

Biochemistry & Cellular and Molecular Biology By-Laws

I. INTRODUCTION

In accordance with the *Bylaws of the College of Arts and Sciences*, the Department of Biochemistry and Cellular and Molecular Biology (BCMB) hereby establishes bylaws for the governance of the department and procedures of operation within. These by-laws, adopted by the faculty of the BCMB Department in the spring of 2019, reflect the operations of the department in teaching, research, service, and administrative areas. In general, the actions of the department are determined by the recommendations of its various standing and *ad hoc* committees, subject to approval of the entire faculty. According to the policy of the college, the department head, except in matters of curriculum, may use the faculty recommendation as advisory and may set any decision of the faculty aside.

II. THE DEPARTMENT

A. The faculty of the department consists of all those members who hold full-time or part-time appointments with the rank of Lecturer or higher and all Research Faculty and Adjunct Professors.

B. The voting membership for departmental matters shall include all tenured and tenure-track faculty at the rank of assistant professor and higher.

C. The Department Head is a member of the faculty who is appointed by the Dean of the College of Arts and Sciences in consultation with the faculty of the department as prescribed by the *UTK Faculty Handbook*. Terms of appointment are typically 5 years, with an option for renewal of the appointment according to the discretion of the Dean. The department head is responsible to the College for the conduct of departmental business. This responsibility is combined with the necessary authority to make decisions regarding teaching assignments, committee appointments, apportionment of space (for offices, teaching and research), stewardship and decisions regarding expenditure of departmental funds, recommendations for hiring, tenure, promotions and salary increases among department personnel, as well as to implement the decisions of the department. The department head is responsible for working with the faculty to plan, execute, and review the curriculum. S/he also provides encouragement and support of faculty teaching, research, creative activity and public service. The head is considered to be the representative of the department to the public, the other faculty and administration at the University, and colleagues at other universities and institutions. The head should provide leadership in the development and implementation of a strategic plan that should guide activities and inform decisions. The department head is responsible for the annual performance planning and review of tenure-line faculty. S/he or their designate is also responsible for annual performance reviews of departmental staff. The department head is responsible for employment and supervision of clerical and supporting personnel. The management of departmental facilities, equipment, space, and budget are responsibilities of the head. The head normally follows committee and faculty recommendations, although circumstances may require the head to exercise his/her own judgment. In such cases, the department head must communicate the reason for a decision that deviates from the faculty recommendation to the faculty or faculty committee

involved. The head should inform the faculty as fully as possible of all decisions that concern them individually, or the department as a whole. The department head chairs all faculty meetings and serves as a member *ex officio* on all department committees.

D. The Associate Head of BCMB is appointed by the department head. This individual is appointed for a renewable two-year term. The associate head is responsible for those administrative functions that are delegated by the department head. The associate head promotes students and faculty for honors and awards and works in consultation with the head to nominate faculty, graduate students, undergraduate students, and staff for awards and recognition. This includes gathering supporting letters and completing the nominating forms.

S/he is responsible for conducting tenure, promotion, and retention meetings with the appropriate group of faculty and providing a summary of the proceedings as well as the recommendation of the faculty to the department head in a written report. The associate head provides minutes of faculty meetings and will be responsible for official recording of faculty votes. In consultation with the department head, the associate head may take on additional administrative responsibilities in departmental governance. The associate head is a member of the Executive Committee.

E. The Director of Graduate Studies is responsible for oversight of graduate student training and progress within the BCMB department, and serves as the department's liaison with the College, the Graduate School, and other University units. The Director of Graduate Studies also chairs the Graduate Affairs Committee (see Appendix). The director of graduate studies is appointed by the department head for a renewable two-year term. The Director of Graduate studies may serve as a second Associate Head, and execute additional leadership roles described above in section II-D that should be mitigated by the level of efforts required to fulfill the role Director of Graduate Studies. The director of graduate studies is a member of the Executive Committee.

III. FACULTY ROLES

The Department shall adhere strictly to the policies set forth in the *UTK Faculty Handbook*, and the *Bylaws of the College of Arts and Sciences*. The following categories of faculty are recognized.

A. Tenured and tenure-track faculty are hired according to the procedures outlined in the *UTK Faculty Handbook*. These individuals comprise the voting members in the department. They are responsible for maintaining the teaching, research, and service missions of the department. The responsibilities of the tenured and tenure-track faculty for Teaching, Research, and Service are:

i. Teaching

Tenured faculty are expected to be excellent teachers who communicate effectively and work enthusiastically with students. Tenure-track faculty are expected to show a clear interest in, and progress towards, developing these attributes in themselves. All faculty contribute to ongoing evaluation and development of the departmental curriculum. Activities that extend beyond these stated responsibilities are encouraged and should be undertaken in consultation with the Head to maintain an acceptable balance between Teaching, Research and Service. These include significant involvement in advising theses and dissertations, giving seminars or colloquia primarily intended for students, mentorship of undergraduate and graduate research students, publication of textbooks or other works relevant to teaching, and external funding for teaching-

related activities or to support the department's teaching mission.

ii. Research

Full professors are expected to have an ongoing program of research or scholarly activity at or above a level consistent with the department's ranking among departments by the National Research Council, be visible and active professionally, and have international recognition and leadership within their scientific field for these efforts. An Associate Professor should have an active research program at or above a level consistent with the department's ranking, be visible and active professionally, and have national and international research recognition. An Assistant Professor should be developing a research program likely to help the department maintain or improve its position in the rankings, participate in the activities of the national research community, and work towards developing a national and international research recognition. Research productivity is based on sustained publication portfolio of peer reviewed papers in reputable, refereed journals within their field. Other indicators of research quality include: invited presentations at conferences, invited seminars or colloquia, interdisciplinary collaboration, the submission of competitive research grant proposals, and quality of directed doctoral dissertations as measured by student publications and ability to secure employment in industry, government, or academic appointments. The expectations for rank are further elaborated in section VI.

iii. Service

Tenured faculty are expected to show leadership within the department; to participate, when asked, in the work of the college and the university, including outreach; and to put effort into service to the discipline through the refereeing process, editorships, and/or involvement in regional, national, and international organizations within their discipline. Tenure-track faculty are expected to participate in departmental activities, normally contributing to at least one active departmental committee each year.

B. Emeritus Status

Individuals holding the rank of Professor at the time of retirement can be designated as Emeritus Professor at the request of the individual and by approval of the department head, as stipulated in the *UTK Faculty Handbook*. Emeritus faculty will retain library and email privileges.

