

BYLAWS OF THE DEPARTMENT OF NUCLEAR ENGINEERING  
July 13, 2021

Preamble

To provide a structure through which it may effectively discharge its responsibilities in the development and conduct of the Department's programs of instruction, research, and service, the Faculty of the Nuclear Engineering Department of the University of Tennessee agrees to govern itself according to these Bylaws.

These Bylaws are intended to facilitate the internal operation of the Department, and shall not supersede any existing University of Tennessee regulations or University of Tennessee Senate Bylaws.

Article I

The Department

A. The Faculty

a) The Faculty of the Department of Nuclear Engineering is defined as those members of the academic staff of the Department who have academic rank at the three professorial levels, instructors, and lecturers, including those holding visiting, temporary, and part-time appointments.

b) The Nuclear Engineering Professorial Faculty is comprised of those members of the academic staff of the Department who have academic rank at the three professorial levels: Professor, Associate Professor, and Assistant Professor.

B. Voting Members

All members of the Professorial Faculty with a full-time appointment shall be voting members of the Department. Other members of the Department Faculty are invited to participate in Departmental meetings on a nonvoting basis.

C. Meetings

All meetings of the faculty shall be called by the Department Head, by his appointee, or on the request of 20 percent of the voting members of the Department. A quorum for meetings is defined as one-half of the voting members in residence.

D. Agenda

It will be appropriate to provide a written agenda prior to a Departmental Faculty Meeting. All faculty are invited to place items on the agenda.

E. Faculty Secretary

A Secretary of the Faculty shall be appointed by the Department Head. Duties will include recording the minutes, distributing copies to the Faculty and maintaining a permanent file of minutes in the

Departmental Office.

## Article II

### Committees of the Department

#### A. Standing Committees

The following standing committees shall be established to aid the Faculty in the execution of its academic and related responsibilities. Except where noted otherwise, the following rules shall hold. The Department Head shall appoint members of each committee and its chairperson and shall be a member ex-officio of all standing committees. Each committee shall have a minimum of three faculty members, and the typical tenure of all but ex-officio members shall be three years. Exceptions to the three-year tenure rule will be made in cases where special expertise or interest suggests that longer tenures either as committee member or chair are in the best interests of the Department. Regular appointment shall take place by the beginning of the Fall Semester, and terms shall begin at the start of the academic year. Each standing committee shall inform the Department of its substantive decisions and recommendations. The standing committee chairperson shall be responsible for maintaining a file of minutes of committee meetings.

##### 1. Curriculum Committee

This committee shall be responsible for working with the Undergraduate Program Committee and Graduate Program Committee to propose and/or review curriculum recommendations, including new undergraduate and graduate course proposals coming from individual faculty members. The committee shall prepare proposed changes to the graduate and undergraduate catalogs. The committee shall be composed of a Chairman and at least two other members appointed by the Department Head.

##### 2. Undergraduate Program Committee

This committee shall be responsible for seeking ways of improving the undergraduate curricula, while maintaining all aspects of ABET accreditation and being prepared for ABET and related audits of the undergraduate program. This committee shall be responsible for the Department's Undergraduate Program including:

1. UG student recruiting
2. UG student admission standards
3. UG student academic advising
4. Undergraduate Research opportunities
5. Placement opportunities
6. Assist students with scholarships opportunities
7. NE Undergraduate Handbook and Flowsheet update
8. NE Student Awards

The committee shall be composed of a Chairman and at least two other members appointed by the Department Head.

##### 3. Graduate Program Committee

This committee shall be responsible for the Department's Graduate Program including:

1. Degree requirements;
2. Graduate student recruiting;
3. Comprehensive Exams;
4. Recommendations for new graduate courses;
5. NE Graduate Handbook update;
6. Review of policies for admission of graduate students; and
7. Recommendations for graduate student support.

The Committee shall be composed of a Chairman and at least two other members appointed by the Department Head.

