general principles and guidelines set forth in the [UT Faculty Handbook](#) (Chapter 4) and the [UT Extension Handbook for Non-Tenure-Track Personnel](#) (Chapter 2) for appointment of non-tenure track faculty. The applicant will provide information as per the guidelines in those Handbooks, including all relevant credentials and evidence of ability, productivity, and work quality. In addition, they will provide a clear description of the contribution they have made or intend to make to the overall programs and efforts of BESS. Finally, they will indicate for which track or non-voting status they are applying, and at which rank (see APPENDIX B, Section VI).

All applicants for appointment to a non-*Tenure* track position must have a clearly-designated advocate among the existing voting faculty. This will normally be a faculty member with good knowledge of the applicant's work, who can describe to the remaining faculty the applicant's potential contribution to BESS. In addition, for applicants entering at a rank below the maximum the advocate will also serve as mentor. The application packet must include a letter from the advocate supporting the applicant's candidacy.

All non-*Tenure* track positions are of fixed duration, defined at the time of appointment. For *Teaching* track positions, durations for each rank are as defined in the Faculty Handbook (currently one year for Lecturer, three years for Senior Lecturer, and five years for Distinguished Lecturer). For *Research* track, *Practice* track, *Extension* track, and *Extension Specialist* track positions the duration is defined in the appointment letter but is not to exceed five years, and for non-voting faculty the duration is fixed at three years. At the end of any current appointment the faculty member may begin a new application process for reappointment. In addition, with the approval of the Department Head and appropriate Dean/s, the faculty member may ask for the remainder of their appointment to be cancelled and apply for reappointment in a different position or rank. Because of the relatively short durations of the positions there is no official process for promotion during an appointment, though a similar result can be achieved by reapplication and reappointment at a higher rank. For the positions described above as having variable duration, the application packet must clearly indicate the desired appointment duration.

Once the application packet is complete, the eligible BESS voting faculty defined in Section 2.2.2 (tenured *Tenure* track faculty and all voting faculty on the same track as the candidate but with higher rank) will evaluate the applicant's credentials and application. Available information will include the materials related to any previous appointments, including the appointment letters and annual review results. The eligible BESS voting faculty will discuss the materials and vote on the appointment.

4.1.1 Completion of appointment process for voting faculty

For appointment of voting faculty, the faculty vote described in Section 4.1 will be advisory to the department head, who will write a recommendation letter to the appropriate Dean/s describing the results of the faculty vote and supporting summary materials. Ultimately, the Dean/s will decide on the appointment and issue a letter describing the appointment details, including especially appointment rank, duration, and expectations.

As is the case with *Tenure* track faculty, an appointment in any voting track made at a rank higher than the existing rank (or a non-entry rank for a new faculty member) may require approval at a higher level (UTIA unit) if so indicated by applicable handbooks and bylaws.

4.1.2 Completion of appointment process for non-voting faculty

With the exception of the *Joint* faculty, for non-voting faculty the appointment process ends with the faculty vote described in Section 4.1. *Joint* faculty are a special case because of their official status within the UT accounting system to allow for funds transfers, so their appointment requires a department head recommendation letter and an appointment letter from the appropriate Dean/s. As with the other non-voting faculty, the decision on rank for *Joint* faculty is made at the departmental level and does not require higher institutional approval.

4.2. Responsibilities

The general responsibilities of each rank for non-tenure-track faculty are defined in the [UT Faculty Handbook](#) (Chapter 2 and 4) and the [UT Extension Handbook for Non-Tenure-Track Personnel](#) (Chapter 2). Responsibilities and expectations specific to the general types of positions within the department are detailed in the sections below. Additional responsibilities and expectations may be included in the appointment letter.

4.2.1 Voting faculty

As described in Section 2.2.2, the non-*Tenure* voting faculty include the *Teaching*, *Research*, *Practice*, *Extension*, and *Extension Specialist* tracks. In general, the expectation is that a non-*Tenure* voting faculty member is hired to perform the function described by the track (Teaching, Research, Practice, or Extension). In addition, all voting faculty are expected to provide a reasonable level of institutional service to the department and broader institution. Because the expectations of these positions are generally very focused on their specific responsibilities as defined in their appointment letters, this service will normally but not always be associated with that particular element of the department's functioning.

If they hold the terminal degree in their discipline, all voting faculty may serve as major professors for graduate students in the department, within the bounds allowed by the Graduate School and as recommended by the departmental Graduate Committee for specific students.

All voting faculty are eligible to use general UT resources, including the Libraries, Databases, etc. Voting faculty also have normal faculty access to departmental resources (including office space, research staff time, laboratory use, shop services, vehicle use, etc.) as negotiated with the department head, the departmental space committee and other committees overseeing those resources, and with the other faculty making use of those resources.

4.2.2 Non-voting faculty

As described in Section 2.2.3, non-voting faculty are comprised of *Visiting*, *Emeriti*, *Joint*, and *Adjunct* Faculty. In all cases the primary expectation of the faculty member is that they provide

the service described in their application packet and the appointment letter.