C. Guidelines for appointments of non-tenure line faculty

The BCMB department recognizes the valuable role and necessary contributions of non-tenure track faculty members. There are several categories of non-tenure track faculty, as described below. These faculty enhance the scholarly and teaching environment and functioning of the department. Furthermore, these positions facilitate interactions with other scientists in the East Tennessee regional area that have the appropriate training and background for collaborations and securing research funding. Research faculty are appointed after a review of the appropriate credentials by the tenured and tenure-track faculty in the department. The review process for these individuals parallels the review process for faculty appointed to tenure-track positions. A letter of nomination from a faculty sponsor within the department should accompany a letter of request and a full *curriculum vita* from the candidate for a non-tenure track position. The letter of application should address the candidate's proposed contributions to the mission of the department for teaching, research and service. At the request of the Head, candidates for Adjunct Faculty and Research Faculty positions may present a research seminar prior to or after the faculty review. A vote by the tenured and tenure-track faculty will constitute the decision of

appointment of the candidate as a non-tenured faculty member. Upon appointment, individuals may use the appropriate title (Adjunct Assistant Professor, Research Assistant Professor, Joint Research Professor, Lecturer) for the purpose of official correspondence. Adjunct faculty and Research faculty may be listed as principal investigators on grants within the BCMB Department. These individuals must list the Department of Biochemistry and Cellular and Molecular Biology as their affiliation on presentations, publications, and public engagements. Four categories of non-tenure track faculty are described:

i. **Adjunct faculty** are those from other units on campus or from the UT Medical Center who bring expertise to the department that is unique or who contribute to the development of critical mass in areas of strength in the department. The appointment is made at the Assistant, Associate or Full Adjunct Professor level in keeping with the appointment in the home unit. All decisions on promotions in rank reside with the department that holds the primary appointment for the Adjunct Faculty member.

Criteria:

The adjunct faculty must contribute to one or more of the following three in order to remain an active adjunct member of the department.

1. Serve on graduate student thesis or dissertation committees
2. Teach in undergraduate or graduate courses.
3. Maintain active research collaborations with departmental faculty and submit applications or grants through the department.

Automatic termination of adjunct status will result if the Performance Review Committee determines that there has been no activity in any of these areas for a period of 3 years.

ii. **Research faculty** include individuals who are not affiliated with other departments at UT, the UT Medical Center, who have their own research support, and who can contribute to the teaching and research mission of the department. Research faculty members may co-supervise PhD students in the department, in conjunction with a tenured or tenure-line faculty member. Research faculty are typically affiliated with a tenure-line faculty laboratory and are not provided separate space accommodations.

Criteria:

The research faculty must have extramural funding to support their research projects and any salary that is paid. The BCMB Department can in no way be held liable for the financial support of Research Faculty should they be unsuccessful in securing ongoing funding. Research Faculty are appointed at the level considered appropriate by comparison with research contributions for tenure-track faculty at the same level. Promotion in rank will only occur after review by the Department Head and an ad hoc committee of faculty appointed by the head. A full vote of the tenured faculty, after review of the candidate's dossier, will be required to finalize this promotion. Promotion in rank will occur only for Research Faculty who have contributed to the department and the institution in a manner equivalent in quality to tenure-track faculty of similar rank. In service to the department, they are expected to serve in one or more of the following ways:

1. Serve on graduate student thesis or dissertation committees
2. Maintain active research program and submit applications or grants through the department.

Automatic termination of research faculty status will result if the Performance Review

Committee determines that there has been no activity in any of these areas for a period of 3 years.

iii. **Joint Research Faculty** are appointed under the terms of a Joint Faculty Agreement between the University of Tennessee and another institution, such as a university, a National Laboratory, or an industrial partner. The purpose for their appointment is typically to serve one or several functions of importance to the department or the University. These functions are often related to, but not limited to, research and graduate education. Joint Research Faculty appointments are time limited to three years and can be renewed. Joint Research Faculty members carry one of the following titles: Joint Research Assistant Professor, Joint Research Associate Professor, or Joint Research Professor. Joint Research Faculty members are not eligible for tenure and will not have voting rights within the department. UT's fiscal responsibility for their appointment can range from 0% to 100%. The specific allocation of effort in the UTK department or college is negotiated as part of the individual Joint Faculty Agreement.

Criteria:

Joint Research Faculty members are expected to contribute to the missions of the department in one or more of the following ways:

1. Serve on graduate student thesis or dissertation committees
2. Teach in undergraduate or graduate courses.
3. Maintain active research collaborations with departmental faculty and submit applications or grants through the department.

Automatic termination of joint research faculty status will result if the Performance Review Committee determines that there has been no activity in any of these areas for a period of 3 years.

iv. **Lecturers** are non-tenure track faculty members who participate in the teaching mission of the University as instructors for courses offered in the department and Division of Biology. Although their initial appointment is by a vote of the tenured and tenure-track faculty, continuing appointments for these individuals are made on a yearly basis at the discretion of the Department Head. Lecturers within the Division of Biology who teach courses within the Biology core related to the BCMB curriculum can petition for adjunct lecturer status with approval by a tenured and tenure-track faculty vote.

D. FACULTY LEAVE POLICY.

Faculty can request leave under a number of different circumstances as defined in the *UTK Faculty Handbook* Sections 6.3 and 6.4. The department follows the procedures defined by the Provost (<https://provost.utk.edu/leave-policies-other-guidelines/>) and the college (<https://artsci.utk.edu/faculty-staff-resources/policy-procedures/faculty-leave/>) in granting leave. Development leave (often referred to as “sabbatical”) can be granted for up to one year, with full salary guaranteed only for one semester. Faculty are encouraged to seek external funding to cover the full salary for periods longer than a semester. Family and medical leave are granted under certain circumstances as determined on a case-by-case basis in consultation with the Department Head and the college.

In addition, with the permission of the department and administration, faculty can petition to participate in “semester banking” where teaching duties equivalent to those of a future semester are performed in addition to the regular teaching assignments. Detail of the petition process are defined in the bylaws of the College of Arts and Sciences, Section VI.D. If approved at the

college level, the faculty member can then use the zero teaching semester to pursue scholarly activities.

All cases of leave or modified teaching assignments have to be negotiated with the department head well in advance, if possible three semesters ahead of the planned absence.

IV. DECISION-MAKING PROCEDURES

A. Decisions are made by the voting members of the faculty at meetings called by the department head or associate department head(s). Before each meeting, an agenda is prepared by the department head or associate department head(s) and distributed to the faculty. Additional items may be added to the agenda at the time of the faculty meeting.

B. Minutes of all departmental meetings shall be recoded, distributed to all department faculty with voting privileges, and kept on file. The minutes shall include a record of attendance, a summary of announcements and committee reports, discussion of old and new business, votes taken, and other official business.

C. Decisions are made by a majority vote of the voting members present at the meeting. The head may set aside any faculty decision, except in matters of curriculum, and treat it as advisory only.

D. Decisions can be made only if a quorum is present. A quorum consists of three-fifths of the voting members of the faculty. If a faculty member cannot attend a meeting but wishes to vote on an issue requiring a quorum, a written or email proxy vote must be delivered to the department head or associate department head prior to the meeting. This proxy vote will be tallied with all other votes of faculty attending the meeting.

