

THE  
UNIVERSITY *of* TENNESSEE *at* CHATTANOOGA  

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COLLEGE *of* BUSINESS

**Faculty Policies and Guidelines**

**April 15, 2013**

## Table of Contents

Relative Emphasis on Teaching, Intellectual Contributions, and Service .....	1
Statement on Teaching and Education.....	3
Statement on Intellectual Contributions.....	5
Statement on Service.....	7
Promotion and Tenure Criteria .....	8
Promotion and Tenure Process and Responsibilities .....	11
Determination of Faculty Qualifications .....	15
Determination of Qualifications of Administrators .....	17
Determination of Participating and Supporting Faculty .....	18
Beliefs Regarding Professional Behavior and Ethical Conduct .....	19

## **Relative Emphasis on Teaching, Intellectual Contributions, and Service**

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 as 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.

## Statement on Teaching and Education

The College of Business at The University of Tennessee at Chattanooga is committed to providing quality educational programs that provide students with the knowledge, business skills, and professional education necessary for success. In conformity with its Mission Statement, the College has made a commitment to each of the following.

1. Maintain a Bachelor of Science in Business Administration (BSBA) curriculum that will produce graduates with the following knowledge and skills:
  - Effective communication skills
  - Ability to reason ethically
  - Analytical, critical-thinking ability
  - Information technology proficiency
  - Understanding of group and individual dynamics in organizations and an understanding of diverse viewpoints
  - Understanding of core business concepts.
2. Maintain a Master of Business Administration (MBA) curriculum that will produce graduates with the following knowledge and skills:
  - Ability to lead and work in groups and organizations
  - Ability to communicate effectively
  - Ability to apply and integrate business knowledge
  - Ability to critically analyze and solve problems in dynamic business situations.
  - Ability to reason ethically
  - Understanding of core business concepts.
3. Maintain an Executive Master of Business Administration (EMBA) curriculum that will produce graduates with the following knowledge and skills:
  - Ability to lead in organizations
  - Ability to apply and integrate business knowledge
  - Ability to solve problems in dynamic business situations
  - Ability to pursue opportunity through innovation and/or new-venture creation
  - Understanding of the global business environment
  - Ability to reason ethically
  - Understanding of core business concepts.

4. Maintain a Master of Accountancy (MACC) curriculum that will produce graduates that possess the following skills, abilities, and knowledge that will enable them to succeed and advance in a professional accounting career.
  - Be effective communicators of financial and other information
  - Possess research skills necessary to solve accounting problems
  - Be critical thinkers
  - Be aware of the professional responsibilities and ethical standards of the accounting profession
  - Possess a strong understanding of basic accounting practices and knowledge across the functional areas of accounting.
5. Foster continual improvement of faculty skills by supporting collegiality, participation in professional organizations, application of emerging technologies, enhancement of interpersonal skills, and interaction with the community.

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. Effective teaching and student learning involve more than just classroom performance. They also include, but are not limited to:

- Developing new course offerings
- Engaging in pedagogical research
- Supervising independent studies
- Advising and scheduling students
- Supervising student research activities

## Statement on Intellectual Contributions

The College of Business at The University of Tennessee at Chattanooga is committed to providing quality educational programs that provide our students with the knowledge, business skills, and professional education necessary for success. In conformity with its Mission Statement, the College recognizes as an intellectual contribution any activity that:

- Supports and encourages research with an emphasis on quality, peer-reviewed, basic or application-oriented publications
- Creates an environment that supports learning, teaching excellence, educational innovation, and pedagogical research
- Engages practitioners and students as coauthors

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.

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.

Since evaluating the relevance and quality of intellectual contribution is inherently subjective, practical criteria are needed to minimize subjectivity and standardize the evaluation process. One criterion that offers important evidence of quality is critical review by a broad representation of peers. Additional criteria include usefulness and relevance to stakeholders, the impact of research on business and professional practices, and faculty development and growth across a wide range of scholarly activities. Over the long term the most important measure of the relevance and quality of intellectual contribution is the extent to which it advances the mission, standing, and reputation of the College.

