



# Gary W. Rollins College of Business Faculty Handbook

December 3, 2019

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*Each chapter in the Gary W. Rollins College of Business Faculty Handbook represents a separate document approved by faculty.*



## **Preface**

The administration and faculty of the Gary W. Rollins College of Business (RCOB or College) at the University of Tennessee at Chattanooga (UTC) share responsibility for effectively conducting the academic affairs of the College. The success of the College depends upon the mutual respect and thoughtfulness of the faculty and the administration. The Gary W. Rollins College of Business Faculty Handbook (Handbook) is intended to provide a general summary of the College's governance, policies, guidelines, services, and resources. This Handbook does not supersede and may not conflict with the contents of the UTC Faculty Handbook or UT Board of Trustees (Board) policy. In the event of any conflict or inconsistency, Board policy and the UTC Faculty Handbook will take precedence.

## Chapter 1

### Mission, Vision, and Values Statement<sup>1</sup>

#### 1.1. Mission

The mission of the Rollins College of Business (RCOB) at UTC is to provide quality educational programs that produce *academically-prepared and business-world ready* graduates for a competitive global environment.

In an effort to fulfill this mission,

The College provides quality AACSB-accredited educational programs that prepare full-time and part-time students (primarily from Tennessee and surrounding states) for managerial, professional, or entrepreneurial opportunities. The College offers undergraduate degree programs in a variety of business disciplines as well as Master of Accountancy, Master of Science in Data Analytics, and Master of Business Administration programs at the graduate level.

As a College within a state-supported metropolitan University, we recognize our responsibility to:

- Provide students with knowledge, business skills, and professional education.
- Engage in research emphasizing basic/discovery scholarship and applied or integration/application scholarship that impacts the theory, knowledge, and/or practice of business and management. The College also recognizes the value of teaching and learning scholarship.
- Provide service to the University, academic profession and Chattanooga community.

#### 1.2. Vision

The RCOB aspires to be the college of choice for students, faculty, employers, community leaders and others seeking excellence in business education and research.

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<sup>1</sup>Approved by RCOB faculty on December 3, 2019.

### 1.3. Values

The UTC Rollins College of Business values:

- Intellectual growth
- Collaboration
- Integrity
- Creativity
- Community
- Diversity and inclusion
- Lifelong learning

## Chapter 2

### Strategic Goals and Objectives<sup>2</sup>

- Goal 1 Engage, challenge, and support students to be “*academically-prepared and business-world ready*”**
- Objective 1.1 Attract and retain high-quality students.
  - Objective 1.2 Continually improve the quality of our undergraduate and graduate programs.
  - Objective 1.3 Provide exemplary student support services.
  - Objective 1.4 Improve the classrooms and learning environment.
  - Objective 1.5 Emphasize professional and ethical conduct.
  - Objective 1.6 Support experiential learning and innovative curriculum design and delivery.
  - Objective 1.7 Provide learning opportunities related to diverse cultures and international business practices.
- Goal 2 Engage in research leading to intellectual contributions that serve the needs and interests of business and management**
- Objective 2.1 Provide resources that facilitate quality research.
  - Objective 2.2 Support faculty development and professional activities.
- Goal 3 Engage with the community and key stakeholders**
- Objective 3.1 Create, maintain and expand relationships with alumni, businesses, non-profits, government and professional organizations.
  - Objective 3.2 Engage advisory boards to promote, advise, and support the College.
- Goal 4 Attract and manage resources to accomplish the College’s mission**
- Objective 4.1 Attract and retain high-quality faculty and staff.
  - Objective 4.2 Increase revenues from alternative sources.
  - Objective 4.3 Increase major gifts and other donations.

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<sup>2</sup> Approved by RCOB faculty on December 3, 2019.

### **Chapter 3**

## **Relative Emphasis on Teaching, Intellectual Contributions, and Service<sup>3</sup>**

The RCOB has established the following relative weights for tenured and tenure-track faculty as a guide to the fulfillment of its mission:

- 45 percent teaching
- 40 percent research
- 15 percent service

The College recognizes that each faculty member is unique with respect to her/his academic talents and accomplishments. The goal-setting processes, annual performance appraisals, and the promotion criteria provide sufficient flexibility to recognize and capitalize on individual strengths. The stated emphasis of 45 percent teaching, 40 percent research, and 15 percent service is a typical distribution of work outcomes. Faculty members are expected to engage in teaching, research, and service activities consistent with the mission of the College.

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<sup>3</sup> Approved by RCOB faculty on December 3, 2019.

## Chapter 4

### Statement on Teaching and Education<sup>4</sup>

The purpose of this statement is to ensure that the teaching activities and educational initiatives of the College fully support its mission, engage the support and participation of its stakeholders, and enhance the reputation of the College in the business and academic communities.

Quality teaching is central to the role of each faculty member and has long been recognized as the primary mission of the College and the University. Excellence in teaching may be judged by:

- a. Student evaluations and trends in student evaluations
- b. Faculty member's assessment of her/his student evaluations
- c. Department Head's assessment of the student evaluations
- d. Analysis of the faculty member's teaching philosophy
- e. Contribution of the faculty member to recognitions received by students
- f. Evidence provided by student comments
- g. Feedback from students, alumni, recruiters, employers, and graduate schools
- h. Review of syllabi for coverage of appropriate topics
- i. Other items such as number of course preparations, development of new courses, and teaching in multiple modalities

Additional criteria used to assess teaching quality include, but are not limited to:

- a. Engagement in teaching and learning scholarship
- b. Supervision of independent studies
- c. Supervision of student research activities
- d. Support of the Decosimo Success Center with respect to advising and career counseling

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<sup>4</sup> Approved by RCOB faculty on December 3, 2019.

## Chapter 5

### Statement on Intellectual Contributions<sup>5</sup>

The purpose of this statement is to ensure that the research activities and initiatives of the College fully support its mission, engage the support and participation of its stakeholders, and enhance the reputation of the College in the business and academic communities.

Faculty are expected to engage in a variety of scholarly activities which include, but are not limited to, quality publications in the areas of:

**Basic or discovery scholarship** that generates and communicates new knowledge and understanding and/or development of new methods. Intellectual contributions in this category are normally intended to impact the theory, knowledge, and/or practice of business and management.

**Applied or integration/application scholarship** that synthesizes new understandings or interpretations of knowledge or technology; develops new technologies, processes, tools, or uses; and/or refines, develops, or advances new methods based on existing knowledge. Intellectual contributions in this category are normally intended to contribute to and impact the practice of business and management.

**Teaching and learning scholarship** that develops and advances new understandings, insights, and teaching content and methods that impact learning behavior. Intellectual contributions in this category are normally intended to impact the teaching and/or pedagogy of business and management.

Quality publications are defined as peer-reviewed journals that meet all the following criteria:

- a. listed in Cabell's (or journals in which the Department Head approves as equivalent in quality to journals appearing in Cabell's index).
- b. have an acceptance rate no higher than 45 percent.
- c. are academic or professional (practitioner) journals that use a peer-review process prior to publication that is clearly explained in the journal's editorial policies and procedures.
- d. are available for public review through means such as subscription, libraries, and electronic databases or are otherwise widely disseminated.
- e. are not considered predatory. Predatory journals may include characteristics such as those that charge authors large page or publishing fees, provide few, if any, peer reviewer comments, accept most articles with little to no revisions, publish contingent only upon receipt of submission and/or other fees, publish monthly (or

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<sup>5</sup> Approved by RCOB faculty on December 3, 2019.

more often), or provide very short turnaround time from submission to publication. Some examples of predatory publications and publishers can be found in the Beall's list or in the Scholarly Open Access list of Individual Predatory Journals or Predatory Publishers.

Scholarly achievement may also be judged by the following scholarly engagement activities:

- a. Authoring a research monograph
- b. Serving as an editor, associate editor or on the editorial review board of an academic journal
- c. Serving as an elected officer of an international or national professional organization
- d. Presenting an invited presentation, or symposium at an international, national, or regional academic or professional conference
- e. Serving as a special issue editor for an academic journal
- f. Publishing a peer-reviewed journal article, a peer-reviewed magazine, or a peer-reviewed practitioner journal.
- g. Providing a report to a sponsor of an external grant of \$10,000 or greater
- h. Publishing an article in a non-refereed practitioner journal or national magazine
- i. Developing instructional material (i.e., workbook, casebook, test bank, etc.) that is widely distributed and used beyond the University of Tennessee at Chattanooga
- j. Presenting or publishing a peer-reviewed paper at an academic/professional conference
- k. Presenting invited research at another university
- l. Authoring a textbook
- m. Authoring a scholarly book
- n. Serving as an editor of a scholarly book (1st edition or succeeding)
- o. Organizing or hosting an academic conference
- p. Authoring a book chapter

## Chapter 6 Statement on Service<sup>6</sup>

The purpose of this statement is to ensure that the service activities and initiatives of the College fully support its mission, engage the support and participation of its stakeholders and enhance the reputation of the College in the business and academic communities.