V. PROCEDURES FOR SELECTING NEW TENURE-TRACK FACULTY MEMBERS

When the Department Head, in consultation with the departmental faculty, determines that there is a need for a new tenure-track faculty member based on teaching needs, new research areas, retirements and departures, or new opportunities, s/he will request a new tenure-track faculty line from the College. When permission has been obtained to advertise a new faculty position, the head will name a search committee and a committee chair. The search committee, led by the chair, arranges solicitation of applications, screening of applications, and presents a narrative summary containing primary and secondary candidates to the tenure-line faculty for discussion. Based on this discussion, the department head will submit the list of primary and secondary candidates for approval by the college. After approval, the search committee organizes and sponsors the visit by the approved list of primary candidates to give a research seminar and be interviewed by the staff and appropriate members of the College and University administration. If appropriate, candidates can be first screened by video interviews via the internet. Finally, the tenured and tenure-line faculty members will meet to discuss the candidates and conduct a vote to rank preferred candidates. The head, unless compelling reasons dictate otherwise, will recommend the candidate selected by the faculty. The search committee must follow all of the guidelines that are proscribed by the Provost and shall adhere to policies guiding academic searches determined by the Division of Access and Engagement at the University. The department head is responsible for negotiating the startup funding, starting date, salary, teaching

load with the candidate and for securing additional approvals and support from the college and office of research and engagement.

VI. CRITERIA AND PROCEDURES FOR EVALUATING FACULTY MEMBERS

A. EXPECTATIONS FOR RANK

a. Expectations for Assistant Professor

Assistant professors must strive for excellence in the areas of research and teaching, and also contribute significantly to the departmental service mission. Furthermore, the candidate is expected to be collegial and professional and to behave in a manner that supports the interests of the department, its students and faculty and the University at large. When applicable, they should be willing to serve in an advisory capacity for faculty or students seeking input from an expert in their area.

Research: The overarching goal for a successful assistant professor is to forge an independent nationally recognized research program based on scholarly output and associated activities. To this end, assistant professors are expected to set up their laboratory and initiate an independent research program as early as possible after the start of employment. They are expected to submit applications for grants and/or contracts soon after arriving at UT, typically within their first or second year of employment with these efforts being sustained throughout employment. Because of the expensive nature of the experimental research work conducted in BCMB, the candidate is expected to persist in the pursuit of funding until successful in securing financial resources sufficient to fully support their research program. Ahead of their enhanced retention review, the assistant professor should have made enough progress to have generated results to write, submit, and publish articles in top tier peer-reviewed journals in their specific field of study. The body of scholarly publications produced prior to tenure and promotion review should, as a whole, demonstrate that the candidate has established an independent and original research portfolio with verifiable evidence of growing a national and international reputation. They are expected to recruit and train undergraduate, graduate students and/or postdoctoral trainees to their lab, serve as engaged and effective mentors, and train them in their field of expertise.

Teaching: The assistant professor will be assigned courses based upon their area of expertise. Assistant professors are expected to teach one full course per semester, but an effort will be made to assign courses with somewhat lighter teaching load during the first years of the probationary period. This assignment will also be influenced by the teaching needs of the department and may involve core biology instruction. They are expected to develop effective pedagogical methods that stimulate and empower the students to learn the principles fundamental to our discipline, to be sensitive to the range of capabilities of the students, and to be responsive to constructive criticism. Where appropriate, the assistant professor is expected to incorporate not only new information but also new technologies. The measure of success will be the student teaching evaluations (TNVoice, or equivalent), peer reviews conducted by faculty colleagues that include assessment of representative exams or projects. Student evaluations of teaching will be considered in the context of the particular level, size, and type of class being taught.

Service: Assistant professors are strongly encouraged to use the probationary period to establish a sustainable research program and a teaching portfolio, working to establish a reputation for

excellence in those areas. Consequently, they are encouraged to be selective in service obligations and in the committee assignments to which they commit themselves. Service to department includes serving on departmental committees such as graduate student recruitment, graduate affairs, and undergraduate curriculum committees, as well as serving on thesis and dissertation committees, and faculty search committees. Service to the college is recognized as serving on committees such as the Faculty Advisory Committee to the College Dean and faculty search committees outside of the BCMB department. Consultation with their mentor and the Head is encouraged to ensure that the junior faculty does not overcommit to committee work during the probationary period.

b. Expectations for Associate Professor

Expectations for the rank of associate professor exceed those for the rank of assistant professor in the areas of research, teaching and service. It is expected that associate professors show continued growth in research scholarship and develop leadership skills and activities within both the teaching and service missions of the department and/or their discipline.

Research: Associate professors are expected to have clearly demonstrated genuine effort at maintaining extramural funding for support of their research program. Given the often-difficult funding climate, this effort should include regular submission of research proposals to internal and/or external funding sources. The level of effort should be commensurate with the need for support: faculty training graduate students, including those on GTA support, should commit significant effort to seeking research funding. It is expected that they will be successful in obtaining some external support. They should continue to develop a significant record of scholarly publication in respected peer-reviewed journals in their discipline and demonstrate continued growth and increased national and international recognition within their field. Indicators for reputation are invited reviews or seminars, presentations at conferences and universities across the US and abroad, participation in organizing research conference programs, or leading sessions at conferences. Associate Professors are also encouraged to expand their research portfolio into new fields that go beyond their initial research program defined as an Assistant Professor. They are expected to continue to train undergraduate and graduate students and/or postdoctoral fellows and to support the success of these individuals by ensuring they graduate in a timely manner.

Teaching: Upon tenure and promotion, teaching expectations will remain at one full course per semester but may involve high-enrollment courses. Research-active associate professors will be assigned courses in their area of expertise. They are expected to have developed a practice of teaching timely material in a manner that stimulates and empowers the students to learn the principles fundamental to our discipline, to be sensitive to the range of capabilities of the students, and to be responsive to constructive criticism. Where appropriate, the associate professor is expected to incorporate not only new information but also new technologies. Associate professors are also expected to maintain and implement best practices for effective teaching and students' engagement. One measure of success will be the annual student teaching evaluations (TNVoice, or equivalent), including students' qualitative comments and peer reviews of faculty colleagues that include assessment of representative exams or projects. Student evaluations of teaching will be considered in the context of the particular level, size, and type of class being taught. At least one peer review will be conducted to assess the quality and growth of the Associate Professor's teaching prior to consideration for promotion to Full Professor.

Service: Associate professors are expected to contribute in a significant way to the department,

the college, and the university mission. Departmental service includes departmental committees such as graduate student recruitment, graduate affairs, and undergraduate curriculum committee, as well as serving on thesis and dissertation committees. Service to the college is recognized as serving on committees such as the Faculty Advisory Committee to the College Dean, faculty search committees or student committees in other departments, the College Promotion Review Committees, among others. Service to the University is recognized as serving on thesis and dissertation committees in other colleges, Program Review Committees, Undergraduate or Graduate Council, Faculty Senate, among others. Service to the discipline is reflected in peer review of manuscripts for the journals of the discipline, panel and ad hoc review of grant applications submitted to the agencies that fund the scholarly activity of the discipline, organization of scientific and educational conferences, active participation in the professional scientific society(s), editorial board responsibilities on scientific publications, and related activities. Strong involvement within the scientific community can partially offset service roles on campus.

c. Expectations for Professor

Professors are expected to be recognized internationally as leaders in their respective disciplines and to take on leadership roles both within the department and within the university. Expectations for the rank of professor exceed those for the rank of associate professor in the areas of research, teaching and service.

