

Relative Emphasis on Teaching, Intellectual Contributions, and Service UTC College of Business

The College has established the following relative weights regarding the distribution of work expectations in the fulfillment of its educational objectives:

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

The College of Business Mission Statement and its guidelines for promotion and tenure decisions outline the responsibilities of faculty members with respect to teaching, intellectual contribution, and service. In addition, a timetable for individual faculty goal setting and performance appraisal is described in an annual EDO (Evaluation and Development by Objectives) for each faculty member. Expectations and processes for promotion and tenure are detailed in a document approved in 2001. This document outlines COB expectations for faculty and serves as the basis for promotion and tenure decisions. Faculty are also expected to maintain a forward-looking teaching and research plan. This document describes the faculty member's plan for improving teaching and research activities over the subsequent 2-3 year period and is expected to support and advance the College's Mission Statement and Strategic Plan.

The College of Business 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 generally teach nine semester hours and are expected to engage in research activities culminating in peer-reviewed publications, with a minimum expectation of one publication per year on average. Each department head is aware of the activities of departmental faculty and provides appropriate support and direction throughout the year as documented in the annual faculty EDO reports.

The COB Statement on Teaching and Education emphasizes the primary role of teaching at UTC. As stated in that document; "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. Effective teaching and student learning involve more than just classroom performance... The College recognizes the importance of continual improvement for every faculty member, regardless of academic rank, experience, or tenure status. As a result, ongoing teaching assessment and development activities will be maintained. An evolving, continuously updated set of individual teaching goals and objectives is central to this process. In addition, faculty members are encouraged to be proactive and innovative in order to provide the best learning opportunity for their students. Finally, the College recognizes that synergistic benefits accrue to teaching through relevant research, community outreach, and professional service efforts. Consequently, faculty are encouraged and expected to pursue a diversified range of research and service activities that also create value in the classroom."

Intellectual contributions are a vital part of the Mission Statement. The Statement on Intellectual Contribution describes the significance of faculty research in the achievement of the mission: “The College recognizes the importance of research and scholarship not only to the general advancement of its mission, but also to the faculty members performing such activities. Publication often provides solid evidence of intellectual contribution since publication enables peers within the profession, as well as within the academic community, to judge the quality of scholarship. However, publication is not the sole evidence of scholarly achievement, which may also be judged through presentations at professional meetings, participation in professional and academic conferences, preparation of seminars and workshops, and other forms of intellectual contribution. A primary objective of the College is that intellectual contributions culminate in reviewed publications, with a minimum expectation of three publications appearing in journals included in the Cabell’s index (or journals which the faculty AQ committee approves as equivalent in quality) over a five year period. Recognition is given to the fact that faculty development is a continuous and evolving process. Although priorities change over time, a diverse range of intellectual contribution is encouraged and expected of all faculty beginning with their initial appointment.”

The Statement on Service defines service activities and identifies appropriate service activities for the University and professional community, as well as the community at large. “Service is defined as the sharing of one’s training, experience, and professional expertise with the College’s stakeholders, regardless of compensation. The College’s stakeholders can be divided into three communities: 1) the University community, 2) the professional community, and 3) the community at large.