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

- **Learning and pedagogical research:** The enhancement of the educational value of instructional efforts of the institution or discipline
- **Contributions to practice:** The application, transfer and interpretation of knowledge to improve management practice and teaching
- **Discipline-based scholarship:** The creation of new knowledge

A primary objective of the College is that intellectual contributions for tenured faculty culminate in a minimum of three peer-reviewed journal articles over a five year period in the area of, or otherwise relevant to, the faculty member's teaching discipline. The articles must appear in journals listed in the Cabell's index, or appear in journals which the faculty AQ committee approves as equivalent in quality to other journals appearing in Cabell's index. Although priorities change over time, a diverse range of intellectual contribution is encouraged and expected of all faculty beginning with their initial appointment. Consistent with the College's Promotion and Tenure Criteria and Guidelines, intellectual contributions for non-tenured tenure-track faculty should result in one publication per year on average in peer-reviewed journals.

## Statement on Service

The College of Business at The University of Tennessee at Chattanooga is committed to providing quality educational programs that provide students with the knowledge, business skills, and professional education necessary for success.

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. 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 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, which are 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 and the College.

**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.

## Promotion and Tenure Criteria

Candidates for promotion and/or tenure must first meet the University requirements. Faculty are then expected to meet the teaching, research and service objectives as specified in the COB's Mission Statement. The University Criteria are presented first, and the COB's criteria follow.

### University Criteria

#### **Promotion**

The expectations listed for each rank are below.

##### *Professor:*

1. the doctorate or equivalent training and experience (in certain fields, the master's degree may be sufficient);
2. established reputation as a teacher or librarian;
3. established record in research and scholarly or professional attainment;
4. record of effective participation in professional activities other than teaching and research;
5. normally, a minimum of five years in rank as an associate professor; and
6. demonstrated ability to relate effectively to students and professional colleagues.

##### *Associate Professor:*

1. the doctorate or equivalent training and experience (in certain fields, the master's degree may be sufficient);
2. good reputation as a teacher or librarian;
3. good record in research and scholarly or professional attainment;
4. interest and participation in professional activities other than teaching and research;
5. normally, a minimum of four years in rank as an assistant professor; and
6. demonstrated ability to relate effectively to students and professional colleagues.

##### *Assistant Professor:*

1. the doctorate or equivalent training and experience (in certain fields the master's degree may be sufficient);
2. demonstrated ability as a teacher or librarian;
3. definite evidence of research ability and scholarly or professional promise; and
4. demonstrated ability to relate effectively to students and professional colleagues.

## **Tenure**

The following criteria pertain to decisions governing the awarding of tenure.

1. Demonstrated excellence in teaching or as a librarian at The University of Tennessee at Chattanooga, in the academic unit in which tenure is to be granted;
2. Evidence of professional growth and activities appropriate to the discipline;
3. Evidence of professional growth and activities appropriate to the discipline;
4. Demonstrated ability to relate effectively to UTC students and colleagues;
5. Membership and participation in professional organizations;
6. Service to The University of Tennessee at Chattanooga, the community and the region as appropriate;
7. Quality of academic advisory service to UTC students;
8. Evidence of meeting the staffing needs of the University.

## **Additional College Criteria**

Teaching: Excellence in teaching must exist for promotion and/or tenure. The factors used to judge teaching are:

- Student evaluations and trends in student evaluations
- Faculty member's assessment of her/his student evaluations
- Department Head's assessment of the student evaluations
- Analysis of the faculty member's teaching philosophy
- Contribution of the faculty member to recognitions received by students
- Evidence provided by student comments
- Feedback from students, alumni, recruiters, employers, and graduate schools
- Review of syllabi including coverage of topics such as computer usage, the worldwide dimension, development of verbal and written communication skills, ethical considerations, and critical-thinking development
- Courses, including number of different course preparations, new courses developed and taught, graduate classes taught, and non-traditional delivery systems, e.g., distance learning and/or off-site classes

Research: The research and publication part of the COB's Mission Statement must be met. Faculty members must engage in scholarly activities within their discipline. However, cross-discipline research in related fields is also encouraged. Solo and/or co-authoring with an instructional development, applied scholarship, or basic scholarship focus should lead to one publication per year on average in peer-reviewed journals.

Additional scholarly activities that **might** be considered when evaluating a faculty member's research productivity include:

- Refereed conference proceedings
- Conference presentations
- Trade journals or industry publications
- Textbook and textbook chapters
- Invited papers
- Reprinted articles and work cited in other publications

Service: Faculty is expected to serve within the University, their profession and the community as specified in the COB's Mission Statement.