These faculty may serve as co-advisors for BESS graduate students with a voting faculty member eligible to advise the student.

Non-voting faculty are eligible to make use of general UT resources, including the Libraries, Databases, etc. Access to departmental resources (including office space, research staff time, laboratory use, shop services, vehicle use, etc.) should be negotiated with the department beforehand through the advocate.

Visiting faculty are usually in the department for a clearly-defined short period as the guest of a voting faculty member. In return, the department provides them with office and laboratory space, as negotiated beforehand by the advocate. *Emeriti faculty* are retired departmental faculty similarly provided with office and laboratory space, but with less definite appointments and time constraints. *Joint faculty* usually have a partial appointment in the department, but their primary employment is in another institution (usually ORNL), and they generally do not use significant departmental resources. They generally receive compensation from their research projects for their efforts within the department, but that is routed through the other institution. *Adjunct faculty* provide uncompensated or part-time compensated service to BESS, and may either be provided with office space or may be housed and work elsewhere.

4.3. Annual evaluation

Uncompensated non-voting faculty are not subject to any evaluation beyond that which occurs if and when they apply for reappointment. All voting faculty are subject to an annual evaluation by the department head following the same schedule and procedures as *Tenure-track* faculty, based on guidelines outlined in the [UT Faculty Handbook](#) (Chapter 4, Section 4.3). As part of this process, the faculty advocate may provide their analysis of this faculty member's contributions to the department over the annual period. The department head will also invite all voting faculty to provide input as part of the annual review process for voting non-*Tenure* track faculty, and will address any resulting comments in the annual evaluation report.

The voting non-*Tenure* track faculty member may request an additional analysis of their performance, similar to that which occurs in the retention review for an untenured *Tenure-track* faculty member. In this case the review packet will be forwarded to the departmental Promotion and Tenure Committee for analysis and summary. If this is requested, the summary of the Committee's findings will be placed in the faculty's departmental and human resource record.

5. FACULTY MEETINGS

Departmental faculty meetings are scheduled 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. 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 given faculty meeting.

5.1 Quorum

A quorum will consist of one more than one-half of departmental members eligible to vote. A quorum must be present at the commencement of the meeting in order to transact official business. The withdrawal of any voting member after the commencement of a meeting will have no effect on the existence of a quorum after a quorum has been established. The affirmative vote of at least

the majority of those members present will be necessary for the passage of any resolution or motion. Meetings will be adjourned by vote of a majority of the persons present.

5.2 Rules of Order

The rules contained in the latest edition of Robert's Rules of Order Revised will govern all departmental faculty meetings in all cases in which they are applicable and not inconsistent with these bylaws.

5.3 Parliamentarian

The head may appoint a parliamentarian from the departmental faculty members to assist in the conduct of meetings.

6. COMPENSATED OUTSIDE ACTIVITIES

Full-time faculty members in the BESS Department will follow the general principles and specific guidelines set forth in the [UT Faculty Handbook](#) (Chapter 7). The department allows faculty to engage in consulting and other related outside services which are associated with the faculty member's professional expertise; however, the primary responsibility of a faculty member is to fulfill the teaching, research, Extension, and service commitments of her/his full-time appointment to the University.

Compensated outside activities cannot be substituted for commitments of a faculty member to his/her teaching, research, Extension, and service within the University. Accordingly, the annual performance review of a faculty member is based only on her/his regular responsibilities and duties as part of her/his full-time commitments to the University which are negotiated annually and must be consistent with the Handbook and applicable bylaws. The faculty member may choose to include a description and review of compensated outside activities as a separate addendum to the annual review, if appropriate. Should a faculty member wish to pursue compensated outside activities, the faculty member and her/his department head must agree about the faculty development benefits that will be gained by the planned activities, as part of the annual review process.

7. AMENDMENTS TO BYLAWS

Faculty shall have the authority to make, amend and rescind the bylaws by a vote of two-thirds (2/3) of all regular faculty. Any proposed amendment shall be submitted in writing to all Department faculty members at least one week prior to the called meeting. Amendments to the Bylaws shall originate from the Department head, from a Bylaws Committee, or by petition from at least twenty-five percent of voting faculty members.

8. ADOPTION AND EFFECTIVE DATE

These bylaws must be approved by a two-thirds (2/3) vote of voting faculty members, the Chancellor of UTIA, and the Faculty Senate Faculty Affairs Committee prior to their effective date.

APPENDIX A. Committees of the Department

1 Awards Committee

1.1 Purpose

- Maintain a list of awards and due dates applicable to the activities of faculty, staff, students, and alumni.
- Solicit nominations from faculty, staff, and students, hold elections, and tally votes received from department members.
- Submit award nominations for faculty, staff, and students.
- Provide award recommendations to the Department Head for the Departmental Awards Banquet.

1.2 Membership: Members of the committee will consist of four (4) regular faculty members, representing the Extension, Research and Teaching responsibilities of BESS. Members serve a four-year term, and one new member will be selected for the committee at the beginning of the academic year (August 1st) alternating between the soils and engineering faculty.