Service is defined as the sharing of one's education, experience, and professional expertise with the College's stakeholders, regardless of compensation. Compensated service activities must comply with The University of Tennessee Conflict of Interest Guidelines and the UTC Faculty Handbook. The College recognizes that the amount and quality of service activity should be considered in the evaluation of faculty. Meaningful service activities are consistent with the overall mission of the College and share the following three distinguishing characteristics:

- They enhance the faculty member's teaching and/or research capabilities
- They call upon a faculty member's academic or professional expertise or capacity as a University representative
- They directly address real-world problems, issues, interests or concerns

The College's service can be rendered in three areas: the University community, the professional community, and the community-at-large.

**The University Community:** Service to the UTC community is broadly defined as participation in activities that advance the interest of the University, the College, and the Department. All RCOB tenured and tenure-track faculty are expected to attend at least one commencement exercise per year in support of student success and accomplishments.

**The Professional Community:** Service to the professional community is broadly defined as participating in academic and practitioner organizations that are related to one's discipline in a way that enhances the organization's progress.

**The Community-at-Large:** Service to the community at large is broadly defined as providing education, assistance or professional expertise to individuals and organizations in the Chattanooga community.

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<sup>6</sup> Approved by RCOB faculty on December 3, 2019.

## Chapter 7 Faculty Bylaws<sup>7</sup>

### 7.1. Preamble

The purpose of these faculty bylaws is to govern the organization and procedures of the faculty of the RCOB. The policies and procedures outlined in these bylaws pertain to College-level policies and decisions.

### 7.2. Membership

Membership in the faculty of the RCOB includes all full-time tenured and tenure-track faculty members, full-time one-year and multi-year non-tenure-track faculty members (excluding non-tenure-track faculty on Visiting Faculty appointments), Department Heads, the Associate Dean, and the Dean. Membership includes faculty members with joint appointments with the RCOB and other units on campus, as well as faculty members on full-time or part-time leaves of absence, or on reduced time. Membership does not include emeritus faculty or adjunct faculty.

### 7.3. College Faculty Meetings

#### 7.3.1. Authority to Call Faculty Meetings

The Dean of the RCOB shall schedule a minimum of one faculty meeting each fall and spring semester. The Dean may also call additional faculty meetings as needed throughout the academic year. Any member of the faculty may call for a meeting of the faculty by presenting the Dean with a written petition of 15 percent or more of the voting faculty members. Faculty meetings will be announced at least two weeks in advance of the scheduled time.

In extremely rare circumstances the need may arise for a faculty meeting that does not permit adherence to the time requirements of advance notice and agenda as stated in the bylaws. Such faculty meetings shall be held only with majority approval by the Executive Committee with the time, place, and agenda announced as soon as the approval is made.

#### 7.3.2. Conduct of the Meetings

The Dean or his/her designee shall chair all RCOB faculty meetings. All faculty meetings shall be conducted in accordance with generally accepted parliamentary procedures.

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<sup>7</sup> Approved by RCOB faculty on December 3, 2019.

### **7.3.3. Agenda Procedures**

The Dean shall work with the Executive Committee to establish an agenda for all faculty meetings. Additional items may be suggested by individual faculty members and, at the discretion of the Executive Committee, added to the agenda of the forthcoming meeting. Alternatively, items may be placed on the agenda by written petition of 15 percent or more of the voting faculty members.

The agenda will be distributed at least one week in advance of the faculty meeting. In addition, all supporting materials for which a faculty vote is required must be distributed to faculty at least one week in advance of the faculty meeting.

Items requiring a vote by the faculty must be included on the agenda.

### **7.3.4. Quorum**

For matters directly related to faculty issues, including promotion and tenure policies, faculty qualifications, and faculty evaluations, a quorum is established by the attendance of more than 50 percent of the full-time tenured and tenure-track faculty members, and Department Heads.

For all other matters, a quorum is established by the attendance of more than 50 percent of full-time tenured and tenure-track faculty members, full-time one-year and multi-year non-tenure-track faculty members, and Department Heads.

The presence of a quorum shall be verified by the Dean or his/her designee using a visual count, a written poll, or an official sign-in sheet.

### **7.3.5. Voting Members**

Eligible voting members for proposals will be determined by the topic and nature of the proposals. For proposals directly related to faculty issues, including promotion and tenure policies, faculty qualifications, and faculty evaluations, the voting members will include all full-time tenured and tenure-track faculty members, and Department Heads.

For proposals not directly related to faculty issues, such as curriculum proposals, strategic planning proposals, and modification of these bylaws the voting members include all full-time tenured and tenure-track faculty members, full-time one-year and multi-year non-tenure-track faculty members, and Department Heads.

Full-time tenured and tenure-track faculty members include faculty members with joint appointments with the RCOB and other units on campus, as well as

faculty members on full-time or part-time leaves of absence, or on reduced time.

The adjunct faculty, staff, Dean, and any Associate Dean are not voting members at faculty meetings.

#### **7.3.6. Voting Procedures**

The Dean or his/her appointee shall conduct all votes on matters before the faculty. In meetings where a quorum is present, all proposals will be resolved by a simple majority vote of those members present and voting.

Proxy voting will be allowed at RCOB faculty meetings. A proxy vote is a ballot cast by one RCOB faculty member on behalf of another RCOB faculty member. The proxy holder has complete discretion to vote any way he or she wishes. Proxies must be submitted to the Dean or Associate Dean in writing prior to the beginning of the meeting. Proxies will be recorded and reported in the minutes. No individual faculty member may have more than two proxies designated for any given meeting. Absentee ballots are not allowed at RCOB faculty meetings.

Voting will be by show of hands unless otherwise directed by the Dean. A secret ballot vote may be requested by any voting member on any issue that requires a vote. The request is then voted on by the faculty and if the request passes with a simple majority, voting on the issue will proceed via a paper ballot.

There may be circumstances in which a proposal needs a faculty decision rather quickly and it is not possible to wait for a scheduled faculty meeting. In such instances, an electronic vote may be used with approval of the majority of the Executive Committee. Proposals voted on in this manner will be decided by a simple majority of those voting. Electronic voting must be open for a minimum of five (5) full days in which the University is open. For proposals being considered through an electronic vote, one option available to faculty will be to request deferral of the vote until the next scheduled faculty meeting. Deferral will occur if three (3) or more faculty members cast a vote for a deferral.

#### **7.3.7. Records**

The Dean shall appoint a staff member to keep records of College faculty meetings and to make such records available in a timely manner to members of the faculty.

#### **7.4. Standing Committees**

The RCOB has standing committees as specified in these Bylaws to address the College's needs. Standing Committees, other than those specified, may be added, deleted, or altered only through amendment to the Bylaws.

##### **7.4.1. Guidelines**

1. Each year faculty members may submit a list of committee preferences to their Department Head. Based on the preferences of the faculty and other considerations, Department Heads will identify faculty committee members for standing committees by May 1 of each year.
2. Faculty members on standing committees serve two-year staggered terms. All terms start on August 1.
3. If a faculty member is unable to serve a full two-year term, the faculty member's department will identify a replacement to serve the remainder of the vacated term.
4. Proposals must be approved by a majority of all members of the appropriate standing committee before being submitted to the general faculty of the RCOB for voting.
5. The Executive Committee will select committee chairs from the list of members for each committee (except for the Faculty Advisory Committee which elects its chair). The chair will serve a one-year term.
6. Minutes should be recorded for all committee meetings.
7. The committee chair of each standing committee should submit a summary to the Associate Dean at the end of the academic year that contains all proposals that were discussed and voted upon during the year and the minutes of all meetings.
8. Committee chairs will also give committee updates at each RCOB faculty meeting.
9. Standing committees may form subcommittees if needed to address specific issues.
10. Quorums for committee meetings shall consist of a simple majority of each committee's membership.

##### **7.4.2. Standing Committees with Description and Membership Requirements**

###### **1. Undergraduate Curriculum and Assurance of Learning Committee**

The Undergraduate Curriculum and Assurance of Learning Committee manages all aspects of the undergraduate curriculum in the College. The committee proactively reviews the RCOB core curriculum and proposes curriculum changes, and also reviews all proposed undergraduate curriculum change requests from individual departments. The committee will also oversee the policies and procedures of the undergraduate assurance of learning process and make recommended curriculum and

process changes in response to the assurance of learning process. The Undergraduate Curriculum and Assurance of Learning Committee consists of two tenured/tenure-track faculty members from each department (Accounting, Finance and Economics, Management, and Marketing and Entrepreneurship) that are involved in teaching in the undergraduate program, Director of Assessment, representative from the undergraduate advising office (ex officio), and the Associate Dean (ex officio).

**2. Graduate Curriculum and Assurance of Learning Committee**

The Graduate Curriculum and Assurance of Learning Committee manages all aspects of the graduate curriculum in the College. The committee proactively reviews the graduate curriculum and proposes curriculum changes and also reviews all proposed graduate curriculum change requests from individual departments. The committee will also oversee the policies and procedures of the graduate assurance of learning process and make recommended curriculum and process changes in response to the assurance of learning process. Other tasks under the purview of this committee include graduate admissions standards and waivers. Proposals to change the core curriculum will originate from this committee, while proposals to change the curriculum of a discipline-specific Master's program will originate in the department that houses that Master's program. The Graduate Curriculum and Assurance of Learning Committee consists of two tenured/tenure-track faculty members from each department (Accounting, Finance and Economics, Management, and Marketing and Entrepreneurship) that are involved in teaching in the graduate program, Director of Assessment, representatives from the RCOB graduate office (ex officio), and Associate Dean (ex officio).