Research: Professors are expected to maintain an active research program and have demonstrated a strong record at obtaining extramural funding for support of their research program and in producing significant scholarly publications. Regular publications in peer-reviewed journals should have a measurable impact on the chosen fields of research and there should be evidence of an established international reputation for strong scholarship. Because of the fast development of biological sciences into new areas and difficulty in obtaining extramural funding, professors are also encouraged to expand their research portfolio into new fields that go beyond their initial research programs. Graduate and undergraduate students and/or postdoctoral fellows should receive excellent training in advanced research techniques.

Teaching: Professors will be assigned courses based upon their area of expertise, typically one full course per semester. They are expected to have demonstrated a practice of teaching timely material in a manner which stimulates the students to learn the fundamental principles of our discipline, be sensitive to the range of capabilities of the students and responsive to constructive criticisms. Where appropriate, they are expected to incorporate not only new information but also new technologies into their teaching. Full professors should maintain a working knowledge of best teaching practices and implement them when appropriate.

Service: Professors are expected to take on leadership roles on campus and/or their discipline. Departmental service includes departmental committees such as graduate student recruitment, graduate affairs, and undergraduate curriculum committees, as well as serving on thesis and dissertation committees. Service to the college is recognized as serving on committees such as the Faculty Advisory Committee to the College Dean, or the College Promotion Review Committees, among others. Service to the University is recognized as serving on Program Review Committees, Undergraduate or Graduate Council, or Faculty Senate, among others. Service to the discipline is reflected in peer review of manuscripts for the journals of the discipline, peer review of grant applications submitted to the agencies that fund the scholarly activity of the discipline, active participation in the professional society(s) of the discipline and

related activities. Strong involvement within the scientific community can partially offset service roles on campus. As leaders, full professors are also expected to be mentors of Assistant and/or Associate professors in and/or outside of the department.

d. Tenured Faculty Without an Active Research Program

Consistent with the University's stature as a Research I institution, it is expected that all tenure-line faculty establish and maintain an active and national/international record for scholarship in their field. Metrics consistent with research active standing include:

- Sustained production of peer review publications and scholarly work within well regarded journals. A typical average of one primary research paper per year during any three-year period of review should be the minimal goal. The actual number may vary considerably depending on the nature of the work and the sub-discipline in question.
- While different programs have different funding needs, it is expected that the research active faculty member strive to obtain significant extramural funding to sustain their research effort.
- It is expected that the research active faculty member be an active participant within their research field and community as measured by attendance and presentations at regional, national, and international conferences.

Tenured faculty who have not met the expectations for research appropriate for their rank for three or more consecutive years based on the annual review of the department head (see Section VI.B) may be reclassified as teaching-intensive faculty. These faculty will be expected to significantly increase their activities in teaching and service and their need for research space will be reassessed in consultation with the Head. Teaching-intensive faculty may have to give up their lab space at the discretion of the department head after consultation with the performance review committee and will not be permitted to direct doctoral research. The designation of teaching-intensive status brings with it a different set of expectations as explained in the following.

Teaching: Teaching-intensive faculty are expected to be excellent teachers and take on a larger teaching portfolio than research-active faculty that will correspond to roughly a doubling of the number of classes being taught, e.g. two full courses per semester. Teaching-intensive faculty are expected to develop creative initiatives and show increased leadership in the development of new courses and/or curricula that will improve the training of students at the undergraduate and graduate levels.

Service: Teaching-intensive faculty are expected to take on leadership roles on campus and/or their discipline. Departmental service includes departmental committees such as graduate student recruitment, graduate affairs, and undergraduate curriculum committees, as well as serving on thesis and dissertation committees. Service to the college is recognized as serving on committees such as the Faculty Advisory Committee to the College Dean, the College Promotion Review Committees, etc. Service to the University is recognized as serving on Program Review Committees, Undergraduate or Graduate Council, Faculty Senate, etc.

e. Guidelines for Collaborative Research

Collaborative research is a ubiquitous feature of first-class, modern-day science. Furthermore, strategic cluster hires, in which junior and senior faculty work in closely related areas, are increasingly common, and in these cases synergistic collaboration is especially natural. However, as the demonstration of scholastic independence is a critical feature of the tenure process, it is

important to establish guidelines for junior faculty considering research collaborations.

Collaborative research, although not formally required for tenure, is encouraged. Collaborations should be established when the expertise of one researcher is insufficient to solve the problem at hand and should ideally be engaged with scientists that best bring the required expertise/resources complementary to those of the faculty member. These collaborators may be at any level, junior or senior, and may include former mentors or senior faculty at UTK or elsewhere.

However, scholastic independence must be clearly discernible for probationary tenure-track faculty members. For collaborative projects, this means that the contributions of the individual collaborators should be distinct and obviously separable from the members of the team taking the lead on different aspects of the larger project. This division of labor can be documented in separate publications where different members of the team take the role of senior author. Other examples include independent invitation to review manuscripts within a specified area of expertise, presenting research at conferences or universities, or writing review articles. When collaborative research is performed, letters from collaborators describing the role of the junior faculty member in the project can bring useful clarification to the tenure review. A healthy mixture of collaborative and fully-independent research, while not strictly required, is a good way of demonstrating the capacity to both lead and cooperate in research endeavors.

f. Expectations for Lecturers, Senior Lecturers, and Distinguished Lecturers

Lecturers are primarily instructors and, thus, are expected to perform specific teaching assignments. These assignments will depend on the teaching needs of the department and may involve core biology instruction. Lecturers will be expected to develop effective pedagogical methods that stimulates and empowers the students to learn the principles fundamental to our discipline, to be sensitive to the range of capabilities of the students, and to be responsive to constructive criticisms. Lecturers are expected to stay abreast of current developments in teaching methods, including best teaching practices, and to implement new approaches and techniques as appropriate. Lecturers are also expected to be responsive and available to students. The measure of success will be the annual TNVoice (or equivalent) evaluations and peer reviews conducted by faculty colleagues. Student evaluations of teaching will be considered in the context of the particular level, size, and type of class being taught.

Senior Lecturers and Distinguished Lecturers are expected to be excellent teachers as documented in TNVoice evaluations and teaching reviews by other faculty. They may participate in curriculum development or other departmental service.

B. ANNUAL REVIEW OF TENURE LINE FACULTY PERFORMANCE

Faculty will provide documents for annual reviews in accordance with the guidelines provided from the Office of the Provost. These documents provide a summary of accomplishments in teaching, research and service. Performance evaluation normally includes data from the preceding three calendar years, which will be provided to the Head by the faculty member through the online “Elements” system. The faculty member may provide other relevant documents, such as student evaluations and comments, or copies of published reviews of his or her work. The department head or Performance Review Committee may request additional information from a faculty member at the time of the annual review.