1.3 Chair: The committee chair serves a one-year term that will begin in the third year as a member of the committee.

1.4 Procedures: The committee holds meetings as needed to complete award nominations and update list of awards and due dates.

2 Bylaws Committee

2.1 Purpose

- Review BESS bylaws at least annually and make recommendations for change to the faculty.
- Ensure that BESS bylaws are in compliance with College bylaws and [UT faculty Handbook](#).

2.2 Membership: Members of the committee will consist of four (4) regular faculty members, representing the Extension, Research and Teaching responsibilities of BESS. Members serve a two-year term.

2.3 Chair: The committee chair serves a one-year term, and the past chair serves one additional term as a committee member.

2.4 Procedures: The committee will meet annually each spring semester to review BESS bylaws. Additional meetings may be held if changes are needed.

3 BsE/BsET Curriculum Committee

3.1 Purpose: To review and maintain BsE/BsET curriculum.

3.2 Membership: Committee membership will consist of four (4) biosystems engineering regular faculty. Members will serve a two-year term.

3.3 Chair: The chair serves a one-year term.

3.4 Procedures: The committee will meet annually early each fall semester to review the BsE/BsET undergraduate and graduate curricula. Recommendations for changes will be proposed by this committee for the full faculty to consider. Approved changes will be forwarded to the appropriate departmental CASNR Council representative to begin the University approval process. Additional meetings may be held if changes are needed. Where appropriate, the committee will inform the COE of curriculum change to the BsE curriculum and will serve as a liaison between BESS and COE for all curriculum issues.

X? BsE Program Assessment (ABET driven)

X.1 Purpose: To manage BsE undergraduate program assessment procedures and to make recommendations to BsE faculty regarding ABET accreditation

X.2 Membership: Committee membership will consist of at least two (2) biosystems engineering regular faculty. Membership will coincide with ABET review schedule

X.3 Chair: The chair's term will coincide with the ABET review schedule

X.4 Procedures: The committee will gather data from BsE graduates at post graduation time-driven milestones, manage data collection of ABET materials from BsE faculty, advise and make recommendations to BsE faculty regarding ABET process, coordinate BsE integration with UT COE ABET accreditation, and assemble ABET data and reports for BsE program reviews. Overall, the goal to meet and exceed ABET requirements for successful ABET accreditation of the BsE undergraduate program with minimal issues.

4 ESS Curriculum

4.1 Purpose: To review and maintain ESS curriculum.

4.2 Membership: Committee membership will consist of all soil science faculty members with teaching appointments.

4.3 Chair: The chair serves a one-year term.

4.4 Procedures: The committee will meet annually early each fall semester to review the ESS undergraduate and graduate curricula. Recommendations for changes will be proposed by this committee for the full faculty to consider. Approved changes will be forwarded to the appropriate departmental CASNR Council representative to begin the University approval process. Additional meetings may be held if changes are needed. Additional meetings may

be held if changes are needed.

5 Graduate Committee

5.1 Purpose

- Evaluate graduate program applications and make a recommendation to the department head.
- Review and maintain the departmental Graduate Handbook and other requirements for the Graduate School

5.2 Membership: Committee membership will consist of at least three (3) biosystems engineering and three (3) soil science regular faculty members. Each discipline has a Director of Graduate Studies, and the directors are responsible for the evaluation of graduate applications for their discipline and maintaining the Graduate Handbook.

5.3 Procedures. Recommendations of the committee are made to the department head by the directors. The committee holds meetings as needed.

6 Human and Animal Subjects in Research Committee

6.1 Purpose: Review departmental research involving human and animal subjects.

6.2 Membership: Committee membership consists of three (3) department members, including a safety officer, and serve for a two-year term.

6.3 Chair. The committee chair serves a one-year term.

6.4 Procedures: The committee works with the Institutional Review Board at The University of Tennessee as the first level of evaluation of research involving human and animal subjects. The committee member follows procedures as set forth by the Institutional Review Board. The committee does not have scheduled meetings, but will meet on an as-needed basis.

7 Peer Review of Teaching Committee

7.1 Purpose: To evaluate faculty's teaching ability and effectiveness.

7.2 Membership: Committee membership consists of at least two (2) regular faculty members from BESS and one (1) faculty from outside of the department, and serve for a two-year term.

7.3 Chair: The committee chair serves a one-year term. The past chair serves one additional term as a committee member.

7.4 Procedures: When peer review of teaching is needed, the committee will follow the procedures in the [Manual for Faculty Evaluation](#).

8 Scholarship Committee

8.1 Purpose: To maintain a list of scholarships, and to solicit nominations and submit award recommendations.

8.2 Membership: Committee membership will consist of at least three (3) biosystems

engineering and three (3) soil science regular faculty members, and serve for a two- year term.

8.3 Chair. The chair serves a one-year term.

8.4 Procedures: The committee holds meetings as needed to complete scholarship nominations and update list of scholarships and due dates.