The Graduate Curriculum and Assurance of Learning Committee will have an MBA Petitions Subcommittee. The MBA Petitions subcommittee will review all MBA graduate petitions such as admissions, readmissions, and course substitutions. The petitions committee will communicate their decisions directly to the Director of the MBA Program who will then notify students of the decision. The Petitions Subcommittee consists of three members from the Graduate Curriculum and Assurance of Learning Committee.

**3. Strategic Planning Committee**

The Strategic Planning Committee reviews, assesses, develops, and updates the College's Mission, Strategic Goals and Objectives, and Strategic Priorities. The Strategic Planning Committee consists of two full-time faculty members from each department (Accounting, Finance and Economics, Management, and Marketing and Entrepreneurship), three

RCOB staff members appointed by the Dean, Department Heads, Associate Dean (ex officio) and two students appointed by the Dean.

**4. Scholarships and Awards Committee**

The Scholarships and Awards Committee will assist in identifying candidates for college-wide scholarships and awards and will review and select recipients for college-wide scholarships and awards. The Scholarships and Awards Committee will consist of one full-time faculty member from each department (Accounting, Finance and Economics, Management, and Marketing and Entrepreneurship) and the Director of Student Success.

**5. Faculty Advisory Committee**

The Faculty Advisory Committee provides input to the Dean on issues pertaining to the College faculty that may arise. The Faculty Advisory Committee will meet with the Executive Committee a minimum of once per semester (or more if needed). The Faculty Advisory Committee consists of one full-time faculty member from each department (Accounting, Finance and Economics, Management, and Marketing and Entrepreneurship). The Chair of the Faculty Advisory Committee is elected by this committee.

**6. The College-wide Tenure and Promotion Committee**

The College-wide Tenure and Promotion (CTP) Committee is charged with conducting a substantive review of tenure and promotion recommendations and reviewing the process that was used for faculty tenure and/or promotion decisions by each Departmental RTP Committee and by the respective Department Head. Following a thorough review, the CTP Committee submits its recommendation to the Dean. The committee serves in an advisory role and addresses matters relevant to procedures governing the tenure and promotion at the departmental and college level as described in the RCOB promotion and tenure requirements.

The Dean, in consultation with Department Heads, selects one tenured full professor from each academic department (Accounting, Finance and Economics, Management, and Marketing and Entrepreneurship) to serve on the CTP Committee. The membership is restricted to tenured full professors who have been employed at the University for at least one full academic year at the time they begin committee service.

Anyone with whom the candidate has a potential conflict of interest should not be a member of this committee during the year of application. Any faculty member applying for promotion cannot be a member of this committee during the year of application. Anyone who holds an

administrative appointment is ineligible to serve on the committee. If a department has no eligible faculty members to serve on the committee, then the Department Head of that department will select a faculty representative from another RCOB department. Attendance of all the members shall constitute a quorum for the CTP Committee. The committee will elect a chair at the first meeting of each academic year.

**7. Executive Committee**

The Executive Committee provides overall leadership to the RCOB and may propose changes to any standing committees or ad hoc committees. The Executive Committee consists of the Dean, Associate Dean, Assistant Dean, Department Heads, and others deemed appropriate by the Dean. The Dean serves as chair of the Executive Committee. Minutes of Executive Committee meetings should be shared in a timely manner to all members of the faculty.

**8. Ad Hoc Committees**

Ad hoc committees may be created by the Dean of the RCOB to deal with specific issues that are not covered by the purview of any standing committee. Membership and chairs of ad hoc committees are determined by the Executive Committee. Ad hoc committees will report and make recommendations to the Executive Committee. The ad hoc committee will be dissolved on completion of the assigned task.

**7.5. Amendments to the Bylaws**

Modifications or amendments of these faculty bylaws require a vote of the faculty of the RCOB. Any proposed modification or amendment must be presented in writing to the faculty at a faculty meeting and the faculty must be presented with an opportunity to discuss the proposed amendments at that meeting. A vote may not be taken until the subsequent meeting. Modifications or amendments to the bylaws require the approval by two-thirds of the faculty including full-time tenured and tenure-track faculty members, full-time one-year and multi-year non-tenure-track faculty members, and Department Heads. Any modifications or amendments to the bylaws also must be approved by the RCOB Dean and Provost before they become effective.

## Chapter 8

### Faculty Qualifications<sup>8</sup>

#### 8.1. Introduction

This document contains guidelines for determining the qualifications of faculty in the RCOB. The guidelines are based on the 2013 AACSB standards for faculty qualifications and engagement.

#### 8.2. Relationship of Academic Qualification, Annual Performance Evaluation, and Tenure and Promotion Evaluation

Maintaining the appropriate continuing academic or professional qualifications is expected of all full-time and part-time faculty members. The guidelines and standards specified in this document for the four types of faculty qualifications represent the minimum engagement activities necessary to maintain appropriate faculty qualifications for teaching. Maintaining the appropriate academic qualifications is only one component of the overall faculty member's evaluation and is necessary for a satisfactory EDO, reappointment, promotion, or tenure; however, it is not alone sufficient for a satisfactory EDO, reappointment, promotion, or tenure.

#### 8.3. Qualified Faculty Status Categories

Faculty will be classified into the following four categories based on the initial preparation (either academic preparation or professional experience) and sustained engagement activities (either academic or applied/practice): *Scholarly Academics* (SA), *Practice Academics* (PA), *Scholarly Practitioners* (SP), or *Instructional Practitioners* (IP). The four categories can be seen in the matrix below. Faculty members who do not meet the criteria for one of these four categories will be classified as “*Other*” (O).

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<sup>8</sup> Approved by RCOB faculty on December 3, 2019.

		<b>Sustained Engagement Activities</b>	
		Academic (Research/Scholarly)	Applied/Practice
<b>Initial academic preparation and professional experience</b>	Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)

### 8.3.1. Initial Preparation

Initial Academic Preparation is assessed by earned degrees and other academic credentials.

1. Normally, a doctoral degree emphasizing advanced foundational discipline-based research is appropriate initial academic preparation for SA and PA status, and there must be ongoing, sustained, and substantive academic and/or professional engagement activities supporting SA and PA status.
2. Individuals with a graduate degree in law will be considered having the appropriate initial academic preparation for SA or PA for teaching business law and legal environment of business, subject to ongoing, sustained, and substantive academic and/or professional engagement activities demonstrating currency and relevance related to the teaching field.
3. Individuals with a graduate degree in taxation or an appropriate combination of graduate degrees in law and accounting will be considered having the appropriate initial academic preparation for SA or PA to teach taxation subject to continued, sustained academic and professional engagement that demonstrates relevance and currency in the field of teaching.
4. Faculty members with doctoral degrees that are less related to their fields of teaching must demonstrate significant levels of sustained, substantive academic and/or professional engagement to support their currency and relevance in their fields of teaching, and their contributions to other mission components.

5. Faculty members holding doctoral degrees that are less foundational discipline-based or less research-oriented must demonstrate significant levels of sustained, substantive academic and/or professional engagement to support their currency and relevance in their fields of teaching.

Initial Professional Experience is assessed by the nature, level, and duration of leadership and management position(s) in the practice of business and/or other types of organizational work.

1. Normally, a faculty member hired with IP or SP status will hold a master's degree in a discipline related to the field of teaching and will have current professional experience that is substantial in terms of duration (at least five years for initial hires) and level of responsibility, and that is clearly linked to the field of teaching.
2. Faculty members with initial professional experience that is less related to the field of teaching or who have a longer interval of time since the relevant experience occurred, must demonstrate significant sustained academic and/or professional engagement related to the field of teaching.

#### **8.3.2. Sustained Engagement**

Sustained academic and professional engagement is combined with initial academic preparation and initial professional experience to maintain and augment qualifications (i.e., currency and relevance in the field of teaching) of a faculty member over time.

Academic engagement reflects faculty scholarly activities that support integration of relevant, current theory of business and management consistent with the school's mission, expected outcomes, and supporting strategies.

Professional engagement reflects faculty practice-oriented activities that support integration of relevant, current practice of business and management consistent with the school's mission, expected outcomes, and supporting strategies.

#### **8.4. Minimum Percentages for Faculty Categories**

The table below reports the AACSB minimum percentages for each category of faculty qualifications. Since the RCOB has multiple Masters' Degree programs as well as certificate programs at the graduate level, the College minimum percentage for SA is higher than the AACSB minimum.

<b>Faculty Categories</b>	<b>AACSB Minimum Percentages</b>
Scholarly Academic (SA)	40%
Scholarly Academic (SA) Practice Academic (PA) Scholarly Practitioner (SP)	60%
Scholarly Academic (SA) Practice Academic (PA) Scholarly Practitioner (SP) Instructional Practitioners (IP)	90%

**8.5. Process for Determining Faculty Qualifications**

Each faculty member will submit details regarding intellectual contributions over the previous five years. Faculty qualifications for each faculty member will be determined by the Department Head and reviewed by the Associate Dean for consistency across departments.

**8.6. Guidelines for Four Categories of Faculty Qualifications**

The following pages outline the engagement activities necessary to earn qualified status in each of the four categories.