The annual performance evaluation for all tenured and probationary faculty will consist of a

three-step process. First, the departmental Performance Review Committee will meet to assess and provide a review of the strengths and weaknesses for the three-year performance of each individual faculty member within research, teaching, and service based on the expectations for rank spelled out in Section VI.A. This advisory review will be given to the Head, who then makes his/her own assessment. Then, tenured or tenure track faculty members at all ranks will meet individually with the Head in a formal “annual performance and evaluation review” as described in the *UTK Faculty Handbook* to review performance. Finally, the head determines separate performance ratings in research, teaching, and service, as well as an overall rating that will be recorded and forwarded to the Dean and eventually to the Office of the Provost. At least once within each three year interval, the Head will provide a more detailed written assessment in form of a narrative review that will accompany the annual performance rating and review.

Each faculty member will receive individual ratings for teaching, research, and service, as well as an overall rating. In all categories, faculty who do not meet or exceed expectations described in Section IV.A will be rated as “falls short of expectations for rank” or “falls far short of expectations for rank”. Performance that exceeds the expectations and that raise the profile of the Department and/or University beyond what would be expected for rank will be rated “exceeds expectations” or “far exceeds expectations.” Shortcomings in one of the individual rating areas can be balanced out by better performance in another to result in an overall rating of “meets expectations” based on the assessment of the Department Head. However, it is expected that all faculty members strive to meet expectations in all areas. If the department head assigns an assessment of “falls short of expectations for rank” in Research for three consecutive years, then the head can recommend a reassignment of the faculty member as research-inactive, which provides a different set of expectations that are better aligned with the strengths of that faculty member (see Section VI.A). As stipulated in the *UTK Faculty Handbook*, if a faculty member’s overall performance is rated “falls far short of meeting expectations” in any annual performance review, or rated “falls short of meeting expectations” in any two years during any four consecutive annual review cycles, the Provost will initiate an Enhanced Post-Tenure Performance Review.

Standards will be modified accordingly for faculty accepting positions within or outside the department whose descriptions include significantly greater administrative or service responsibilities.

The head will prepare a document summarizing the review and including an evaluation of the faculty member’s teaching, research, and service activities over the past year, as well as planning for what should occur during the coming year. The recommendation of the Performance Review Committee will be considered in this documentation.

The annual performance reports will form the bases for merit pay increments as established by the University.

C. CRITERIA FOR PROMOTION AND TENURE

Department decisions and recommendations concerning tenure and promotions shall be made in accordance with the procedures defined in the *UTK Faculty Handbook*. Note that retention meetings and promotion to associate professor are held with tenured faculty in the rank of associate professor or higher and promotion to full professor meetings are held with tenured full professors. Usually the department head’s recommendations to the Dean will reflect the majority will of the faculty voting on these recommendations. If the department head’s recommendation

does not reflect the majority will of the voting faculty, the department head is to advise appropriate colleagues of this departure from their expressed will, and faculty will have the opportunity to prepare a report for the Dean explaining why they do not agree with the head's recommendation. The department head's recommendation will be accompanied by a report detailing the deliberations of the voting faculty that is overseen by the associate head.

a. Criteria for Promotion to Associate Professor with Tenure

In each of the areas of research, teaching and service, the candidate working toward tenure and promotion is expected to fulfill the expectations laid out in Section VI.A.a for Assistant Professors. In addition, there has to be a clear indication at the time of review that the candidate is operating at the level expected of an Associate Professor as defined in Section VI.A.b. Progress towards this level is assessed during yearly retention reviews, and critically, during the enhanced review of a dossier draft submitted at the beginning of year four.

Research: The two main criteria for promotion and tenure are obtaining funding through external grant(s) to support the research program of the candidate and the generation of a rigorous portfolio of scholarly work based on publications in well-respected peer-reviewed journals. There is no defined number of grant dollars that have to be obtained, but it is expected that level of external funding is sufficient to support research activities and personnel. The specific number of peer-reviewed publications is difficult to define because of the variable nature of the work but it should be in line with expectations in their field of research and it should also lead to a measurable impact on this field based on the reputation of journals in which their work appears, the citation of the work, or a combination of these, and by external evaluation letters of experts within their field that are included within the promotion dossier. By the time of the tenure review, the candidate is expected to be recognized as an independent researcher in his/her chosen field who makes significant contributions. This can be measured in the form of invitations to give talks at meetings or seminars at universities, but also in form of invited reviews, and should be reflected in the letters of external reviewers.

Teaching: The candidate will have demonstrated excellence in teaching by achieving good and consistent student evaluations, students' comments that support these scores. Potential problems that may have become apparent in earlier years in these evaluations should have been addressed and corrected by the time of application for tenure and promotion. At least two peer reviews of teaching will have shown improvement over the years and should reflect a demonstrated high level of dedication to teaching quality and effectiveness.

Service: The candidate will have demonstrated the commitment to the department by participating in some service activities that were assigned by the department head. Since the focus of probationary faculty should be the development of a viable research program and teaching portfolio, this segment will receive less emphasis. Nevertheless, there is an expectation that the candidate performs the assigned service duties in a professional and satisfactory manner.

b. Criteria for Promotion to Professor

Expectations for promotion to the rank of Full Professor exceed those required for the promotion to the rank of Associate Professor in the areas of research, teaching and service. Consideration for promotion to professor requires that the candidate excels in research and demonstrates leadership in at least one of the other two areas. In addition, there has to be a clear indication at the time of review that the candidate is operating at the level expected of a Professor as defined in Section VI.A.c.

Research: The candidate will have demonstrated the ability to maintain a research program that is supported by grants and awards from external sources. Potential shortfalls should have been met by redoubled efforts to re-establish funding, if necessary by expanding into new research areas. Results from the research should have led to regular publications in well-respected journals. A specific number of publications is difficult to define because of the variable nature of the work but the scholarly output is expected have a strong impact in their research area, as seen by citations of the published work, invited reviews and/or presentations at conferences and seminars. Candidates for promotion to Professor should be considered by peers as leaders in their field and enjoy a wide name recognition in their chosen discipline.

Teaching: The candidate is expected to be an expert teacher who can teach a range of courses in their area of expertise and in service to the department's teaching needs. The candidate will have demonstrated the ability to incorporate new materials, best teaching practices and, where appropriate, new technologies. The quality of teaching will be reflected in TNVoice scores and peer teaching evaluations.

Service: The candidate is expected to show a significant contribution to shared governance by taking on leadership roles in service to the department, the college, or the university as well as within their professional discipline.