9 Seminar Committee

9.1 Purpose

- Organize the seminar schedule for fall and spring semesters to include graduate students, faculty members, and outside speakers.
- Arrange seminars during the summer semester as needed for graduating students to complete their seminar requirements.
- The chair of the committee is responsible for issuing a grade for student seminar presenters at the end of the semester.

9.2 Membership: Five (5) faculty members, will serve a two-year term.

9.3 Chair: The chair serves a one-year term.

9.4 Procedures: The committee will meet each semester to plan the departmental seminars.

10 Tenure and Promotion Committee

10.1 Purpose: To serve on various evaluations of faculty members.

10.2 Membership: All tenured faculty members.

10.3 Chair: The committee chair serves a one-year term.

10.4 Procedures: Specific procedures for this committee are available in these bylaws and the [Manual for Faculty Evaluation](#).

11 Professional Staff Management Committee

11.1 Purpose: (1) To obtain input on the performance of professional research staff who are supported by reoccurring accounts, from (a) the staff member, (b) the staff member's supervisor, and (c) faculty; and (2) to assimilate the staff performance information into a composite evaluation report for consideration in performance reviews.

11.2 Membership: Five (5) faculty members, including those that directly supervise research staff personnel. Committee members will be appointed by the department head.

11.3 Chair: The committee chair will be appointed by the department head.

11.4 Procedures: The committee develops procedures and instruments for the annual evaluation of professional research staff. The committee accumulates research staff self-evaluations, supervisor evaluations, and feedback from faculty in assessing staff performance. Based on these separate evaluations, recommendations of the committee are made to the department head by the committee chair. The committee holds meetings as needed.

12 Ad hoc Committees

- 12.1** Purpose: Ad hoc committees are intended to respond to a short-term perceived need or concern. The charge should be very narrow and the time frame explicit. The intent of an ad hoc committee is to develop a response to the concern.
- 12.2** Membership: Ad hoc committees will be appointed by the department head, usually with the advice of the regular faculty. The composition of an ad hoc committee will be determined by the subject matter. Committees addressing controversial subjects will be designed to provide the broadest representation practical.
- 12.3** Chair: The committee chair serves a one-year term.
- 12.4** Procedures: Although ad hoc committees should normally report directly to the department head, the head may have them report directly to the faculty.

APPENDIX B. Faculty Criteria and Expectations

I. Objectives and Overall Approach

The objectives of the Faculty Criteria and Expectations are to (1) establish overall guidelines of faculty involvement in Departmental functions and programs, (2) outline the expected individual program development, contributions, and activities of a productive faculty member, and (3) clarify the integration of teaching, research, and extension relative to the performance of an individual faculty member.

Faculty Criteria and Expectations are primarily organized by teaching, research, and extension. Any faculty with a singular appointment in any of these three areas will follow that particular section. However, most BESS faculty members have appointments that span two or more of these areas. In such cases of split appointments, the Faculty Criteria and Expectations shall be applied on a pro-rated basis based on the faculty member's appointment, but applied with a reasonable degree of latitude.

The overall philosophy of the Faculty Criteria and Expectations is to encourage a *balanced* approach that recognizes and rewards faculty who create and maintain funded programs, discover and apply knowledge and technology, initiate and follow-through with publications, develop and continuously improve their delivery of educational materials, develop and strive for excellence and continual professional growth and stature, and contribute to overall functionality of the Department. It is recognized that faculty member's productivity should not be based solely on specific metrics of publications, grants, contracts, and students ratings (for example) - but should be based on a fair, balanced assessment of productivity.

All faculty members are expected to establish programs and to fulfill duties consistent with their appointment (teaching, research, extension) and rank. Any discrepancies between stated appointments and assigned programs and duties relative to appointment must be quickly identified and addressed by the faculty member and department head. Clear written communication of the individual faculty member's program should be expressed by the faculty member, especially in the promotion/tenure dossier. Increased rank results in increased expectations for faculty stature and leadership and increased outcomes and outputs, where outcomes are specific impacts on solving real-world problems and outputs are specific evidence in support of outcomes. Individual faculty member's outcomes and outputs should be consistent with and in support of overall Department programs, mission, and objectives. All faculty members are additionally responsible for service to the Department, UTIA, and the University, and such service is understood to be part of the normal responsibility of every faculty member, regardless of appointment and rank. It is also incumbent upon all faculty members to engage in professional development activities in order to increase knowledge and leadership abilities.

II. Teaching

Academic programs and teaching are important aspects of the University and of the Department.

A. Primary Role

The primary teaching responsibility is to develop and maintain appropriate academic programs within the University structure consistent with and in support of overall Department programs, mission, and objectives; to ensure appropriate academic programs meet academic standards and accreditation requirements; to develop, maintain, deliver, and grade educational materials for traditional classroom instruction; to seek opportunities for non-traditional instruction; and to provide academic advising for students.