**8.6.1. Scholarly Academic (SA) Guidelines**

Faculty members classified as Scholarly Academics (SA) have a research doctorate or other qualifying degree as described in the initial qualifications section and maintain currency through scholarship and related activities. All tenured and tenure-track faculty members are expected to have and maintain SA status. Faculty members who earned their research doctorate or other qualifying degree within the past five years are considered to hold SA qualification. All other faculty members will earn SA classification by either:

- a. publishing three peer-reviewed journal articles in quality publications or equivalent (see Note 1 below) in the past five years in the area of, or relevant to, the faculty member's teaching discipline.

or

- b. publishing two peer-reviewed journal articles in quality publications or equivalent (see Note 1 below) and engaging in two additional academic

engagement activities (see Note 2 below) in the past five years all in the area of, or relevant to, the faculty member's teaching discipline.

Quality publications are defined as peer-reviewed journals that meet all of the following criteria:

- a. listed in Cabell's (or journals in which the Department Head approves as equivalent in quality to journals appearing in Cabell's index).
- b. have an acceptance rate no higher than 45 percent.
- c. are academic or professional (practitioner) journals that use a peer-review process prior to publication that is clearly explained in the journal's editorial policies and procedures.
- d. are available for public review through means such as subscription, libraries, and electronic databases or are otherwise widely disseminated.
- e. are not considered predatory. Predatory journals may include characteristics such as those that charge authors large page or publishing fees, provide few, if any, peer reviewer comments, accept most articles with little to no revisions, publish contingent only upon receipt of submission and/or other fees, publish monthly (or more often), or provide very short turnaround time from submission to publication. Some examples of predatory publications and publishers can be found in the Beall's list or in the Scholarly Open Access list of Individual Predatory Journals or Predatory Publishers.

Note 1: Intellectual contributions that are considered equivalent to peer-reviewed journals articles in quality publications include textbooks (1<sup>st</sup> edition only), scholarly books (1<sup>st</sup> edition only) and chapters in edited scholarly books (1<sup>st</sup> edition only). These publications are considered equivalent to peer-reviewed journal articles as a result of the scholarly work involved in their creation, the scholarly review process associated with them, and their potential impact on the field.

Note 2: Additional Scholarly Engagement Activities:

1. Author a research monograph
2. Serve as an editor, associate editor or on the editorial review board of an academic journal
3. Serve as an elected officer of an international or national professional organization
4. Present an invited presentation, or symposium at an international, national, or regional academic or professional conference
5. Serve as a special issue editor for an academic journal
6. Publish a peer-reviewed journal article, a peer-reviewed magazine, or a peer-reviewed practitioner journal

7. Provide a report to a sponsor of an external grant of \$10,000 or greater
8. Publish an article in a non-refereed practitioner journal or national magazine
9. Develop instructional material (i.e., workbook, casebook, test bank, etc.) that is widely distributed and used beyond the University of Tennessee at Chattanooga
10. Present or publish a peer-reviewed paper at an academic/professional conference
11. Present invited research at another university
12. Author a second (or succeeding) edition textbook
13. Author a second (or succeeding) edition scholarly book
14. Serve as an editor of a scholarly book (1<sup>st</sup> edition or succeeding)
15. Organize or host an academic conference

RCOB administrators, which include the Dean, Associate Dean, and Department Heads, have administrative duties that support the mission and activities of the College. College administrators classified as Scholarly Academics (SA) have a research doctorate or other qualifying degree as described in the initial qualifications section and maintain currency through scholarship and related activities. Administrators will earn SA classification by either:

- a. publishing two peer-reviewed journal articles in quality publications or equivalent (see Note 1) in the past five years in the area of, or relevant to, the administrator's original teaching discipline.
- or
- b. publishing one peer-reviewed journal article in a quality publication or equivalent (see Note 1) and engaging in two additional academic engagement activities (see Note 2) in the past five years all in the area of, or relevant to, the administrator's original teaching discipline.

RCOB administrators who return to full-time faculty status will be evaluated using these administrator guidelines for two (2) years after stepping down as an administrator.

#### **8.6.2. Practicing Academic (PA) Guidelines**

Faculty members classified as Practicing Academics (PA) will have earned their research doctorate or other qualifying degree as described in the Initial Qualifications section and will maintain their currency and relevance through sustained professional engagement activities in the area of, or relevant to, the faculty member's teaching discipline. Normally, PA status applies to faculty

members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, and other forms of professional engagement.

Faculty members will earn PA classification by engaging in at least six (6) professional engagement activities from the list below in the past five (5) years. All professional engagement activities should be significant in terms of time and substance. Activities that span more than one year will count as separate activities for each year.

#### Professional Engagement Activities

1. Engage in sustained professional work
2. Engage in consulting activities
3. Participate in a faculty internship at a business or non-profit
4. Develop and present executive education programs
5. Participate in business professional associations
6. Serve on a board of directors
7. Engage in continuing professional education experiences
8. Participate in professional events that focus on the practice of business
9. Participate in other activities that place the faculty in direct contact with business or other organizational leaders
10. Publish practice-oriented intellectual contributions from the list below.
  - a. Publish an article in a referred or non-refereed practitioner journal or national magazine
  - b. Author a textbook or trade book
  - c. Author a chapter in a textbook or trade book
  - d. Develop instructional material (i.e., workbook, casebook, test bank, etc.) that is widely distributed and used beyond the University of Tennessee at Chattanooga
  - e. Publish an article in a proceeding in a scholarly or professional meeting
  - f. Present a refereed paper, invited presentation, or symposium at an international, national, or regional academic or professional conference
  - g. Publish an article in a refereed or non-refereed scholarly journal
  - h. Provide a report to a sponsor of an external grant of \$10,000 or greater

All tenured and tenure-track faculty members are expected to have and maintain SA status rather than PA or any of the other qualification types.

RCOB administrators which include the Dean, Associate Dean, and Department Heads have administrative duties that support the mission and activities of the College. College administrators classified as Practicing Academics (PA) have a research doctorate or other qualifying degree as described in the initial qualifications section and maintain their currency and

relevance through sustained professional engagement activities. Administrators will earn PA classification by engaging in at least five (5) professional engagement activities from the list on the previous page in the past five (5) years. All professional engagement activities should be significant in terms of terms of time and substance. The professional engagement activities may result from professional activities involved in the management of the academic unit or professional activities in the broader business community. Activities that span more than one year will count as separate activities for each year.

RCOB administrators who return to full-time faculty status will be evaluated using these administrator guidelines for two (2) years after stepping down as an administrator.

### **8.6.3. Scholarly Practitioners (SP) Guidelines**

Faculty members classified as Scholarly Practitioner (SP) will have relevant academic and professional experience, and maintain their relevance and currency through scholarship related to their professional background and experience. The academic preparation for SP faculty should normally consist of a master's degree in a field related to the area of the teaching assignment. Normally, SP status applies to Instructional Practitioner (IP) faculty who augment their practical experience with engagement activities involving substantive scholarly activities in the area of, or relevant to, to their teaching discipline. Faculty members will earn SP classification by either:

- a. publishing three peer-reviewed journal articles in quality publications or equivalent (see Note 3 below) in the past five (5) years in the area of, or relevant to, the faculty member's teaching discipline.

or

- b. publishing two peer-reviewed journal articles in quality publications or equivalent (see Note 3 below) and engaging in two (2) additional academic engagement activities (see Note 4 below) in the past five (5) years all in the area of, or relevant to, the faculty member's teaching discipline.

Quality publications are defined as peer-reviewed journals that meet all of the following criteria:

- a. listed in Cabell's (or journals in which the Department Head approves as equivalent in quality to journals appearing in Cabell's index).
- b. have an acceptance rate no higher than 45 percent.

- c. are academic or professional (practitioner) journals that use a peer-review process prior to publication that is clearly explained in the journal's editorial policies and procedures
- d. are available for public review through means such as subscription, libraries, and electronic databases or are otherwise widely disseminated.
- e. are not considered predatory. Predatory journals may include characteristics such as those that charge authors large page or publishing fees, provide few, if any, peer reviewer comments, accept most articles with little to no revisions, publish contingent only upon receipt of submission and/or other fees, publish monthly (or more often), or provide very short turnaround time from submission to publication. Some examples of predatory publications and publishers can be found in the Beall's list or in the Scholarly Open Access list of Individual Predatory Journals or Predatory Publishers.

Note 3: Intellectual contributions that are considered equivalent to peer-reviewed journals articles in quality publications include textbooks (1<sup>st</sup> edition only), scholarly books (1<sup>st</sup> edition only) and chapters in edited scholarly books (1<sup>st</sup> edition only). These publications are considered equivalent to peer-reviewed journal articles as a result of the scholarly work involved in their creation, the scholarly review process associated with them, and their potential impact on the field.