#### B. Ad Hoc Committees

The Department Head may appoint ad hoc committees as the need arises. The responsibilities and membership of these committees shall be established at the time of their creation.

### Article III

#### Recommendations for New Appointments

All actions of the department concerning appointment to the faculty, retention, tenure, promotion, and evaluation will conform to the standards and procedures set forth in the the *Faculty Handbook*, the Board of Trustees *Policies Governing Academic Freedom, Responsibility, and Tenure*, and the College of Engineering *Criteria, Expectations, and General Procedures Relating to Annual Faculty Review, Tenure, and Promotion*.

#### A. Regular (Tenure/Tenure Track) Faculty Appointments:

All tenure track positions will be filled by the established UT search process and will be aligned with strategic directions established by the faculty. A search committee will be appointed and will be responsible for conducting the search. The committee will actively identify, and seek applications from, candidates deemed highly qualified. Once candidates have been identified and interviewed, all voting members of the department shall have an opportunity for input to the committee and approve the committee's recommendation before final recommendations are made. The department head, in consultation with the dean will select from the list of acceptable candidates reported by the search committee and negotiate an offer.

#### B. Other Faculty Appointments:

Candidates for non-tenure track or adjunct positions will be screened and evaluated by the Department Head and voted on by the faculty. Recommendations for new appointments to the Faculty shall be prepared and forwarded by the Department Head to the Dean of Engineering when a majority of the voting members of the Department concur. No vote on an appointment shall be taken until all voting members of the Department have been notified of the candidacy.

## Article IV

### Personnel Matters

The Department Head shall, each year, review the teaching, research/scholarship/creative activity, and service of each faculty member of the Department. Formal recommendations in matters concerning reappointment, promotion, and tenure shall originate with the Department Head and shall follow the guidelines of The University of Tennessee Faculty Handbook. The Department Head shall make such recommendations after consultation with members of the Faculty.

Each faculty member is evaluated annually on his or her performance during the previous three academic years (the Evaluation Period). Tenure-track faculty members undergo the annual retention review process as well as an annual review. Performance expectations are based on rank as delineated in the Departmental Evaluation Rubric. This rubric is presented to the faculty member each year and the faculty member fills out the rubric and provides supporting evidence to the Department Head in preparation for the annual review. Faculty members are required to upload the following documents into the On-Line Faculty Review System:

- a. summary of the past year's plans and goals developed at the previous year's annual review and a list of specific plans and goals for the upcoming year;
- b. a summary of the faculty member's activities and accomplishments during the Evaluation Period in teaching, research/scholarship/creative activity, and service
- c. a completed Departmental Evaluation Rubric; and
- d. a completed, signed copy of the Faculty External Compensation and Consulting Annual Report Form.

## ARTICLE V

### Faculty Responsibilities, Retention, Promotion and Tenure

This section of the bylaws was developed to meet the requirements of the Faculty Handbook which is the governing documentation on faculty responsibilities, retention, promotion and tenure. The Faculty Handbook states: "Each faculty member's annual performance-and-planning review must proceed from guidelines and criteria contained in BT0006, this handbook, and all relevant bylaws."

Several documents govern the policies and procedures related to promotion and tenure and evaluation of faculty:

- *University of Tennessee Board of Trustees Policies Governing Academic Freedom, Responsibility and Tenure (BT0006)*
- *Faculty Handbook*
- *College of Engineering Guidelines for the Tenure and Promotion Review Process,*
- *Tickle College of Engineering Peer Teaching Review Procedure*
- *College of Engineering Guidelines for the Promotion of Research Faculty*
- *College of Engineering Guidelines for the Promotion of Lecturers*

Links to all of these documents will be maintained on the TCE Faculty Affairs website at:

<http://www.engr.utk.edu/faculty-affairs/governing-documents/>.

The overriding criterion in all deliberations regarding retention, promotion and tenure is evidence of commitment to superior intellectual attainment. Insistence on the highest attainable standards for faculty members is essential for the maintenance of the quality of the University as an institution dedicated to the discovery as well as the assimilation and dissemination of knowledge. Maintaining these standards throughout a faculty member's working lifetime is also necessary.