D. CRITERIA FOR PROMOTION OF NON-TENURE TRACK FACULTY

a. Criteria for Promotion to Senior Lecturer (non-tenure track)

Expectations for promotion to the rank of senior lecturer are based on outstanding performance of a lecturer who has served continuously in the department for a period of 5 years or longer. Promotion to the rank of senior lecturer may be accompanied by a renewable contract of up to three years. The main criterion for promotion to Senior Lecturer is demonstration of outstanding teaching of undergraduate courses as evidenced by student evaluations, supervisor evaluations, peer evaluations, and annual departmental evaluations. Other criteria used to determine promotion are exclusively related to the enhancement of teaching. They include, but are not limited to, participation in the following types of activities: professional development; course or curricular development; advising or mentoring; administration or service; scholarly or creative work. A dossier documenting meritorious performance shall be prepared by the candidate according to university policies established by the Provost's office (see UTK Faculty handbook). The dossier will be reviewed by the executive committee of the BCMB Department, and a vote of these individuals will be reported regarding promotion to the department head. The department head will write a letter summarizing their recommendation that will be appended to the dossier as it is forwarded to the College office and to the Provost.

b. Criteria for Promotion to Distinguished Lecturer (non-tenure track)

Expectations for promotion to the rank of distinguished lecturer are based on sustained levels of teaching excellence and significant contributions to other aspects of the departmental teaching mission, such as course development or advising and mentoring since their promotion to senior lecturer. The time frame for this promotion is flexible, but a three-to-five year term as a Senior Lecturer would typically be expected before initiating the promotion process. Promotion to the rank of distinguished lecturer may be accompanied by a renewable contract of up to five years. A dossier documenting meritorious performance shall be prepared by the candidate according to university policies established by the Provost's office (see UTK faculty handbook). The dossier will be reviewed by the executive committee of the BCMB Department, and a vote of these

individuals will be reported regarding promotion to the department head. The department head will write a letter summarizing their recommendation that will be appended to the dossier as it is forward to the College office and to the Provost.

E. Faculty Mentoring

a. Policy Statement. In BCMB, we want to develop and provide mentors who are open and willing to share and want to see the mentee succeed. Mentors will provide the following:

- Knowledge about the culture of the department and institution
- Experience that provides empathy for a new faculty member's situation
- Ability to reframe an issue in a larger context
- Experience with goal setting and prioritization
- Understanding of the promotion experience
- Experience with students at the institution
- Experience with annual review process

In addition to building a formal mentoring team, we encourage faculty to build an informal mentoring team drawing on colleagues within and beyond the department.

b. Assistant Professor Mentoring

A mentoring team is developed by the faculty member in consultation with the department head. The mentoring team consists of 2 tenured BCMB faculty and 1 external to BCMB. The mentoring team should meet with the faculty mentee in Fall and Spring/Summer to discuss research, teaching, and service including both accomplishments and difficulties/challenges in each of the three categories for which he/she will be reviewed.

Fall meetings are brief and meant to discuss feedback from the performance evaluations from the Head and the faculty and results from the retention vote. The main faculty mentor drafts a summary of the discussion, any action items, and gets it approved by the committee members and faculty mentee before sending a copy to the Head.

Spring/summer meetings should be more substantive and a preparation for the Fall annual performance review period. The main BCMB faculty mentor should draft a summary of these discussions, have these reviewed and approved by all committee members and the faculty mentee. A copy should then be sent to the Head in time to be used to inform the one-on-one performance evaluation meetings.

c. Associate Professor Mentoring

A mentoring team is developed by the faculty member in consultation with the department head. The mentoring team consists of 1 tenured BCMB faculty and 1 external to BCMB. The mentoring team should meet with the faculty mentee in the Spring/Summer with the goal of assisting faculty in his/her progress toward promotion and in preparation for the annual performance reviews in the Fall. The BCMB faculty mentor should draft a summary of these

discussions, have these reviewed and approved by the other mentoring team member and the faculty mentee, and then sent to the Head in time to be used to inform the one-on-one performance evaluation meetings.

d. Non-Tenure Track Faculty/Lecturers

A faculty mentor will be assigned by the department head in consultation with the NTT faculty mentee. The mentor and mentee will meet in the fall semester to discuss the nature of the teaching assignments/load and teaching performance (from student evaluations). Also, any barriers such as space and technology should be discussed. The faculty mentor should draft a summary of these discussions, have these reviewed and approved by the faculty mentee, and sent to the Head in time to be used to inform the one-on-one performance evaluation meetings in the Spring.

VII. PROCEDURES FOR CURRICULAR CHANGE

The BCMB curriculum consists of all classes and examination procedures (including but not limited to entrance, comprehensive, and qualifying exams) offered by departmental faculty, with special emphasis on those classes that are defined as core required classes in the university catalog. Smaller changes to the curriculum, such as addition of new elective classes, have to be initially approved by the appropriate curriculum committee (Undergraduate curriculum or Graduate Affairs) prior to a majority vote by the full faculty. In addition to BCMB courses, Departmental faculty are expected to participate in oversight of, and to provide input to curricular affairs within the general Biology undergraduate core.

Major changes involving the entire curriculum and requiring more intensive study are adopted after a more complex procedure that emphasizes collaborative insight from the Faculty at large. The department head assigns specific faculty members to develop proposals for evaluation and possible implementation of modified and new curricular initiatives. These proposals are circulated for comment and possible revision to the relevant committee (Undergraduate curriculum or Graduate Affairs). The proposal is then distributed to the entire faculty several days ahead of a faculty meeting where an in-depth discussion of the proposal will occur. When a consensus is reached, those responsible for the proposal are assigned to draft a formal proposal, embodying the consensus, which is then acted upon by the faculty by a formal meeting and vote of the tenure line faculty. A simple majority is needed to pass any change to the curriculum. In these discussions and all matters of curriculum, the department head functions like a regular faculty member with normal individual voting privileges. The department head may set general guidelines and goals for curricular revision at the outset but has to abide by the majority opinion of the faculty as expressed in the final, approved document. The Undergraduate curriculum Committee is then charged with preparing the formal paperwork for curricular changes that are considered at the College level by the Natural Sciences Divisional Curriculum Committee at their annual meeting.

VIII. STANDING COMMITTEES

Standing committees are appointed annually by the department head. Appointments are normally for staggered, three-year terms. The department head designates the chair of each standing committee. The duties of each committee are listed in the Appendix.

Effective fall semester 2018 the standing committees of the BCMB Department are:

1. Executive
2. Performance and Tenure Review
3. Graduate Affairs
4. Graduate Admissions
5. Recruiting
6. Undergraduate Curriculum
7. Biology Undergraduate Degree Curriculum
8. Equipment committee

In addition to the standing committees, faculty may be assigned to lead advising, assessment, newsletter, be appointed as BCMB representatives on campus-wide committees. The department head may also appoint *ad hoc* committees for specific purposes and limited durations.

XI. AMENDMENT AND RATIFICATION

These by-laws may be amended by a two-thirds vote of the faculty present (or voting via proxy) at a faculty meeting, provided that the item has been placed on the agenda and the text of the changes has been given in writing to the faculty with the announcement of the agenda.

APPENDIX

THE STANDING COMMITTEES OF THE BCMB DEPARTMENT

A. EXECUTIVE COMMITTEE

A. Charge:

The purpose of the Executive Committee is to serve in an advisory capacity to the head, and the members are responsible for those administrative functions delegated by the department head.

B. Composition:

The department head appoints the Executive Committee. It will include the Associate Head(s) and two or three other faculty. It is suggested, but not required, that the Chairs of the Graduate Student Affairs and Undergraduate curriculum committees serve on the Executive Committee.

The committee assists the head in generating teaching workload and assignments for Tenure-Line Faculty and Lecturers in BCMB courses and Division of Biology courses taught by BCMB personnel.