Note 4: Additional Scholarly Engagement Activities

1. Author a research monograph
2. Serve as an editor, associate editor, or on the editorial review board of an academic journal
3. Serve as an elected officer of an international or national professional organization
4. Present an invited presentation, or symposium at an international, national, or regional academic or professional conference
5. Serve as a special issue editor for an academic journal
6. Publish a peer-reviewed journal article, a peer-reviewed magazine, or a peer-reviewed practitioner journal
7. Provide a report to a sponsor of an external grant of \$10,000 or greater
8. Publish an article in a non-refereed practitioner journal or national magazine
9. Develop instructional material (i.e., workbook, casebook, test bank, etc.) that is widely distributed and used beyond the University of Tennessee at Chattanooga
10. Present or publish a peer-reviewed paper at an academic/professional conference
11. Present invited research at another university

12. Author a second (or succeeding) edition textbook
13. Author a second (or succeeding) edition scholarly book
14. Serve as an editor of a scholarly book (1<sup>st</sup> edition or succeeding)
15. Organize or host an academic conference

#### **8.6.4. Instructional Practitioner (IP) Guidelines**

Faculty members classified as Instructional Practitioner (IP) will have relevant academic and professional experience when hired, and must maintain their currency and relevance through continued professional experience and engagement. For IP faculty, the academic preparation should normally consist of a master's degree in a field related to the area of teaching assignment. In addition, the professional experience should be relevant to the faculty member's teaching assignment and significant in duration (at least five (5) years for initial hires) and level of responsibility.

Faculty members will earn IP classification by engaging in at least six (6) professional engagement activities from the list below in the past five (5) years. All professional engagement activities should be significant in terms of time and substance. Activities that span more than one year will count as separate activities for each year.

##### Professional Engagement Activities

1. Engage in sustained professional work
2. Engage in consulting activities
3. Participate in a faculty internship at a business or non-profit
4. Develop and present executive education programs
5. Participate in business professional associations
6. Serve on a board of directors
7. Engage in continuing professional education experiences
8. Participate in professional events that focus on the practice of business
9. Participate in other activities that place the faculty in direct contact with business or other organizational leaders
10. Publish practice-oriented intellectual contributions from the list below.
  - a. Publish an article in a referred or non-refereed practitioner journal or national magazine
  - b. Author a textbook or trade book
  - c. Author a chapter in a textbook or trade book
  - d. Develop instructional material (i.e., workbook, casebook, test bank, etc.) that is widely distributed and used beyond the University of Tennessee at Chattanooga
  - e. Publications in proceedings of scholarly or professional meetings

- f. Present a refereed paper, invited presentation, or symposium at an international, national, regional, or local academic or professional conference
- g. Publish an article in a refereed or non-refereed scholarly journal
- h. Provide a report to a sponsor of an external grant of \$10,000 or greater

Non-tenure-track and adjunct faculty members are expected to have and maintain the appropriate AACSB faculty qualifications.

## Chapter 9

### Determination of Participating and Supporting Faculty<sup>9</sup>

Faculty in the RCOB serve in either participating or supporting roles (see definitions below from AACSB Eligibility Procedures and Accreditation Standards for Business Accreditation July 1, 2017). Per AACSB standards, participating faculty members should deliver at least 75 percent of the College's teaching and at least 60 percent of the teaching in each academic discipline, academic program, location, and delivery mode.

All full-time faculty in the RCOB are expected to satisfy the requirements listed below for participating faculty. Full-time faculty members provide documentation of their activities for participating status as part of their annual review process which outlines their teaching, research, and service activities. Full-time faculty that do not engage in activities necessary to be classified as participating faculty will be classified as supporting faculty.

Part-time faculty will normally be classified as supporting faculty as their activities are focused exclusively on teaching. Part-time faculty may be classified as participating faculty if they engage in participating faculty activities beyond teaching as described below.

#### 9.1. Participating Faculty

A participating faculty member actively and deeply engages in the activities of the College in matters beyond direct teaching responsibilities. Such matters might include policy decisions, advising, research, and service commitments. The faculty member may participate in the governance of the College or department and be eligible to serve as a member on appropriate committees responsible for academic policymaking and/or other decisions. The individual may participate in a variety of non-class activities such as directing an extracurricular activity, providing academic and career advising, and representing the College or department on institutional committees. Normally, the College considers participating faculty members to be long-term members of the faculty regardless of whether or not their appointments are of a full-time or part-time nature, whether or not their position with the College is considered the faculty member's principal employment, and whether or not the College has tenure policies. The individual may be eligible for, and participate in, faculty development activities and have non-teaching assignments, such as advising, as appropriate to the faculty role the College has defined taking into consideration the depth and breadth of the non-teaching assignment.

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<sup>9</sup> Approved by RCOB faculty on December 3, 2019.

**9.2. Supporting Faculty**

A supporting faculty member does not, as a rule, participate in the intellectual or operational life of the College beyond the direct performance of teaching responsibilities. Usually, a supporting faculty member does not have deliberative or involvement rights on faculty issues, membership on faculty committees, or assigned responsibilities beyond direct teaching functions (e.g., classroom and office hours). Normally, a supporting faculty member's appointment is on an ad hoc basis—for one term or one academic year without the expectation of continuation—and is exclusively for teaching responsibilities.

## Chapter 10

### EDO Performance Standards<sup>10</sup>

#### 10.1. EDO Teaching Criteria

<b>Teaching Criteria</b>	
Exceeds Expectations	Faculty member performs significantly above “Meets Expectations.” Examples of such activities include, but are not limited to, substantial contributions to existing courses, preparing substantially new course materials, contributing to the development of new courses and programs, participating in professional development activities, receiving teaching and/or advising awards, and attaining superior student evaluations.
Meets Expectations	Faculty member meets the teaching standards as defined in the UTC’s Faculty Handbook and performs effectively in the following areas: <ul style="list-style-type: none"> <li>• Prepares syllabi following RCOB and UTC guidelines</li> <li>• Selects teaching materials which are appropriate to the course description and reflect current developments in the discipline</li> <li>• Teaches courses in accordance with the syllabus</li> <li>• Specifies in the syllabus and follows a set of reasonable grading practices</li> <li>• Meets classes as scheduled</li> <li>• Holds office hours and is available to meet with students outside of regular class hours</li> <li>• Offers professional advice to students</li> <li>• Professionally responds to student concerns</li> <li>• Provides timely feedback on student performance during the semester</li> <li>• Attains satisfactory student evaluations</li> <li>• Submits midterm and final grades on time</li> <li>• Actively participates in assurance of learning and curriculum improvement activities</li> </ul>
Needs Improvement	Faculty member fails to adequately engage in activities listed for “Meets Expectations.”
Unsatisfactory	Faculty member performs significantly below “Meets Expectations”. Examples of such activities include, but are not limited to, failure to meet classes, failure to submit grades in a timely manner, or to perform duties in a manner which has a negative impact on the students, the Department, the College, the University, or the community.

<sup>10</sup> Approved by RCOB faculty on December 3, 2019.

**10.2. EDO Research Criteria**

<b>Research Criteria</b>	
Exceeds Expectations	Faculty member performs significantly above “Meets Expectations.”
Meets Expectations	Faculty member demonstrates continued research activity and meets the research standards as defined in the RCOB Faculty Handbook. In addition, all faculty are expected to maintain the appropriate AACSB faculty qualifications status. Untenured, tenure-track faculty members are expected to be engaged in research activities that demonstrate progress towards tenure.
Needs Improvement	Faculty member fails to achieve “Meets Expectations” but is engaged in research activities such as works in progress.
Unsatisfactory	Faculty member fails to achieve “Meets Expectations” and is not engaged in research activities such as works in progress.

**10.3. EDO Service Criteria**

<b>Service Criteria</b>	
Exceeds Expectations	Faculty member performs significantly above “Meets Expectations.”
Meets Expectations	Faculty member performs meaningful service activities, as defined elsewhere in the UTC and RCOB faculty handbooks commensurate with rank and appointment. Faculty members with higher rank are expected to be engaged in substantially higher levels of meaningful service activities.
Needs Improvement	Faculty member fails to adequately engage in activities listed for “Meets Expectations.”
Unsatisfactory	Faculty member performs significantly below “Meets Expectations.” Examples of such activities include failure to participate in the assigned committees, or to represent the Department, the College, the University, or the community in these assignments.

10.4. Overall (Aggregate) EDO Performance Evaluation

<b>Overall (Aggregate) EDO Performance Evaluation</b>	
Exceeds Expectations	Faculty member performs significantly above “Meets Expectations.”
Meets Expectations	Faculty member achieves at least “Meets Expectations” in all categories.
Needs Improvement	Faculty member receives “Needs Improvements” in any of the categories.
Unsatisfactory	Faculty member receives “Unsatisfactory” in any of the categories.

## Chapter 11

### Tenure-Track Faculty<sup>11</sup>

#### 11.1. Selection of New Faculty

The selection of new tenure-track faculty in the RCOB aligns with the general process and requirements outlined in the UTC Faculty Handbook.

All But Dissertation (ABD) appointments are offered to a faculty member who has not completed the terminal degree in his or her discipline (e.g., Ph.D.) but who otherwise meets all of the other criteria for the rank of Assistant Professor. Appointments for ABD are offered at the rank of Assistant Professor and subject to the procedures stated in the UTC Faculty Handbook.

#### 11.2. Criteria for Promotion and Tenure

Candidates for promotion and/or tenure must first meet the University requirements as specified in the UTC Faculty Handbook. Faculty are then expected to meet the teaching, research and service objectives as specified in the RCOB Mission Statement, the RCOB Statement on Teaching, the RCOB Statement on Intellectual Contributions, the RCOB Statement on Service, and the RCOB promotion and tenure standards specified below.