## Promotion and Tenure Process and Responsibilities

### Responsibilities of the Candidate

Each member of the faculty is expected to contribute to the achievement of the College of Business through her/his teaching, research and publication, and service. A candidate is encouraged to seek feedback from his/her department chair, departmental RTR (Rank Tenure and Reappointment) Committee, and deans often throughout the period leading up to applying for promotion or tenure. Feedback should be sought with the purpose of gaining an understanding of the College of Business and University standards for promotion and tenure and to ascertain when it may be time to apply.

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

- A. include copies of scholarly work in progress, any research articles currently under review, and published research
- B. confer with their Departmental RTR Committee Chair to determine if other specific information is required
- C. include any other materials or information that supports his/her petition for promotion and/or tenure
- D. include two external letters of scholarship evaluation from outside peers
  - 1) By October 1, the candidate will submit the names of three to four potential outside reviewers to the RTR Committee.
  - 2) The department head in consultation with the RTR Committee will, independent from the candidate, identify three to four additional potential outside reviewers by October 8.
  - 3) The potential reviewers should be knowledgeable of the candidate's area of research and should be from AACSB accredited schools.
  - 4) The potential reviewers should not be co-authors with the candidate and should not be faculty members at UTC. In addition, reviewers should not have served as the candidate's dissertation chair or on the candidate's dissertation committee.
  - 5) 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.

- 6) From the list of six to eight possible reviewers, two will be identified by the department head in consultation with the candidate to serve as external reviewers of the candidate's scholarship. One reviewer must come from each list of three to four.
- 7) The department head will contact the proposed reviewers by October 15<sup>th</sup> and ask them to serve as an external reviewer for the candidate. If for some reason a reviewer cannot serve, the department head in consultation with the candidate will select another reviewer from the remaining list.
- 8) The department head will send to the external evaluators information and documentation for use in preparing the external assessment including the candidate's *curriculum vitae*, appropriate supporting materials concerning the candidate's research, along with the college mission as well as the criteria for promotion and/or tenure in the college. Outside reviewers will be asked to return their evaluation of the candidate's scholarship to the department chair by December 1<sup>st</sup>.
- 9) The department head will collect the letters from the outside reviewers and make them available to the candidate and the RTR Committee. The letters from outside reviewers will become part of the information that is forwarded to the dean, provost, and chancellor as part of the promotion and tenure process.

The candidate's dossier should be submitted to the Department Head in accordance with the promotion and tenure process calendar. The Department Head will then make this dossier available to each member of the Departmental Rank, Tenure and Reappointment (RTR) Committee. The calendar for the promotion and tenure process is attached.

#### Responsibilities of the Rank, Tenure and Reappointment Committee

The RTR Committee has the responsibility to provide annual feedback on progress towards tenure to candidates regarding teaching, research, service, and relating effectively to colleagues, students, and staff. Feedback also should be given regarding the candidate's contribution toward their respective field.

Tenured faculty who are going up for promotion in rank from associate to full professor are encouraged to seek feedback from the RTR committee regarding teaching, research, and service and relating effectively with colleagues, students and staff. The feedback should include the RTR committee's assessment of the candidate's contribution toward their respective field.

When a candidate formally applies for promotion and/or tenure, the RTR 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 an RTR member must be absent. All efforts must be utilized to seek input from committee members unable to attend the meeting. The committee will submit a written recommendation for promotion and/or tenure to the department head and the candidate in accordance with the promotion and tenure process calendar.

After discussion on a candidate, a ‘yes/no’ vote will be taken on the candidate’s petition for promotion and/or tenure. Committee members are encouraged to be fully involved in the process. If an RTR member wishes to abstain he/she must provide a written rationale to the RTR Committee explaining the abstention.

After a vote has been taken, the Chair of the RTR 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 one week after the final meeting of the RTR committee. In particular,

- A rationale will be provided regardless of the outcome of the vote.
- In the event of a non-unanimous vote, the rationale drafted by the Chair will include the perspectives of those voting ‘yes’ as well as those voting ‘no’, and a justification for abstention votes

All members of the RTR Committee will be given an opportunity by the RTR 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 RTR committee will include the date of the final meeting of the RTR Committee, a list of those faculty members in attendance and the vote.

#### Responsibilities of the Department Head

The department head will provide candidates with annual feedback, via the EDO process, on progress towards promotion and 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. Where applicable, feedback also should be given to candidates regarding progress toward establishing a contribution to the candidate’s field.