### **A. General Procedures**

1. The Retention, Promotion and Tenure Committee (RPT) shall consist of all tenured NE faculty.
2. A chairperson of the committee shall be appointed by the Department Head when necessary.
3. All tenured faculty above the rank of assistant professor will vote on retention matters.
4. All tenured faculty who are at or above the proposed professorial level of each candidate will review and vote on promotion matters.
5. All tenured faculty are encouraged to discuss and vote on tenure matters.
6. It is the responsibility of each faculty candidate to ensure that all required documentation is submitted to the Department Head or RPT Committee Chair in a timely manner.
7. The Department Head, or RPT Committee Chair, will ensure all aspects of the promotion and/or tenure case dossier are received and available for the RPT Committee in a timely manner.
8. A formal meeting of the RPT Committee will be held at an appropriate time to meet the deadlines set by the College for forwarding the results to the College RPT Committee.
9. The chairman of the RPT Committee will submit a report to the Department Head on each candidate. The Department Head will submit his report to the College Committee and the Dean of Engineering with the RPT Committee report as an appendix.

### **B. Specific Procedures**

#### Annual Review of Performance

The Department Head shall, each year, review the teaching, research, undergraduate and graduate student mentoring, thesis and dissertation supervision, committee assignments, publication record, scholarly contributions, and University and public service activities of tenured and tenure-track NE faculty at all levels. The Department Head and the faculty member will discuss plans for the future and individual goals and objectives. How these goals and objectives relate to the Department's long-term objectives and strategic plan will also be discussed. In certain circumstances as outlined in the "Manual for Faculty Evaluation" the review will culminate in a narrative describing strengths, weaknesses and expectations of the faculty member and a rating of the faculty performance.

#### Retention

In addition to the annual performance review conducted by the Department Head, retention reviews will be conducted by the RPT committee for untenured, tenure-track NE faculty each year of their probationary period leading up to (but not including) the year of tenure consideration. An enhanced retention review will be conducted in the academic year following the midpoint of the faculty member's probationary period. In instances of unsatisfactory performance, the untenured faculty member may be terminated after review by the faculty, Dean, and Chief Academic Officer. These review processes are detailed in the "Manual for Faculty Evaluation".

### Promotion

The normal times at which promotion will be awarded to appropriate individuals are following the sixth year for assistant professors and the fifth year for associate professors. Early promotion can be awarded to suitably qualified individuals, especially when prior service has occurred at equivalent institutions. Years spent in full time administration will not be included in the time period except at the request of the candidate. Documentation on the case is to consider, at a minimum, the following four areas: (a) teaching, (b) research, (c) scholarship, (d) University and professional service. Evidence appropriate to each area is listed in a separate section.

As stated in the preamble, a commitment to superior intellectual attainment is of overriding importance and is manifest through excellence in teaching, the education of graduate students, and the authorship of texts and refereed articles, all corroborated by peer review. Although success in obtaining research funding and authorship of refereed articles explicitly involve peer review, individual overall assessments by authorities in a candidate's chosen area of specialty are essential.

### Tenure

Granting of tenure is regarded as the University's most critical personnel decision and tenure will not be granted at the assistant professor level. Whenever possible, tenure will be granted on promotion to associate professor status, but it will entail a separate decision. The award of tenure is in response to an individual's demonstrated achievements in teaching, research, and scholarship. It involves a strong assumption that those standards will be maintained or surpassed in future years. Accordingly, documentation must cover the areas of (a) teaching, (b) research, (c) scholarship, and (d) University and professional service.

## **C. Documentary Evidence**

### Teaching

Ability to teach effectively, at both the undergraduate and graduate levels is required of all faculty. Appropriate sources of documentation include student evaluations and peer review by colleagues. Demonstrated ability to teach and develop courses and participate effectively in curriculum design is beneficial.