##### 11.2.1. RCOB Criteria for Teaching

Quality teaching must exist for promotion and/or tenure. Expectations for teaching are described in the RCOB Statement on Teaching.

##### 11.2.2. RCOB Criteria for Research

Candidates for promotion and/or tenure are expected to be engaged in quality research and provide intellectual contributions consistent with the RCOB Statement on Intellectual Contributions. Candidates for promotion and/or tenure should be classified as Scholarly Academics according to the RCOB Faculty Qualifications Policy at the time of application.

For consideration for tenure and promotion to Associate Professor, the candidate is expected to have published an average of at least one (1) peer-reviewed journal article per year in quality publications (as defined in the RCOB Statement on Intellectual Contributions) in the area of, or relevant to, the faculty member's teaching discipline. Normally, this means that candidates will have a minimum of six (6) peer-reviewed journal articles in quality publications at the time of application. For consideration for

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<sup>11</sup> Approved by RCOB faculty on December 3, 2019.

promotion to Professor, the candidate is normally expected to have served five (5) years as Associate Professor. In addition, the candidate must have published an average of at least one (1) peer-reviewed journal article per year, since appointment to the rank of Associate Professor, in quality publications (as defined in the RCOB Statement on Intellectual Contributions) in the area of, or relevant to, the faculty member's teaching discipline.

These standards represent the *minimum* research publishing levels that candidates are expected to have achieved for consideration for tenure and/or promotion. Achieving these minimum publishing levels in no way guarantees the granting of promotion or tenure. A candidate's overall research record will be evaluated.

#### **11.2.3. RCOB Criteria for Service**

Faculty members are expected to serve within the University, their profession and/or the community as specified in the RCOB's Mission Statement and RCOB Statement on Service. Faculty members seeking tenure and promotion to Associate Professor and/or tenure are expected to be engaged in meaningful service activities. Faculty members seeking promotion to Professor are expected to be engaged in substantially higher levels of meaningful service activities than an Associate Professor.

### **11.3. Promotion and Tenure Process and Responsibilities**

#### **11.3.1. Responsibilities of the Candidate**

Each member of the faculty is expected to contribute to the achievement of the RCOB through teaching, research and publications, and service. A candidate is encouraged to seek feedback from the Department Head, Departmental Reappointment, Tenure, and Promotion (RTP) Committee, and the Dean throughout the period leading up to applying for promotion or tenure. Feedback should be sought with the purpose of gaining an understanding of the RCOB and University standards for promotion and tenure.

Faculty who are candidates for promotion and/or tenure are expected to document these contributions by compiling a dossier as prescribed in the UTC Faculty Handbook. In addition, candidates should:

1. include copies of published research, any research articles currently under review, and, if desired, scholarly work in progress;

2. confer with their Departmental RTP Committee chair to determine if other specific information is required;
3. include any other materials or information that supports his/her petition for promotion and/or tenure;
4. submit the information below to the peer reviewer of teaching in accordance with the RCOB reappointment, promotion, and tenure process calendar. The peer review of teaching is required for tenure-track faculty members in the mid-probationary review year (typically in the third year) and tenure-track faculty members in the final tenure review.
  - a. copy of syllabi from classes taught at UTC
  - b. summary of teaching evaluations while at UTC
  - c. commentary on student evaluations
  - d. examples of engaging assignments, projects, or other course material while at UTC
  - e. a two-page reflection on the faculty member's performance and growth in the area of teaching while at UTC.
5. submit a minimum of four names of individuals as potential outside reviewers of the candidate's scholarship to the Departmental RTP Committee Chair.
  - a. Along with the potential reviewer's names, the candidate shall submit each reviewer's institutional and departmental affiliation, rank or other institutional title, description of the academic specialization of the reviewer, and any other relevant information about the reviewer which may be useful to those unfamiliar with the field. The candidate shall make no contact with the external reviewers during the review process.
  - b. The potential reviewers should be knowledgeable of the candidate's area of research and qualified to evaluate objectively the candidate's scholarly work. Potential reviewers should not be current faculty members at UTC and should not have served as the candidate's dissertation chair or on the candidate's dissertation committee. Any co-author of the candidate should not be asked to evaluate his or her own work.
  - c. Potential reviewers should be at the rank of Associate Professor or Full Professor for candidates seeking tenure and promotion to

Associate Professor. Potential reviewers should be at the rank of Full Professor for candidates seeking promotion to Full Professor.

The candidate's dossier should be submitted to the Department Head in accordance with the RCOB reappointment, promotion and tenure process calendar. The Department Head will then make this dossier available to each member of the Departmental RTP Committee.

**11.3.2. Process for External Reviewers**

1. The Departmental RTP Committee shall approve or reject the list of potential external evaluators submitted by the candidate. If the Departmental RTP Committee does not approve any evaluator, the candidate shall submit additional names for consideration.
2. From the list of four possible reviewers, two will be identified to serve as external reviewers of the candidate's scholarship. One reviewer from this list will be selected by the Departmental RTP Committee; one reviewer from this list will be selected by the candidate.
3. The Department Head will contact the proposed reviewers in accordance with the RCOB reappointment, promotion, and tenure process calendar, and ask them to serve as an external reviewer for the candidate. If for some reason a reviewer cannot serve, the Departmental RTP Committee or candidate (depending on which reviewer declined) will select another reviewer from the list of remaining names.
4. The Department Head will send the external evaluators information and documentation for use in preparing the external assessment, including the candidate's *curriculum vitae*, a minimum of three (3) representative examples of the candidate's research as selected by the candidate, along with the College's mission and criteria for promotion and/or tenure. The Department Head shall be responsible for ensuring that at least two outside reviewer evaluations are returned in accordance with the RCOB reappointment, promotion and tenure process calendar.
5. The Department Head will collect the letters from the outside reviewers and include them in the promotion and/or tenure documents going forward.
6. The Department Head will maintain all records of the external review process including a copy of the letter of solicitation sent to the external evaluators as well as a log of the contacts with the external evaluators,

which includes the date of request to the external evaluator, and the date of receipt of the letter from the external evaluator.

**11.3.3. Responsibilities of the Departmental RTP Committee**

Each Department in the College shall establish a Departmental RTP Committee in accordance with the UTC Faculty Handbook.

**1. Reappointment Recommendations**

Starting in the second year of the candidate's probationary period, the Departmental RTP Committee has the responsibility to provide annual feedback on progress towards tenure to tenure-track faculty members regarding teaching, research, service, and relating effectively to colleagues, students, and staff. In a tenure-track faculty member's mid-probationary year (i.e., typically, the third year of the probationary period), the Departmental RTP Committee shall conduct a full review and evaluation (i.e., Enhanced Tenure-Track Review or ETTR) of the faculty member's progress toward tenure and provide a written report and recommendation to the Department Head in accordance with the UTC Faculty Handbook. The voting procedures for reappointment recommendations should follow the same procedures outline in the tenure/promotion recommendations as described in the following section.

**2. Tenure and/or Promotion Recommendations**

When a candidate formally applies for promotion and/or tenure, the Departmental RTP Committee must meet formally in person to review the candidate's application at a time that all committee members can attend, unless extenuating circumstances dictate that a Departmental RTP Committee member must be absent. A quorum, which consists of 3/4 of the eligible Departmental RTP Committee members, must attend the meeting in person. All efforts must be utilized to seek input from committee members unable to attend the meeting. The committee members who are unable to attend must provide an anonymous vote.

After discussion on a candidate, an anonymous vote will be taken on the candidate's petition for promotion and/or tenure. The committee's recommendation is based on the majority outcome of the anonymous vote. In order for the committee to provide a positive recommendation for promotion and/or tenure, a candidate must receive a majority of "yes" votes out of all ballots cast. A ballot must contain 'yes/no/abstain' options. Committee members are expected to be fully involved in the process. The committee will submit a written recommendation for promotion and/or

tenure to the Department Head and the candidate in accordance with the RCOB reappointment, promotion and tenure process calendar.

After a vote has been taken, the Departmental RTP Committee will draft a written rationale for the vote based on the deliberations of the committee and provide such rationale to the candidate no more than two weeks after the final meeting of the Departmental RTP Committee. All members of the Departmental RTP Committee will be given an opportunity by the Departmental RTP Committee chair to review the accuracy of the written rationale prior to it being delivered to the Department Head and the candidate. In addition, the recommendation of the Departmental RTP Committee will include the date of the final meeting of the Departmental RTP Committee, a list of those faculty members in attendance, and the vote.

#### **11.3.4. Process for the Peer Reviewer of Teaching**

Tenure-track faculty members in the mid-probationary review (typically in the third year) and faculty members in the final tenure review must undergo a peer review of their teaching performance as part of the tenure review process.

The peer review of a candidate's teaching will be conducted by one member of the Departmental RTP Committee. It is the responsibility of the Departmental RTP Committee to select one committee member to conduct the teaching review. The selected peer reviewer of teaching must provide a written assessment of the candidate's teaching performance with useful feedback that identifies their strengths and areas for improvement.