B. PERFORMANCE AND TENURE REVIEW COMMITTEE

A. Charge:

The purpose of the Performance Review Committee is to perform annual peer review of faculty members to assist the department head in annual faculty evaluation on research, teaching, and service. The Committee's report of evaluation on each member of the department will be advisory to the Department Head. The specific duties are:

1. Evaluate the annual Elements workload report and teaching evaluations of every faculty member that will be provided by the Head annually.
2. Meet as needed and provide a written summary of faculty performance in the areas of research, teaching, and service, as well as an overall summary.
3. Review the activities of adjunct, research, and joint faculty every three years and make a recommendation to the head regarding their performance.
4. Coordinate formal peer review of teaching for tenure-track, tenured faculty, and lecturers following the guidelines outlined in the UTK faculty handbook.

B. Composition:

The Performance Review Committee shall consist of three members of the Faculty of the Department of BCMB at the rank of Professor. Two members will be appointed by the department head and two members will be elected by the faculty in BCMB. Membership is rotated among the eligible members of the Department, typically for three-year terms. The Performance Review Committee evaluates individual faculty for performance for rank, with

expectations described in Section VI.A above.

C. GRADUATE AFFAIRS

A. Charge:

This Committee is responsible for monitoring graduate student progression through the BCMB program, including the courses they complete, the teaching assistantships they hold, and research progress based on mandatory committee meeting reports and assessments. This committee is responsible for first year student orientation and organization of lab rotations and the process of matriculation into research laboratories. The Committee serves as a review board for any graduate appeals or disciplinary issues. The Committee reviews proposals for new graduate classes before they are presented to the faculty for approval.

B. Procedures:

1. First year students
 - a. Provide introductory information regarding classes to enroll in, TA assignments, meetings and testing (e.g., OPiC tests, subject tests) that must occur prior to the beginning of Fall semester.
 - b. Organize faculty presentations associated with BCMB 516 to help students decide on their laboratory rotations.
 - c. Organize laboratory rotations
 - d. Organize student laboratory rotation presentations.
 - e. Solicit lab rotation evaluations from lab mentors.
 - f. Grade lab rotations based on presentations and mentor evaluations.
 - g. Provide feedback to the students.
 - h. Help students as necessary to find appropriate research laboratories.
 - i. Provide end of the year reports on progress and placement in the Ph.D. or MS track to the BCMB faculty at a regularly scheduled meeting.
2. Second year students
 - a. Make sure students choose research committees and set up introductory meetings with their committees
 - b. Advise students on required coursework.
3. Third year students
 - a. Schedule prelim exams for going towards PhD.
 - b. Assign ad-hoc faculty members to prelim exam committees.
 - c. Schedule second prelim exams if necessary.
4. All graduate students
 - a. Make TA assignments each semester in coordination with the department head, course instructor, research mentor, and the Biology Core class coordinator.
 - b. Monitor OPiC test results to coordinate with TA assignments and progression towards preliminary exam.
 - c. Ensure students are progressing through the program at an appropriate pace, including coursework, TA assignments, research committee meetings, prelim

exams, and colloquium presentations.

- d. Enter/modify data necessary in the university-wide database (NOLIJ)
 - e. Interface with instructors/faculty/students regarding TA issues.
 - f. Meet with students on a regular basis to hear their concerns and provide feedback on their progress.
 - g. Provide information to Graduate School on students as necessary.
 - h. Maintain/update *BCMB Graduate Student Handbook*.
 - i. Make decisions, in consultation with department head, executive committee and/or faculty mentor as appropriate, that pertain to graduate student progression within the department.
 - j. Provide regular reports to Executive Committee and departmental faculty on issues under the purview of the Committee.
 - k. Recommends applicants for departmental, college or university-wide fellowships for nomination by the department head
5. Graduate curriculum
- a. Receive and consider proposals for new graduate courses, changes in course descriptions, prerequisites, and other matters relevant to the teaching program of the Department.
 - b. After evaluation by the committee, these proposals shall be presented to the BCMB faculty at a regularly scheduled meeting for consideration and approval.
 - c. All curricular changes approved by the faculty shall be presented to the Natural Sciences Curriculum Committee of the College.

The duties of the Committee as a whole are distributed among its members.

In the absence of formal objection, as defined below, the recommendations of the Committee regarding issues under its purview will be considered as having departmental approval seven days after being presented to the faculty. If any faculty member believes that a Committee decision is grossly in error, he/she may make a formal objection to the department head, who will place the question before the full faculty.

In addition, the committee is responsible for organizing the Fall retreat and welcoming events onboarding the new graduate students cohort.

C. Composition:

This Committee consists of five members of the faculty, each of whom serves a three- year term. The department head, who also designates the Chairperson of the Committee, makes faculty appointments. The chair of the Graduate Affairs committee serves as the Director of Graduate Studies and acts as the liaison for the department to the Graduate School.

D. GRADUATE ADMISSIONS

A. Charge:

This committee is responsible for selecting and recommending applicants for interview and recruitment to the BCMB graduate program. The committee is in charge of recommending the most competitive applicants for admission to the graduate program and of establishing a priority list for awarding GTAs.

In addition, the committee is responsible for organizing the Spring retreat activities. The committee arranges and interviews the applicants and also manages communications with the applicants during and after their application process.

B. Procedures:

The committee's decision on the list of applicants selected for interview (either in person or via phone) is normally made in December and January of each year. Interviews of individual applicants should be conducted by several committee members and members of the faculty at large, and outcomes of the interview are assessed with the help of an evaluation form and used by the committee to make a final recommendation regarding admission. Based on the number of GTA positions available as advised by the department head, the committee recommends a final list of applicants for which admission to the graduate program and financial aid (GTA) will be offered. In addition to the names of the students recommended for admission and financial aid, this memorandum will include certain pertinent information concerning each candidate.

Among the items to be used for admission are:

1. Undergraduate school(s) and GPA(s).
2. Graduate schools attended, if any, and graduate GPA.
3. Brief characterization of letters of recommendation.
4. Degree(s) sought.
5. Brief characterization of interview evaluations.
6. Any other or unusual circumstances used by the committee in reaching their decisions.
7. Support for recommendation of the applicants to any special fellowship as defined above, if applicable.

It is also the duty of the Committee to personally communicate with the students and to "secure" a formal acceptance or denial of their BCMB admission offer. Based on the success of student acceptance, the committee will most likely need to reconvene and make additional rounds of admission. This will follow the same process as detailed above.

C. Composition:

This committee consists of a total of five to ten members of the faculty, each of whom serves a three years term; one graduate student may be appointed for a one-year term. The department head, who also designates the Chairman of the Committee, makes faculty appointments. An additional faculty member may be appointed as an alternate in the case that one member of the committee is unable to participate in the selections of the Committee.

E. RECRUITING COMMITTEE

A. Charge:

The committee leads the development of recruiting material as well as the visioning and implementation of recruiting activities targeting undergraduate and graduate students. The committee prepares and sends out departmental brochures and information to prospective candidates and to other schools, as well as ensures the web pages for prospective graduate students are up to date. The specific activities of the committee are as following:

- Develop and maintain undergraduate and graduate recruiting brochures (in consultation with the College Communication office).