### Research

Participation in both personal research and direction of graduate student research is required, and incorporation of undergraduate students in research is encouraged. All faculty should serve on graduate supervisory committees and chair some of those committees. The ability to direct research is manifest in the production of undergraduate and master's theses and doctoral dissertations by supervised students. The following are all forms of recognition of research ability: (a) publication of research papers and patents, (b) the award of research funds by organizations using peer review, (c) active participation at research meetings of professional societies, (d) presentation of seminars and invited lectures, and (e) reviewing of journal articles and research proposals, to name but a few.

### Scholarship

There are many forms of evidence of scholarly activities. These include: (a) awards and prizes, (b) fellowships in professional societies, (c) authorship of texts, (d) authorship of review articles and book chapters, (e) sole authorship of articles in peer-reviewed journals, (f) co-authorship of articles in peer-reviewed journals, (g) authorship of articles in conference publications, to name but a few.

### Service

Two major forms of service indispensable to the University and the profession are (a) willing and active participation in committee activities at the departmental, college and university levels, and (b) participation in the activities of professional societies and organizations at the local, regional, national, and international levels.

Examples of the former include curriculum committee activities reviewing and revising the undergraduate and graduate courses, student advising, recruiting at all levels, service as safety officer, and active efforts to solve the various problems and concerns raised in routine committee assignments, service on the Faculty Senate, and service on the Undergraduate and/or Graduate Counsel, to name but a few.

Examples of the latter include such activities as serving as an officer of a professional society, development of symposia at regional, national or international meetings, and serving on professional society committees. Other examples of professional service include participation, as advisors, in local, state and federal government agencies as well as to national organizations.

#### **D. Level of Performance Expected**

Faculty are expected to perform at a level that will bring respect and honor to themselves, to the Department of Nuclear Engineering and to the University of Tennessee. Such efforts will involve certain activities carried out at a level that is sufficient to maintain and grow both our undergraduate and graduate programs. It is recognized that faculty are a diverse group with some being more adept at teaching, while others may be more capable researchers. However, all tenured and tenure track faculty must engage in scholarly activities, teaching, research and service at a reasonable level. A typical faculty member is expected to continuously support and direct the research of graduate students, teach undergraduate and/or graduate classes, publish refereed journal articles, participate actively in appropriate professional technical societies (including presentation of papers at national and international meetings, holding offices, serving on committees, organizing symposia, etc.), and effectively serving on the Department, College, and University wide committees and governing bodies. While quantity of effort and output must be sufficient to maintain an active presence in the field of expertise, quality of teaching, research, scholarship and service are of the greatest significance in determining level of performance and qualifications for promotion and merit increase of salary. The NE Department evaluation rubric are provided as an Appendix to this document, and provide more specific detail on the expectations for faculty productivity in teaching, research, scholarship and service, and will be used as a tool for annual evaluation, retention, tenure, and promotion decisions. The evaluation rubric will be evaluated and revised by the Department Head in conjunction with the RPT committee on a periodic basis, as deemed appropriate. Finally, it is important to keep in mind that the final assessment is an overall determination, averaged over all the faculty member's activities in the categories of teaching, research, and service; and across categories. Furthermore, the faculty overall performance rating is a somewhat subjective combination of the three categorical scores. This combination to an overall performance rating is the responsibility of the department head, who should use all information available to assess the overall performance of the faculty member, not limited to the scores on the listed expectations, but to include other pertinent information as he/she deems applicable.

### ARTICLE VI

#### Review of Non Tenure Track Faculty

The evaluation and promotion of non-tenure-track faculty will follow these two guidelines:

- *College of Engineering Guidelines for the Promotion of Research Faculty*
- *College of Engineering Guidelines for the Promotion of Lecturers.*

In general, the criteria for research faculty closely mirrors the research expectations for tenure-line faculty, and the criteria for teaching faculty closely mirrors the teaching expectations for tenure-line faculty.

### Article VII

#### Department Head

The Department Head is appointed to a five-year term, serving at the will of the dean, and can be reappointed by the college dean. The procedures for department head search will be in accordance with the Faculty Handbook.