The peer reviewer should offer written feedback that:

1. courses contain appropriate content and offer students sufficient opportunity to acquire appropriate skills;
2. the grading systems and evaluation/assessment tools are consistent with course content and student skill development;
3. evaluates the teaching methods of the faculty member for effectiveness; and
4. recognizes the risks and successes inherent in innovative teaching methods

The candidate should provide all teaching related materials to the reviewer in accordance with the RCOB reappointment, promotion, and tenure process calendar. The peer reviewer should submit the written assessment to the Department Head and the candidate in accordance with the RCOB reappointment, promotion and tenure process calendar. The Department

Head will make the written assessment of the candidate's teaching available to the Departmental RTP Committee.

**11.3.5. Responsibilities of the Department Head**

The Department Head will provide candidates with annual feedback, via the reappointment and/or EDO process, on progress towards promotion and/or tenure. Such feedback will specifically pertain to teaching, research, and service. The Department Head should also provide feedback to the candidate regarding progress toward relating effectively to colleagues, students, and staff as it pertains to the promotion and tenure process. The Department Head is encouraged to provide travel/financial support to the candidate to facilitate professional networking and career development opportunities.

When a candidate seeks tenure or promotion, the Department Head shall be responsible for managing the solicitation of the external letters (see section on "Process for External Reviews"). The Department Head is also responsible for providing the external letters and peer review of teaching assessment to the Departmental RTP Committee, College-wide Promotion and Tenure Committee, Dean, Provost, and Chancellor.

When a candidate formally applies for promotion and/or tenure, the Department Head will make a written recommendation to the Dean and inform the candidate in writing of the recommendation, in accordance with the RCOB reappointment, promotion and tenure process calendar. Such a recommendation will clearly indicate the reasons for supporting/not supporting a candidate's petition for promotion and/or tenure.

**11.3.6. Responsibilities of the College-wide Tenure and Promotion Committee**

The College-wide Tenure and Promotion (CTP) Committee is charged with conducting a substantive review of tenure and promotion recommendations and a review of the process that was used for faculty tenure and/or promotion decisions by each Departmental RTP Committee and by the respective Department Head. Following a thorough review, the CTP Committee submits its recommendation to the Dean. The committee serves in an advisory role and addresses matters relevant to procedures governing the tenure and promotion at the departmental and college level as described in the RCOB promotion and tenure requirements.

**11.3.7. Responsibilities of the Dean**

If the Dean decides to reappoint a tenure-track faculty member (even if the Department Head and/or Departmental RTP Committee make a recommendation against reappointment), the Dean's decision is final and the Dean shall provide written notification to the faculty member of his or her

reappointment. If the Dean does not recommend reappointment of a tenure-track faculty member, then the Dean shall submit his or her recommendation to the Provost. In such cases, the Provost makes the final decision on whether the faculty member shall be reappointed and will provide written notification to the faculty member of his or her decision.

After receiving the recommendations of the Department Head and the Departmental RTP Committee on a candidate's tenure and/or promotion application, the Dean will ask the CTP Committee to conduct an independent substantive review of the candidate's tenure and/or promotion application as well as review the process for faculty tenure and/or promotion followed by the Departmental RTP Committee and by the Department Head and make a recommendation to the Dean. The Dean will then make a written recommendation to the Provost and inform the candidate in writing of the recommendation, in accordance with the RCOB reappointment, promotion and tenure process calendar. Such a recommendation will clearly indicate the reasons for supporting/not supporting a candidate's petition for promotion and/or tenure.

**11.4. Termination of Tenured Faculty Member for Adequate Cause Based on Unsatisfactory Performance in Teaching, Research, or Service**

As specified in the UTC Faculty Handbook, the Department Head can direct the tenured departmental faculty to consider whether a faculty member's performance in teaching, research, and service constitutes adequate cause for termination. The votes for such a decision should be anonymous via secret ballot. The recommendation will reflect the majority vote (for or against termination) and is advisory to the Department Head.

**11.5. Periodic Post-Tenure Performance Review**

The RCOB follows the procedures outlined in the UTC Faculty Handbook for the Post-Tenure Performance Review Process. The Dean, with input from Department Heads, will appoint a Post-Tenure Review (PTR) Committee as needed and in accordance with the UTC Faculty Handbook. External reviews will be required for a faculty member's post-tenure review when external reviews are deemed necessary by the PTR Committee or the Dean, or when requested by the faculty member undergoing post-tenure review.

**11.6. RCOB Reappointment, Tenure, Promotion Process Calendar**

Each year the RCOB will distribute a reappointment, tenure and promotion process calendar for the upcoming academic year.

## Chapter 12

### Non-Tenure-Track Faculty<sup>12</sup>

The RCOB follows the UTC Faculty Handbook on the search, appointment, evaluation, and promotion of non-tenure-track faculty. The RCOB also relies on the college-specific policies below regarding non-tenure-track faculty.

The following guidelines address only Teaching Faculty Appointments (Lecturer, Associate Lecturer, Senior Lecturer, and Distinguished Lecturer), Faculty of Practice Appointments (Assistant Professor of Practice, Associate Professor of Practice, and Professor of Practice) and adjunct faculty since the RCOB hires only non-tenure-track faculty in these areas. The RCOB does not utilize Research Appointments (Research Assistant Professor, Research Associate Professor, or Research Professor) or Clinical Appointments (Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor); therefore, these faculty categories are not represented in the RCOB Faculty Handbook.

#### **12.1. Teaching Faculty and Faculty of Practice Appointments**

The RCOB has established the following criteria that faculty members are expected to meet for the appropriate rank for Teaching Faculty Appointments and Faculty of Practice Appointments. These criteria supplement the guidelines of these ranks included in the UTC Faculty Handbook. If a new non-tenure-track faculty member is appointed in the RCOB after establishing a professional record at another university, that record may be considered for the purpose of determining the rank at which that faculty member is appointed.

##### **12.1.1. Teaching Faculty Appointments**

The RCOB may hire non-tenure-track faculty with Teaching Faculty Appointments for specific teaching assignments. While teaching is the primary focus of Teaching Faculty Appointments, these positions are also expected to be engaged in service, and professional and/or research activities as determined by the Department and as described below.

1. A Lecturer is expected to:
  - a. normally have a minimum of a master's degree in the teaching discipline, or a master's degree in another discipline along with professional experience in the teaching discipline;
  - b. have demonstrated ability or potential as a teacher in the discipline;
  - c. effectively participate in service activities aligned with the Department's needs;

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<sup>12</sup> Approved by RCOB faculty on December 3, 2019.

- d. effectively engage in professional and/or research activities; and
  - e. have demonstrated capacity to relate appropriately to students and professional colleagues.
2. An Associate Lecturer is expected to:
- a. normally have a minimum of a master's degree in the teaching discipline, or a master's degree in another discipline along with professional experience in the teaching discipline;
  - b. have a record as an accomplished teacher in the discipline;
  - c. have an established record of effective service activity aligned with the Department's needs;
  - d. have a record of professional and/or research activities; and
  - e. have demonstrated ability to relate appropriately to students and professional colleagues.
3. A Senior Lecturer is expected to:
- a. normally have a minimum of a master's degree in the teaching discipline, or a master's degree in another discipline along with professional experience in the teaching discipline;
  - b. have a significant record as an accomplished teacher in the discipline;
  - c. have an extended record of effective service activity aligned with the Department's needs;
  - d. have a substantial record of professional and/or research activities; and
  - e. have demonstrated continuing ability to relate appropriately to students and professional colleagues.
4. A Distinguished Lecturer is expected to:
- a. normally have a minimum of a master's degree in the teaching discipline, or a master's degree in another discipline along with professional experience in the teaching discipline;
  - b. have a significant record and demonstrated excellence as an accomplished teacher in the discipline;
  - c. have an extended record and demonstrated excellence of effective service activity aligned with the Department's needs;
  - d. have a substantial record and demonstrated excellence of professional and/or research activities; and
  - e. have demonstrated continuing ability to relate appropriately to students and professional colleagues.

### **12.1.2. Faculty of Practice Appointments**

The RCOB may hire non-tenure-track faculty with Faculty of Practice Appointments for specific teaching assignments. While teaching is the primary focus of Faculty of Practice Appointments, these positions are also expected to be engaged in service, and professional and/or research activities as determined by the Department and as described below.

1. An Assistant Professor of Practice is expected to:
  - a. have a doctoral degree or terminal degree in the teaching discipline, or doctoral degree or terminal degree in a related discipline along with professional experience, and/or research in the teaching discipline;
  - b. have demonstrated ability or potential as a teacher in the discipline;
  - c. effectively participate in service activities aligned with the Department's needs;
  - d. effectively engage in research and/or professional activities; and
  - e. have demonstrated capacity to relate appropriately to students and professional colleagues.
  
2. An Associate Professor of Practice is expected to:
  - a. have a doctoral degree or terminal degree in the teaching discipline, or doctoral degree or terminal degree in a related discipline along with professional experience, and/or research in the teaching discipline;
  - b. have served as an Assistant Professor (either tenure-track or non-tenure-track) for a minimum of six years;
  - c. have a record as an accomplished teacher in the discipline;
  - d. have an established record of effective service activity aligned with the Department's needs;
  - e. have a record of research and/or professional activities; and
  - f. have demonstrated ability to relate appropriately to students and professional colleagues.
  