- Organize participation and representation of BCMB (identify faculty/students etc.) in UTK-wide recruiting events targeting undergraduate as well as graduate students recruitment.
- Social media ambassadors engagement
- Collaborate and coordinate with faculty liaisons in other Biology major concentrations (Ecology and Evolutionary Biology and Microbiology) to organize division-wide recruiting and engagement events, including the Fall freshman welcome Spring graduate picnics. This includes recruiting faculty and developing materials needed for these events
- Establish a vision and strategies for recruiting graduate students into BCMB

B. Composition

The Recruiting Committee shall consist of approximately four to five members of the Faculty of the Department of BCMB with representation from the various biology areas within the department. The department head appoints the chair of the committee and Faculty members are appointed for three years.

C. Frequency of meeting.

The Committee shall meet as needed each semester but at least twice each semester to establish goals of the committee (beginning of semester) and to summarize outcomes and progress (end of semester) that will be presented at a faculty meeting.

F. UNDERGRADUATE CURRICULUM COMMITTEE

A. Charge:

The Undergraduate Curriculum Committee is to manage all internal and external affairs regarding the teaching-and oversight of the undergraduate BCMB concentration major. The Committee assists the Head in matters of administration of existing curricular policy and petitions. The Committee also serves as a body for the preliminary review of curricular changes prior to consideration and decision by the larger BCMB tenured faculty. The specific duties are:

1. **Curricular Changes:** The committee will receive and consider proposals for new courses, changes in course descriptions, prerequisites, and other matters relevant to the undergraduate teaching program of the Department. These will be discussed by the committee and presented to the tenure line faculty for consideration, discussion, and approval every spring semester ahead of the formal presentation to the Natural Sciences Divisional Curriculum Committee every Fall.
2. **Track enrollment and major metrics:** The UGSC committee assists the head in the tracking of course enrollment numbers in BCMB courses and data on BCMB majors and graduates.
3. **Other responsibilities:** Evaluate proposals of other departments that may affect the courses and teaching program of the Department, and where necessary bring such matters to the attention of the faculty collectively, and/or individually.

B. Composition:

The Curriculum Committee shall consist of approximately four to five members of the Faculty of the Department of BCMB with representation from the various biology areas within the department. Faculty members are appointed for three years. Membership is rotated to give full

expression of all members of the Department.

C. Frequency of meeting.

The Committee shall meet as needed each semester. At the beginning of the Spring term, the Undergraduate Curriculum Committee chair will solicit formal proposals for curricular changes from faculty for discussion by the committee ahead of presentation to the faculty at a formal meeting for discussion and vote.

G. BIOLOGY UNDERGRADUATE DEGREE CURRICULUM COMMITTEE

A. Charge:

The Biology Undergraduate Degree Curriculum committee (BUDC) serves as the departmental liaison with the Biology Undergraduate Division of Biology. division of Biology core courses. Specific duties of the committee include:

1. Attend and represent BCMB at the BDUC meetings
2. Report to Head and Faculty regarding BDUC activities
3. Communicate issues raised by the BDUC with the BCMB Undergraduate Curriculum Committee chair.
4. Communicate issues raised by BCMB with the BDUC

B. Composition:

The BUDC shall consist of two permanent members and one alternate selected from the Faculty of the Department of BCMB and the instructional faculty (lecturers). Faculty members are appointed for three years.

C. Frequency of meeting.

The BUDC shall meet as needed each semester and as scheduled by the Division of Biology.

H. EQUIPMENT COMMITTEE

A. Charge:

The equipment committee oversees shared equipment in BCMB. Shared equipment includes the Bioanalytical Resource Facility (BRF) and equipment inventorized on the departmental E account (unless devolved to individual faculty). It includes preparative and ultra-centrifuges, floor shaking incubators, gel documentation and other imaging equipment, common Nanopure H₂O water supply ice machines, liquid nitrogen/dry ice needs, etc. It does not include teaching laboratories. Specific duties of the committee include:

1. Curate the BCMB Capital Equipment (typically tagged and >5K purchase price), including the BRF and other shared departmental equipment.
2. Arrange workload and assign tasks between the facility managers, the committee members, and other Point-of-Contact individuals (BCMB faculty and/or staff/Department Head) to ensure that shared equipment is maintained, functional, and accessible.
3. Assist the facility managers in setting and enforcing uniform guidelines for usage, training and repair.
4. Serve as an advisory committee to the BRF director and BRF manager.

5. Oversee decommissioning of labs by the BRF manager, if requested by the Head.
6. Take a leadership role in fund-raising for shared BCMB equipment and repairs; coordinate SARIF, MRI and other shared equipment proposals.
7. Advise the equipment managers how to increase awareness of equipment to attract internal and external users.
8. Oversee the budget of the BRF; prioritize and reconcile competing demands for funding support on repairs and cost-share on new proposals described above.
9. Propose additions (through purchase or transfer of available equity) and removal of equipment to the recharge center.
10. Assist in developing the yearly activity report to the ORE.

B. Composition:

The equipment committee shall consist of four permanent BCMB faculty members *and the manager of the Bioanalytical Resource Facility as well as one external member, typically the manager of Manager of the Advanced Microscopy and Imaging Center.*

C. Frequency of meeting:

The committee shall meet as needed each semester to ensure timely response to shared equipment needs.

I. ACCESS AND ENGAGEMENT ADVISORY COUNCIL

A. Charge:

The council serves an advisory role to the department Head. The council provides the head with guidance and feedback regarding diversity, department community climate, access and engagement initiatives and opportunities. The council may conduct surveys or analyze data to support its advisory role. The council will produce minutes of meetings and list of suggestions pertaining to the charges below for the department head. Specific duties of the council include:

- 1) Assist the head in identifying yearly department goals in diversity, departmental community climate and inclusion initiatives.
- 2) Conduct and review diversity and inclusion-climate surveys directed at faculty, staff, students in the department and prepare an annual report to the Head (Spring semester).
- 3) Provide the Head with suggestions and strategies to address hurdles and issues concerning students from underrepresented groups that will enable their voices to be heard. This will be addressed as these issues arise (for example, through specific reports to the Head, the council members or through the [anonymous form](#)).
- 4) Suggest initiatives the department should be engaging with in order to increase and sustain an inclusive climate that welcomes all.
- 5) Track diversity and inclusion-related events conducted within the department and/or at the initiative of faculty, staff or graduate students.
- 6) Coordinate messaging and broadcasting of diversity- and inclusion-related events within the department through social media (interaction with social media ambassadors).

B. Composition:

The council shall consist of two tenure line BCMB faculty members, two instructional and/or research staff members, one to two graduate students and two to three undergraduate students. The council will solicit self-nominations of faculty and students and select members from the nomination pool. The membership in the council is three-year for the tenure-line faculty and for at least a year that can be renewed for instructional and/or research staff members, graduate students and undergraduate students.

C. Frequency of meeting:

The council shall meet at least once per semester as a group and once per semester with the department Head.