Departmental faculty members provide annual objective and systematic evaluation of the head to the Dean of the Tickle College of Engineering. Annual evaluation and reappointment of the Department Head is in accordance with the Faculty Handbook.

### Article VIII

#### Amendments

No more than three years after adoption of these bylaws, the Department Head shall appoint a committee to review them and submit to the Faculty for its approval any amendments it deems advisable. A vote of two-thirds of the voting members of the Department shall be required to amend these Bylaws. Any proposed amendments to the Bylaws shall be circulated to the Faculty no less than ten days before the meeting at which it is to be introduced. No amendments shall be voted on at the meeting at which they are introduced.



## Appendix:

### Faculty Expectation Rubrics:

		<b>Governor's Chair</b>				
<b>Teaching</b>		<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>	<b><u>5</u></b>
	Undergraduate Evaluations	<3	>3	>3.5	>4.0	>4.4
	Graduate Course Evaluation	<3.5	>3.5	>4.0	>4.4	>4.6
	Classes Taught and developed (Academic year including course buy-out)	0	1	2	3	4
	Self-directed Improvement	Do not complete any self-directed teaching improvement items	Complete only mid-semester evaluations and do not provide narrative documentation of efforts	Complete 1 items (this could be mid-semester evaluations) with narrative documentation	Complete 2 items with narrative documentation	Complete 3 or more items with narrative documentation
<b>Research</b>		<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>	<b><u>5</u></b>
	Students (mentored and/or supported)	2.5	4	5	6	7
	Archival, peer-reviewed journal articles published	2	3	5	6	8
	External research expenditures	<\$400K	>\$400K	\$600K	\$800K	>\$1M
<b>ORNL/External Input</b>	Demonstration of National/International Stature & Leadership	Input based on Invited Talks, National Committee's, Program Leadership, Awards and Fellow status				
	Research Expenditures (as PI at ORNL/external partner)	<50% support of GC contract	50% support of GC contract	100% support of GC contract	150% support of GC contract	Fully funded GC contract + multiple ORNL post-doc/staff support
	Salary Recovery	<10%	10.00%	20.00%	25.00%	30.00%
<b>Service</b>		<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>	<b><u>5</u></b>
	Internal Service	none	1	2	3	4
	External Service	<20 hours	>20 hours	>30 hours	>40 hours	>50 hours
	Nationally Prestigious Activity	N/A	N/A	N/A	N/A	Required
	DEI		1 E	2 of the 3: 1E, 1T, or DEIAC Participation	3 E, 1T, DEIAC Participation	#4 + organized DEI activity
	ABET Materials Completed	incomplete	1 semester	1 month	2 weeks	1 week

<b>Professor</b>						
<b>Teaching</b>		<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>	<b><u>5</u></b>
	Undergraduate Evaluations	<3	>3	>3.5	>4.0	>4.4
	Graduate Course Evaluation	<3.5	>3.5	>4.0	>4.4	>4.6
	Classes Taught and developed (Academic year including course buy-out)	<2	2	3	4	5
	Self-directed Improvement	Do not complete any self-directed teaching improvement items	Complete only mid-semester evaluations and do not provide narrative documentation of efforts	Complete 1 items (this could be mid-semester evaluations) with narrative documentation	Complete 2 items with narrative documentation	Complete 3 or more items with narrative documentation
<b>Research</b>		<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>	<b><u>5</u></b>
	Students (mentored and/or supported)	<3	3	4	4.5	6
	Archival, peer-reviewed journal articles	<2.5	2.5	3.5	4.5	6
	External research expenditures	<\$150K	>\$150K	>\$250K	>\$300K	>\$400K
	Salary Recovery	<10%	10%	20%	25%	30%
<b>Service</b>		<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>	<b><u>5</u></b>
	Internal Service Committees	none	1	2	3	4
	External Service	<10 hours	>10 hours	>20 hours	>30 hours	>40 hours
	Nationally Prestigious Activity	N/A	N/A	N/A	N/A	Required
	DEI		1 E	2 of the 3: 1 E, 1T, or DEIAC Participation	3 E, 1T, DEIAC Participation	#4 + organized DEI activity
	ABET Materials Completed	Not done	1 semester	1 month	2 weeks	1 week