B. Evidence of Successful Program

It is recognized that successful academic programs are comprised of two primary elements. First is the faculty teamwork required to create and maintain an academic program. Second is the individual teaching contributions made by the faculty member towards the maintenance of the overall academic program(s).

- Academic Programs. Academic programs and their associated showcase curricula are constantly in need of updates due to ever-changing emphases, changes in associated courses, and revised academic standards or accreditation requirements - especially for undergraduate programs. As faculty progress in rank and stature, their involvement in academic programs should provide increased holistic perspective. This would be typified by involvement in undergraduate curriculum committees and activities. Also, important responsibilities associated include ensuring that programs are up-to-date and reflect a solid educational basis of prioritized, fundamental principles. Graduate programs would be more reflective of developing the professional with specialized abilities.
- Educational Materials, Delivery, and Student Interaction. Faculty are expected to foster an environment of learning that strengthens the educational climate in which our students live and work. The overall objective for each faculty member with a teaching appointment is to maintain an excellent teaching program that communicates knowledge, enhances student critical thinking and problem solving, cultivates student communication skills, and stimulates student desire and skills necessary for lifelong learning. Rigor of educational materials and learning environment, teaching delivery effectiveness, and creativity must be documented, rather than relying on teacher popularity.
- Advising. Competence in academic advising is important for those who have advising responsibility, and thus should be an integral part of the evaluation process. Factors to be considered include advising load and survey of students at or following graduation.
- Graduate Education/Training and Post-Doctoral Mentoring. The training of graduate students and collaboration with post-graduates is an important function of the department. Faculty members are expected to participate in graduate student training. Graduate student education and postdoctoral research contributes greatly to the strength and reputation of a faculty member's program and, subsequently, the Department.
- Creativity, Innovation, and Scholarship. Creativity and innovation in course and curricula development are important evaluation criteria. Materials and methods developed and/or published as textbooks, laboratory manuals, audiovisuals, and computer-based educational programs are examples of activities that should be included in the evaluation. Recognition by peers, including honors, awards, and invitations to participate in symposia, conferences, and workshops related to teaching are important evaluation criteria as well.

Additional evidence of academic effectiveness that should be part of the evaluation process includes seeking and obtaining extramural funds for academic programs, teaching development, student recruiting, continued contact with graduates, and sensitivity to the needs and interests of all disciplines in BESS and non-majors inside and outside the classroom, including club advising. When the faculty member develops a new course, consideration will be given for the time, energy, and expertise required for initiating and carrying to fruition such an addition to the department's academic offerings. Similarly, professional meeting oral or poster presentations on academic issues and concepts have considerable value to the individual, department, and profession, and thus will also be considered an important part of the evaluation.

III. Research

Faculty with specific appointment time in research are expected to devote the specified portion of their time (i.e., appointment) to the development and conduct of independent, productive research programs directed toward the creation of new knowledge or the creative synthesis of existing knowledge, consistent with and in support of overall Department programs, mission, and objectives. All faculty members with research appointments will prepare and have approved one or more Hatch Projects associated with their efforts.

A. Primary Role

The primary responsibility is to identify, develop, coordinate, enhance, and maintain a research program in an appropriate research area; to identify, pursue, and obtain fiscal support for the identified research area; to participate in associated research task groups, regional projects, industry and/or trade associations, and/or collaboration with peers in industry and academia; to present research findings to peers and other stakeholders at associated meetings, and to publish relevant research results in a timely fashion through a variety of peer-reviewed venues.

Active participation with other professionals and experts in the researcher's field is highly valued and expected. Association with peers, stakeholders, and industry groups is also highly valued so as to build connections and to develop knowledge of relevant real world problems that one's research should address.

B. Evidence of Successful Program

Successful programs typically have a broad array of indicators of success. A balanced portfolio is emphasized as the primary indicator, rather than a metric associated with any single item. Faculty should be pursuing as much productivity as possible, also with as wide of indicator coverage as possible. Each faculty member should first emphasize their own unique program, balanced with cooperative research with other UT, peer institution, or federal lab collaborators. Some additional details about successful program are outlined in the “AgResearch Research Metrics”.

- Establishment of a Research Program. A research program is a well-defined topic area in which the faculty member's various research activities, fiscal support, and publications fit along a common theme or problem being solved. The faculty member's program must maintain creative and visible activities that support an idea or hypothesis large enough to span several years of research. Programs start with a faculty member's idea, which the faculty member cultivates and grows to fruition of new knowledge, relevant data, expanded technology, solved problems, intellectual property, satisfied stakeholders, and other important outcomes. The program is the framework or foundation for research productivity.
- Extramural Funding. Non-competitive formulaic state support granted solely on the basis of a position is no longer adequate for the development and maintenance of a quality research program, nor for satisfactory progress toward professional development, program growth, and, ultimately, permanent tenure with advancement.