3. A Professor of Practice is expected to:
  - a. have a doctoral degree or terminal degree in the teaching discipline, or doctoral degree or terminal degree in a related discipline along with professional experience, and/or research in the teaching discipline;
  - b. have served as an Associate Professor (either tenure-track or non-tenure-track) for a minimum of five years;
  - c. have a significant record as an accomplished teacher in the discipline;
  - d. have an extended record of effective service activity aligned with the Department's needs;
  - e. have a substantial record of research and/or professional activities; and
  - f. have demonstrated continuing ability to relate appropriately to students and professional colleagues.

**12.2. Teaching Faculty and Faculty of Practice Evaluation**

All faculty holding Teaching Faculty and Faculty of Practice appointments will be evaluated annually by the Department Head. The evaluation will follow the same form and process as the annual evaluation of tenured and tenure-track faculty as described in the UTC Faculty Handbook and RCOB Faculty Handbook. All faculty holding Teaching and Faculty of Practice positions will be evaluated based on performance relative to the expectations specified in the initial appointment letter, annual objectives, and/or needs of the Department.

**12.3. Teaching Faculty and Faculty of Practice Promotion**

During the 2018-2019 academic year, each Department Head recommended eligible Lecturer faculty members in their respective department for promotion to the rank of Associate Lecturer, based on the following criteria:

- Consistent rating of *Meets Expectations* or higher on annual performance evaluations;
- Excellence in teaching, based on evidence from student ratings of faculty instruction, peer evaluations, and other measures; and
- Significant contribution of service, research, or creative activity within the faculty member's department and/or discipline.

Each recommendation was reviewed by the Dean of the college. Positive recommendations forwarded by the Dean were reviewed by the Provost. Faculty members with positive recommendations approved by the Provost were subsequently promoted to the rank of Associate Lecturer.

In subsequent academic years, the process outlined below will be used. Non-tenure-track Teaching Faculty and Faculty of Practice may apply for and be considered for promotion in rank. Teaching Faculty and Faculty of Practice should discuss the process and criteria for promotion with the Department Head. Non-tenure-track faculty who consistently demonstrate performance that reflects the criteria of a higher rank may apply and be considered for promotion.

Recommendations for promotion are made by the Department Head to the Dean of the RCOB based on material provided by the faculty member. The faculty member should prepare a document that outlines their contributions to teaching, research and/or professional engagement, and service based on the assigned responsibilities and annual objectives as well as the criteria for appointment at the desired rank.

A non-tenure-track faculty member may apply for promotion once in any given academic year. The following calendar should be used for the process. When a date falls on a weekend or holiday, the next available date when the University is open should be used.

**March 1**

The faculty member notifies the Department Head of her or his intention to apply for promotion to the next rank.

**April 1**

The faculty member submits an application for promotion to the Department Head. The promotion application should include a formal letter from the faculty member requesting consideration for promotion and providing an executive summary of her or his record as it relates to the standards for the next higher rank. The faculty member should also provide a document that outlines their contributions to teaching, research and/or professional engagement, and service based on her or his assigned responsibilities and annual objectives as well as the criteria for appointment as the desired rank. The faculty member should also include all previous annual evaluations during the current rank.

**April 15**

The Department Head provides the faculty member and the Dean with a formal recommendation on the promotion application.

**April 30**

All recommendations for promotion shall be forwarded by the Dean to the Provost.

**July 1**

Promotions are effective at the beginning of the new academic year for 12-month faculty.

**August 1**

Promotions are effective at the beginning of the new academic year for 9-month faculty.

**12.4. Adjunct Faculty**

Departments in the RCOB hire adjunct faculty each semester based on the teaching needs of the department. Adjunct faculty members are expected to have the appropriate faculty qualifications which normally includes a minimum of a master's degree in the teaching discipline, or a master's degree in another discipline along with professional experience in the teaching discipline. In addition, adjunct faculty should also have sustained academic and/or professional engagement activities. Department Heads complete an annual evaluation of adjunct faculty. The evaluation focuses on the teaching performance during the previous year and the maintenance of appropriate faculty qualifications.

## Chapter 13

### Beliefs Regarding Professional Behavior and Ethical Conduct<sup>13</sup>

All members of the RCOB community – administrators, faculty, staff, and students – are committed to the principles of professionalism, which include respect for yourself and others, ethics in word and deed, acting responsibly, commitment to excellence and honesty.

#### REACH

- Respect yourself and others
- Ethics in word and deed
- Assume Responsibility
- Commitment to excellence
- Honesty

#### *Administrators and Staff should...*

##### **Respect yourself and others**

- Encourage free inquiry, mutual respect, and recognition of achievement.
- Allow all constituents a reasonable opportunity to respond to any administrative policies and decisions without reprisal.
- Maintain a safe and clean environment.
- Prevent any discrimination or harassment.

##### **Ethics in word and deed**

- Make all administration policies, rules, regulations, and guidelines open and available for all faculty, students, and staff.
- Act ethically, honestly, and with integrity.
- Treat faculty, staff, and students fairly and impartially.
- Avoid any conflict of interest.

##### **Assume responsibility**

- Set and clarify goals and objectives with the faculty and staff.
- Translate goals and objectives into action plans.
- Practice transparent fiscal responsibility.
- Use the college's facilities and resources in an effective and efficient manner.

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<sup>13</sup> Approved by RCOB faculty on December 3, 2019.

**Commitment to excellence**

- Enhance administrative efficiency.
- Encourage outstanding teaching, research, and other professional activities.
- Promote student excellence in scholarship and extracurricular activities.
- Enlist the support of university administrators, alumni, corporate friends, legislators, and other groups.
- Act as an advocate for faculty, staff, and students of the RCOB.
- Dress appropriately for each occasion.
- Avoid clothing that is revealing, provocative, or includes offensive language or visuals.

**Honesty**

- Exercise fair and objective evaluation in all promotional and disciplinary decisions for all faculty, students, and staff.
- Be honest and straightforward in all dealings with RCOB stakeholders.

***Faculty should...***

**Respect yourself and others**

- Understand that all relationships are based upon mutual respect.
- Discuss differences of opinion in an open and civil manner.
- Be sensitive to the effects of both words and actions on others.
- Treat others in a respectful and considerate manner
- Treat students with respect, both in and out of the classroom.
- Prevent any discrimination or harassment.

**Ethics in word and deed**

- Use the University's facilities and resources in an effective and efficient manner.
- Use due care and thought in preparing and grading all assignments and exams.
- Provide appropriate and timely feedback to students for all assignments and exams.
- Provide students with a reasonable opportunity to discuss assignments and grades without reprisal.

- Enhance personal and college reputation by avoiding unethical actions
- Assume responsibility**
- Remain current in our fields of expertise and in the general business environment.
  - Be on time for all classes and avoid unnecessarily canceling classes.
  - Keep appointments and be punctual in all professional settings.
  - Be accessible and maintain adequate office hours.
  - Safeguard confidential information.
- Commitment to excellence**
- Strive to achieve quality in all areas of performance – teaching, research, service.
  - Dress appropriately for each occasion.
  - Avoid clothing that is revealing, provocative, or includes offensive language or visuals.
- Honesty**
- Ensure that information provided on resumes is correct and that the information is current.
  - Be honest and straightforward in all dealings with faculty, staff, students and others.
  - Accurately cite the contributions of others in all scholarly work.

*Students should ...*

- Respect yourself and others**
- Understand that all relationships are based upon mutual respect.
  - Discuss differences of opinion openly and civilly.
  - Be sensitive to the effects of both words and actions on others.
  - Show respect to faculty members and fellow students by coming to class prepared.
  - Avoid the unapproved use of electronic devices during class.
  - Demonstrate respect for our College and University by protecting our facilities and surroundings.
  - Prevent any discrimination or harassment.
  - Treat others in a respectful and considerate manner.

**Ethics in word  
and deed**

- Maintain core beliefs and values despite moral challenges.
- Act professionally in all relationships with potential employers, faculty, and fellow students.
- Honor your commitments. Only accept a job offer when you intend to fulfill your commitment to take the job.

**Assume  
Responsibility**

- Attend all events for which an RSVP has been given.
- Arrive at all events on time.
- Promptly acknowledge invitations for interviews and office visits and accept or reject these invitations in a timely manner.
- Respond to every offer for an internship or job, stating whether the position is accepted or rejected.
- Provide prompt notification if a previously made commitment cannot be fulfilled.
- Thank potential employers in writing for the opportunity to interview or meet with them.

**Commitment to  
excellence**

- Strive to achieve quality in all areas of performance – academics, collaboration with students and faculty, internships and jobs, and campus and civic commitments.
- Enhance personal and college reputation by avoiding unethical actions.
- Learn the rules of etiquette to ensure smooth entry into the professional work environment.
- Dress appropriately for each occasion.
- Avoid clothing that is revealing, provocative, or includes offensive language or visuals.

**Honesty**

- Understand the University's Honor Code, abide by it, and make every effort to ensure that fellow students abide by it as well.
- Ensure that information provided on resumes is correct and that the information remains current.
- Be honest and straightforward in all dealings with faculty, staff, fellow students and others.