<b>Associate Professor</b>		<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>	<b><u>5</u></b>
<b>Teaching</b>						
	Undergraduate Evaluations	<3	>3	>3.5	>4.0	>4.4
	Graduate Course Evaluation	<3.5	>3.5	>4.0	>4.4	>4.6
	Classes Taught and developed (Academic year including course buy-out)	<2	2	3	4	5
	Self-directed Improvement	Do not complete any self-directed teaching improvement items	Complete only mid-semester evaluations and do not provide narrative documentation of efforts	Complete 1 items (this could be mid-semester evaluations) with narrative documentation	Complete 2 items with narrative documentation	Complete 3 or more items with narrative documentation
<b>Research</b>		<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>	<b><u>5</u></b>
Students (mentored and/or supported)	Yr 1-3	1	2.5	3.5	4	5
	Yr >3	1.5	3	4	4.5	5.5
Archival, peer-reviewed journal	Yr 1-3	1	1.5	2.5	3.5	5
	Yr >3	1	2	3	4	5.5
External research expenditures	Yr 1-3	<\$100K	>\$125K	>\$175K	>\$225K	>\$275K
	Yr >3	<\$125K	>\$140K	>\$200K	>\$250K	>\$300K
<b>Service</b>	Salary Recovery	<10%	>10%	>20%	>25%	>30%
		<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>	<b><u>5</u></b>
	Internal Service	none	none	1	2	3
	External Service	<10 hours	<10 hours	>10 hours	>20 hours	>30 hours
	Nationally Prestigious Activity	N/A	N/A	N/A	N/A	Required
	DEI		1 E	2 of the 3: 1 E, 1T, or DEIAC Participation	3 E, 1T, DEIAC Participation	#4 + organized DEI activity
	ABET Materials Completed	not completed	1 semester	1 month	2 weeks	1 week

		<b>Assistant Professor</b>				
<b>Teaching</b>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
	Undergraduate Evaluations	<3	>3	>3.5	>4.0	>4.4
	Graduate Course Evaluation	<3.5	>3.5	>4.0	>4.4	>4.6
	Classes Taught and developed (Academic year including course buy-out) Year 1-2	0	Less than specified in offer letter (but more than zero courses)	As specified in offer letter (default to 2)	As specified in offer letter + 1 (default to 3)	As specified in offer letter + 2 (default to 4)
	Classes Taught and developed (Academic year including course buy-out) Year 3-6	0-1	2	3	4	5
	Self-directed Improvement	Do not complete any self-directed teaching improvement items	Complete only mid-semester evaluations and do not provide narrative documentation of	Complete 1 items (this could be mid-semester evaluations) with narrative	Complete 2 items with narrative documentation	Complete 3 or more items with narrative documentation
<b>Research</b>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Students (mentored and/or supported)	Yr 1		0.5	1	1.5	2
	Yr 2-4		1	1.5	2.5	3
	Yr 5-6	0.5	1.5	2	3	3.5
Archival, peer-reviewed journal articles published	Yr 1		0.5	1	1.5	2
	Yr 2-4		1	1.5	2	3
	Yr 5-6	0.5	1.5	2.5	3.5	5
External proposals submitted	Yr 1		1	2	3	4
	Yr 2-3	1	2	3	4	5
External research awards/expenditures	Yr 1 (Awards)	<\$25K	>\$25K	>\$50K	>\$100K	>\$150K
	Yr 2-4	<\$50K	>\$50K	>\$125K	>\$150K	>\$225K
	Yr 5-6	<\$75K	>\$75K	>\$150K	>\$175K	>\$250K
Salary Recovery	Yr 1-4				>10%	>20%
	Yr 5-6	<10%	10%	12.5%	15%	25%
<b>Service</b>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
	Internal Service	none	none	1	2	3
	External Service	<10 hours	<10 hours	>10 hours	>20 hours	>30 hours
	Nationally Prestigious Activity	N/A	N/A	N/A	N/A	Required
	DEI		1 E	2 of the 3: 1 E, 1T, or DEIAC Participation	3 E, 1T, DEIAC Participation	#4 + organized DEI activity
	ABET Materials Completed	not completed	1 semester	1 month	2 weeks	1 week