Both effort and success in attracting extramural funding is, therefore, important to the development of a quality research program, and effort in this regard will be considered during the tenure and promotion evaluation process. It is incumbent on the faculty member to identify sources of support and to submit proposals for consideration. This funding may take the form of direct grants, university mini-grants, memoranda of agreement, unrestricted gifts, in-kind support, and collaborative efforts. It is common for junior faculty to seek support in modest amounts for specific, short-term projects targeted toward a narrow set of questions or objectives. These funds should be expended in a manner which supports the research program. More senior faculty members are expected to seek broader and longer-term support to address larger questions and to fund more far-reaching programs.

- Reporting of Results. Faculty members are expected to publish their research results in appropriate venues. Faculty who do not complete the research process by reporting the results, in proportion to their research appointment, will not receive support for retention, promotion and tenure. Publication of the written word is one mode of communicating information or knowledge.

Publication of scholarly works in peer-review journals is an important means of disseminating knowledge, because the review process not only improves the contribution, but validates it as high-quality science. Supplementing peer-reviewed journals, other possible avenues for distribution of information include Experiment Station publications (bulletins, etc.), books, book chapters, review articles, technical papers, and computer programs. Presentations and public/private media outlets are also considered as dissemination of research findings, though they do less to indicate the scientific value of the effort.

There are not specific numbers of publications that will guarantee promotion and tenure, but continued and regular contributions to the scientific literature are necessary as evidence of

scholarly pursuit. Quantity is important only as a general indicator of the level of scholarly activity; of more significance is the quality and impact of the contribution to new knowledge and problems solved for scientific peers and for citizens of the state of Tennessee, the U.S., and the world.

- Collaborative Efforts. As the problems being solved become increasingly complex, collaborative research with other faculty members within the department, other departments, other institutions, and colleagues in the profession outside of academia (e.g. USDA, industry) are important. Documentation of the faculty member's collaborative effort should be provided. Collaboration will not replace a faculty member's core research program, but can complement it with strategic collaboration partnerships.

IV. Extension

Faculty with extension appointment should develop and conduct independent planned educational programs with specific target outcomes and the supporting outputs. Programs should solve significant problems encountered by off-campus clientele, consistent with and in support of overall Department programs, mission, and objectives.

A. Primary Role

The primary responsibility of extension faculty is to identify, develop, coordinate, enhance, and maintain an extension planned educational program leading to faculty- identified outcomes. The development and delivery of pertinent, unbiased, research-based educational programs to agricultural and related clientele of the program should involve transfer technology through county extension agents and state clientele.

Active participation with other professionals and experts in related fields is highly valued and expected. Association with peers, stakeholders, and industry groups is also highly valued so as to build connections and to develop knowledge of real world problems that one's extension program should address.

B. Evidence of Successful Programs

Successful extension programs will display a broad array of indicators such as but not limited to 1) evidence of a clearly defined and planned educational program with targeted outcomes, 2) high quality teaching, 3) peer-reviewed publications, 4) extramural funding support, 5) education for both adults and youth (4-H), and 6) service to the Department, UT Extension, UTIA, and UT. As with teaching and research programs, a balanced

extension portfolio is highly encouraged, not placing the sole emphasis on any one indicator. Each faculty should emphasize their own unique stand-alone program, balanced with any cooperative extension with other UT, peer institution, or federal collaborators.

- Development of Extension Program. An extension program is a well-defined topic area in which the faculty member's activities, fiscal support, and publications fit along a common theme or problem being solved, often over a span of several years of extension activities. Programs start with a faculty member's idea, which the faculty member cultivates and grows to fruition as an outcome. A clearly defined and planned extension program should be established based on the unique needs of clientele. The clientele should be identified along with the associated holistic impact of the program. In addition to the faculty member's independent extension program, leadership and participation in cooperative extension activities can contribute to balanced activities, but should not replace the faculty member's independent program.
- Program Delivery and Evaluation. Extension faculty members should identify and develop methods to disseminate their scholarly work through venues respected in their discipline. New technology and information may be transferred by a multitude of traditional and new techniques, including but not limited to in-service training (classroom and field), field tests (applied research) and demonstrations, newsletters, tours, short courses, meetings with county extension agents and clientele personnel, press and media, videos and computer software development, extension/research publications, etc., depending on the nature and objectives of specific educational programs and clientele. In the case of split appointments, use of appropriate extension delivery techniques which complement individual responsibilities in research or teaching functions are encouraged.

Identification of program outcomes should be determined through holistic analyses of the actual impact achieved through adoption of educational principles uniquely put forth by the faculty member's program. These program impacts should be determined with thoroughness through an independent factual approach. Reviews and quantitative assessments by peers and clientele assist in documenting impact, but should not be the sole data source. Periodic surveys, conducted using validated scientific survey techniques to clearly ask the right responses, may assist in assessing program adoption.

- Scholarly activities. Scholarly activities substantially demonstrate the scientific soundness and effectiveness of Extension programs and are necessary for tenure and promotion. Evidence of scholarly activities includes peer reviewed Extension materials such as publications, factsheets and online training courses and other educational outlets such as web content contributions, educational displays, software development and use of mass media. In addition, periodic publication in refereed regional or national journals is also necessary for tenure and promotion. Publication in such journals or other scientific publications, writing of books or book chapters, and training of graduate students, either individually or cooperatively, is evidence of scholarly activity and continued intellectual development within the discipline.
- Program Support and Visibility. An important area that demonstrates evidence of program support is success in obtaining extramural funding to fund various aspect of an extension program. Fee-based programs are another mechanism that indicates program support.