- 1 = FF (Falls Far short of meeting expectations)
- 2 = FS (Falls Short of meeting expectations)
- 3 = ME (Meets Expectations)
- 4 = EE (Exceeds Expectations)
- 5 = FE (Far Exceeds expectations)

**Faculty Evaluation Assessment Criteria Usage Notes:**

- Evaluations cover a 3 year average; however, for new faculty with upward trends, the most recent year may be weighted more heavily.

**Teaching:**

- Teaching evaluations are an average of all eight questions on the End of Course Evaluations.
- Course taught also includes courses bought out by faculty member.
- Courses taught must be agreed to with the Department Head. Credit for teaching laboratory classes (typically considered two classes) and cross-listed classes (between departments or UG/grad, typically considered a single course) should be agreed to with the Department Head before the course begins. Developing, significantly redesigning, or teaching a course for the first time can additionally count toward exceeding or far exceeding expectations (that is, courses developed, redesigned, or taught for the first time count twice, once the "meets expectation" criterion is met). Independent study classes do not count toward "meeting expectations". Only one Independent Study course per year can be considered to exceed or far exceed expectations.
- Self-directed improvement items can include but is not limited to (1) attending pedagogical workshops or training and applying new knowledge to courses in a documentable way, (2) Completing a mid-semester course evaluation\* in all classes and apply documentable course corrections, (3) completing a rigorous self-assessment and improvement plan and documenting progress in later years (e.g., <https://teaching.utk.edu/wp-content/uploads/sites/78/2020/01/Instructor-Self-Evaluation.pdf>), (4) engaging in peer review of teaching, either of yourself or another faculty member, (5) winning a teaching award (only counted in the year award was won)
- A mid-semester course evaluation is an informal survey of the students to gauge the cadence and reception of the course and make adjustments if any needs are indicated. Examples of short surveys will be provided that can be used in Canvas or with a Google Form. Faculty are not required to use one of the provided examples and are encouraged to adapt to their own courses and teaching style as appropriate

**Research:**

- Students supported and directed are calculated by  $1(*MS+PhD)+.25*UG$
- Research expenditures and salary recovery metrics may be reduced for newly hired faculty at any level because it may take up to 3 years to develop a sustainable program.
- Students funded externally means the funds were secured from an external source and the students were also directed by the faculty member.
- Journal Articles should include full citation information, and be in peer-reviewed, archival journals.

**Service:**

- Internal Service includes items such as departmental, college, or university committee work; and major additional assignments by the department head such as ABET coordinator, undergraduate advisor, etc.
- External Service includes professional society work, conference organization, journal referee, professional organization advisory committee, etc.

**DEI:**

***Diversity, Equity, and Inclusion*** - *The extent to which the employee treats others with fairness, dignity and respect, fosters inclusion, values individual and group differences, makes efforts to enhance inclusion, diversity, and equity, and contributes to departmental and organizational unit diversity strategic goals.*

- Qualitative goals like this are inherently difficult to measure. Therefore, we will have a quantitative metric related to training and DEI events with the additional expectation that faculty will be fair and inclusive to all. Specific instances in which faculty do not perform their job in a fair and inclusive manner will be considered with scoring this rubric.
- For each seminar, event, activity or training a 2-3 sentence summary of the training or event is required that includes: what was the goal of the event or training, what did you learn, and what was its impact on you. This is to encourage everyone to be self-reflective about their engagement so that DEI activities aren't purely performative. A list of activities, training and events can be found here: <https://docs.google.com/document/d/10PZwwwvRlrNerYQOvBUvxv-kLbq7RYb3jta2K4cd4RAg/edit?ts=606557a8> This list is not intended to be all inclusive, other events/activities may meet this expectation.
- Diversity training is very broad and includes Stride training, safe zone training, etc. There is a list here that include some diversity training: <https://hr.utk.edu/wp-content/uploads/sites/56/2021/02/Resoures-Diversity-Inclusion2-5.pdf> In this list, there are a dozen online DEI training topics offered through K@TE and 6 tentative training opportunities through HR Employee Assistance Program (EAP).
- Diversity Events includes events listed on the NE DEIAC newsletter, the UTK Diversity website, MSI or HBCU recruiting, etc.
- International engagements may also be appropriate if the opportunity is taken to broaden your intercultural awareness.

**Joint Faculty Notes:**

The duties and expectations of University-based ORNL Joint Faculty (JFU's) are the same as tenured/tenure track faculty (T/TT) but apportioned relative to their allocation of effort at UT. In evaluating their productivity for annual reviews, retention, promotion, and tenure; the following guidelines shall be used:

- Teaching shall be assessed using the same measures used for T/TT faculty. Teaching loads will be apportioned relative to the JFO's allocation of effort at UT.
- Expectations for UT research funding and graduate student production shall be apportioned according to the allocation of effort at UT. Other measures of research productivity and scholarship such as publications, patents, and presentations at scholarly meetings are expected to be at the same level as T/TT faculty since JFO's are expected to be productive in these areas as part of their duties at ORNL. If the faculty can show that their ORNL based scholarly activities are not allowed to be published because of export control or classification concerns, this will be taken into consideration.
- Service shall be judged broadly based on service to the University, the profession, and the community. Expectations for service to the University shall be apportioned relative to the allocation of effort at UT.

## General Comments on Assessment Categories

### Teaching

End of Course Evaluating Questions which are consistently below 2.8 out of 5.0 on the End of Course Evaluations raise serious questions about the quality of teaching.

Of course, other forms of evidence of quality teaching will also be considered in making the final evaluation. The End of Course Evaluations ratings are only one readily available measure. Faculty are encouraged to find other means to show the quality of their teaching. Faculty are also expected to comply with the department's plan for continuous assessment and improvement of our courses. For undergraduate courses, this includes completion of assessments of students' progress toward department outcomes, collecting samples of student work that demonstrate outcomes, and regularly updating the outcomes defined for each course.

### Research

Publication of research papers in peer reviewed, archival journals is the primary measure of research accomplishment. A faculty member is expected to publish several refereed journal articles per year. Invited seminars and presentations at national and international meetings are also expected. A faculty member must also provide support from externally funded sources, and mentorship, for graduate students. Faculty who rarely publish and who do not contribute to the support of graduate students will be categorized as "unsatisfactory" with respect to the research function.

It is also expected that the faculty member, or his directly supervised student, are the lead author on a majority of the publications. The faculty member as the last (most senior) author is also acceptable. Journal articles, for counting purposes, can be **primary and original research articles** or **review articles**. Other articles published in journals such as editor preambles, do not undergo the same vigorous external review and therefore should not be counted.

### Service

Faculty are expected to accept and perform well in the various departmental, college and university wide committees. A consistent absence of such efforts will constitute grounds for concern in the overall evaluation. Faculty are also expected to associate with appropriate professional societies consistent with their area of special expertise. They should seek leadership positions in these societies and, in particular, they should perform such service as developing symposia at national and international meetings, refereeing papers and proposals, etc.

A Far Exceeds rating in service should be a rare event and requires something exceptional that brings national recognition and prestige to the department. Examples may be general or technical program chair of a major national or international conference. Other examples may be major service obligations such as ANS President, Chair of a Blue Ribbon Committee, etc. Far Exceeds requires nomination to and approval from the Awards Committee.