Extension faculty members are encouraged to maintain professional contact with commodity, regulatory, and service organizations or similar groups. These contacts can lead to statewide recognition of programs, raise awareness of clientele concerns, and lead to awards as a natural

result of extension program. International experiences are valued contributions that should support the overall planned educational program, but they cannot replace a planned educational program for domestic clients.

V. Reputation among Peers

Reputation among peers is important in evaluating faculty regardless of appointment. To be considered for tenure and/or promotion to higher ranks, all faculty members must show clear and convincing evidence of emerging stature as regional or national authorities, unless their work assignments are specifically focused at the local or state level. To be considered for promotion to the rank of professor, one must show clear and convincing evidence of high levels of attainment in the criteria appropriate to their work assignment and the mission of their units. Recognition by peers on a national and international basis is more critical in the evaluation of faculty for promotion to the rank of professor than for promotion to associate professor. Receipt of awards and honors provides a basis for quantifying recognition, as do invitations to participate in symposia or training workshops, to present seminars, to hold editorships, to contribute review papers and/or book chapters, etc. Nomination and election to positions of leadership in professional societies are also indicative of peer recognition. In short, any activity that reflects on the professional competence and reputation of the faculty member contributes to establishing distinction.

VI. Specific Criteria for Academic Rank

Specific criteria for academic rank align with the six identified faculty tracks (see Sec. 2.2.2 for descriptions) and are listed below. The voting faculty as described in Section 2.2.2 reviews and evaluates promotions through ranks, in accordance with these and college bylaws.

Track 1. Tenure Track Ranks

Assistant professors, consistent with their assigned responsibilities, are expected to

1. hold the doctorate or other terminal degree of the discipline, or to present equivalent training and experience as appropriate to the particular appointment
2. show promise as teachers, researchers and/or Extension educators
3. show promise of developing a program in disciplinary research / scholarship / creative activity that is gaining external, national recognition
4. have a developing record of institutional, disciplinary, and/or professional service
5. show evidence that they work well with colleagues, staff, students and clientele in performing their university responsibilities

Associate professors, consistent with their assigned responsibilities, are expected to

1. hold the doctorate or other terminal degree of the discipline, or to present equivalent training and experience as appropriate to the particular appointment
2. be good teachers, productive researchers and/or Extension educators
3. have achieved and continue to maintain a nationally recognized record in disciplinary research /scholarship / creative activity
4. have achieved and continue to maintain a record of institutional, disciplinary, and/or professional service;
5. have normally served as an assistant professor for at least five years
6. have demonstrated that they work well with colleagues, staff, students and clientele in performing their university responsibilities

Professors, consistent with their assigned responsibilities, are expected to

1. hold the doctorate or other terminal degree of the discipline, or present equivalent training and experience appropriate to the particular appointment
2. be accomplished teachers, productive researchers and/or Extension educators
3. have achieved and continue to maintain a nationally and internationally recognized

- record in disciplinary research / scholarship / creative activity
4. have achieved and continue to maintain a record of significant institutional, disciplinary, and/or professional service
 5. serve as mentors to junior colleagues
 6. have normally served as an associate professor for at least five years
 7. have shown beyond doubt that they work well with colleagues, staff, students and clientele in performing their university responsibilities

Track 2. Teaching Track Ranks

Instructor: This rank is reserved for faculty members who are appointed through a search for a tenure-track faculty position but do not hold the terminal degree at the time of appointment. Instructors are expected to have all qualifications listed for appointment as a tenure-track assistant professor, except for completion of the appropriate terminal degree. Upon certification that the requirements for the terminal degree have been completed, promotion to the rank of assistant professor will generally follow, at which time the tenure-track probationary period, typically six years, begins. Clear expectations for completion of the highest degree shall be included in the letter of appointment. Instructors who do not complete their degree requirements within 12 months of their appointment will be terminated.

Lecturer: This rank is for those who hold a degree appropriate to their disciplines (or its professional equivalent) and who are appointed for full or part-time service to teach one or more courses. Individuals holding this rank have shown promise for excellence in areas of responsibility in the hiring unit's annual documentation of the faculty's workload distribution and responsibilities.

Senior lecturer: This rank is for those who hold a degree appropriate to their disciplines (or its professional equivalent) and who have demonstrated excellence in areas of responsibility recorded in the hiring unit's annual documentation of the faculty's workload distribution and responsibilities.

Distinguished lecturer: This rank is for those who hold a degree appropriate to their disciplines (or its professional equivalent) and who have demonstrated and maintained a consistent record of excellence in areas of responsibility recorded in the hiring unit's annual documentation of the faculty's workload distribution and responsibilities.

Track 3. Research Track Ranks

Research assistant professor: This rank is for those who have completed a doctoral degree or terminal degree appropriate to the field and have shown promise for excellence in all areas of responsibility recorded in the hiring unit's annual documentation of the faculty's workload distribution and responsibilities.

Research associate professor: This rank is for those who have completed a doctoral degree or terminal degree appropriate to the field and have demonstrated excellence in all areas of responsibility recorded in the hiring unit's annual documentation of the faculty's workload distribution and responsibilities.

Research professor: This rank is for those who have completed a doctoral degree or terminal degree appropriate to the field and have demonstrated and maintained a consistent record of excellence in all areas of responsibility recorded in the hiring unit's annual documentation of the faculty's workload distribution and responsibilities.

Track 4. Practice Track Ranks

Instructor of practice: This rank is for those who have completed a degree appropriate to the field

or who are licensed or certified to practice the profession where appropriate. Individuals holding such positions show promise in their ability to teach students in the practice of the profession.

Assistant professor of practice: This rank is for those who have completed a doctoral degree or terminal degree appropriate to the field or who are licensed or certified to practice the profession where appropriate. Individuals holding this rank have shown promise for excellence in areas of responsibility recorded in the hiring unit's annual documentation of the faculty's workload distribution and responsibilities.

Associate professor of practice: This rank is for those who have completed a doctoral degree or a terminal degree appropriate to the field or who are licensed or certified to practice the profession where appropriate. Individuals holding this rank have demonstrated excellence in areas of responsibility recorded in the hiring unit's annual documentation of the faculty's workload distribution and responsibilities.

Professor of practice: This rank is for those who have completed a doctoral degree or a terminal degree appropriate to the field or who are licensed or certified to practice the profession where appropriate. Individuals holding this rank have demonstrated and maintained a consistent record of excellence in areas of responsibility recorded in the hiring unit's annual documentation of the faculty's workload distribution and responsibilities.

Track 5. Extension Faculty Track Ranks

Extension assistant professor: This rank is for those who have completed a doctoral degree or terminal degree appropriate to the field. Individuals holding such positions demonstrate an ability to initiate and implement outreach and engagement programs or projects, publish, and obtain external funding. They show promise for excellence in all areas of responsibility recorded in the hiring unit's annual documentation of the faculty's workload distribution and responsibilities.

Extension associate professor: This rank is for those who have completed a doctoral degree or terminal degree appropriate to the field and have demonstrated continuous improvement and contribution in Extension and outreach education supported through grants and contracts over a period of years. Individuals holding this rank will have demonstrated excellence in all areas of responsibility recorded in the hiring unit's annual documentation of the faculty's workload distribution and responsibilities.

Extension professor: This rank is for those who have completed a doctoral degree or terminal degree appropriate to the field and have a record of outstanding outreach and engagement with a strong record of publications as well as support by grants and contracts over a period of years. Individuals holding this rank have demonstrated and maintained excellence in all areas of responsibility recorded in the hiring unit's annual documentation of the faculty's workload distribution and responsibilities. A designated group of faculty will review and evaluate hiring and promotion to this rank in accordance with applicable bylaws.

Track 6. Extension Specialist Track Ranks

Extension Specialist I: Requires a master's degree in the discipline; skills in teaching, Extension and/or service in alignment with appointment; activity in creative professional work or scholarly activities; an effective record in program and organizational support; participation in the professional activities of the discipline in ways other than teaching; and normally, five years work experience or an earned doctorate. The Extension Specialist I will show promise in creative professional work or scholarly activities, establish an effective record in program and organizational support, participate or show interest in professional activities of the discipline in ways other than teaching, and show evidence of ability to work well with colleagues and clientele.

Extension Specialist II: Requires a master's degree in the discipline (doctorate preferred); evidence of accomplishments in teaching, Extension and/or service in alignment with appointment; an excellent record of creative and scholarly achievement; an effective record of program and organizational support; participation with promise in the professional activities of the discipline in ways other than teaching; and, normally, service as an Extension Specialist I for at least six years (four years with a doctorate) with satisfactory or better performance ratings. The Extension Specialist II will be respected as an expert in his/her field; can demonstrate pro-active educational programming, activity in applicable research and appropriate extramural funding; and demonstrates the ability to work well with colleagues and clientele.

Extension Specialist III: Requires a master's degree in the discipline (doctorate preferred); evidence of accomplishments in teaching, Extension and/or service in alignment with appointment; an excellent record of creative and scholarly achievement; an effective record of program and organizational support; participation with promise in the professional activities of the discipline in ways other than teaching; and, normally, service as an Extension Specialist II for at least eight years (six years with a doctorate) with satisfactory or better performance ratings. The Extension Specialist III is expected to have significant impact in his/her field, including regional and perhaps national recognition for innovative educational programs, applied research, funding base and publications appropriate to the assignment. He/she will have demonstrated the ability to work well with colleagues and clientele, and acted as an assigned or voluntary mentor for a junior specialist.