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 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.

#### Responsibilities of the Dean

After receiving input from the department head and the RTR Committee, the dean will make a written recommendation to the provost and inform the candidate in writing of the recommendation, in accordance with the 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.

### **COB Promotion & Tenure Process Calendar**

<b>DATE</b>	<b>EVENT</b>
October 1	Deadline for candidates to provide names of outside reviewers to department head.
October 8	Deadline for department heads to select names of outside reviewers.
October 15	Deadline for department heads to contact proposed outside reviewers.
December 1	Deadline for outside reviewers to submit their evaluation of the candidate's scholarship to the department head.
October 15 (Fall of academic year)	Deadline for academic department heads to call organizational meetings and request dossiers from all members of their academic departments who wish to be considered for tenure or promotion.
November 1	Deadline for academic departments to empanel complete Rank, Tenure, and Reappointment Committees.
November 15	Deadline for initial meetings of Rank, Tenure, and Reappointment Committees.
January 31	Deadline for candidates to turn in dossiers to the Department Head
March 1 (Spring of academic year)	Rank, Tenure, and Reappointment Committees make final written recommendations to academic Department heads with records of committee membership, attendance at final discussions and voting results.
March 7	Academic department heads make written recommendations to deans with supporting materials.
March 17	Dean makes recommendations to Provost with supporting materials.
April/May	Provost makes recommendations to chancellor and notifies each candidate of the decision.
April/May	Chancellor makes written recommendations for approval to president.
Summer	Final notifications are mailed to candidates following approval by the UT Board of Trustees

## **Determination of Faculty Qualifications**

The College of Business uses the definitions found in Standard 10 of the AACSB Accreditation Standards to classify faculty as academically qualified (AQ) or professionally qualified (PQ).

### **Academically Qualified (AQ)**

It is the College's policy that academic qualification requires a combination of original academic preparation (degree completion)<sup>1</sup> augmented by subsequent activities that maintain or establish preparation for teaching responsibilities. Namely, the faculty member must meet the expectations specified in the College's Mission Statement and its supporting documents. Specifically, the faculty member must meet the research and publication requirement of three peer-reviewed journal articles over a five year period in the area of, or otherwise relevant to, the faculty member's teaching discipline. The articles must appear in journals listed in the Cabell's index, or appear in journals which the faculty AQ committee approves as equivalent in quality to journals appearing in Cabell's index. In support of the College's mission which emphasizes a mixed portfolio of research, faculty members may choose to publish discipline based research, contributions to practice, or learning/pedagogical research. The AQ status of the faculty is determined by the faculty AQ Committee.

<sup>1</sup>The academically qualified classifications follow:

<u>Classification</u>	<u>Criteria</u>
1	A doctoral degree in the area in which the individual teaches.
2	A doctoral degree in a business field, but primary teaching responsibility in a business field that is not the area of academic preparation.
3	A doctoral degree outside of business, but primary teaching responsibilities that incorporate the area of academic preparation.
4	A doctoral degree outside of business and primary teaching responsibilities that do not incorporate the area of academic preparation.
5	A specialized graduate degree in taxation.
6	Substantial specialized coursework in the field of primary teaching responsibilities, but no research doctoral degree.

### **Professionally Qualified (PQ)**

Professional qualification requires that the faculty member must possess relevant academic and professional experience when hired, and must maintain the relevant professional experience. For professionally qualified faculty, the academic preparation should consist of master's degree in a field related to the area of teaching assignment. Normally, the professional experience should be relevant to the faculty member's teaching assignment and significant in duration and level of responsibility. The PQ status of the faculty is determined by the Associate Dean, Department Heads, and Director of Accreditation.

The faculty member works with the Department Head, and they jointly select activities from the list below, to develop a plan for maintaining professional qualification. Each faculty member's plan may be different. The activities include (but are not limited to) the following:

- Advanced academic coursework
- Service to professional organizations
- Maintaining professional certifications
- Interaction with advisory boards
- Other types of interaction with the professional community
- Publication of intellectual contributions
- Relevant, active service on boards of directors
- Documented continuing professional education experiences
- Consulting activities that are material in terms of time and substance
- Internships
- Sustained professional work
- Leadership positions in recognized professional societies
- Significant participation in professional and/or academic conferences

\*Note: Revision passed by faculty September 1, 2010 to be effective July 1, 2011.

## **Determination of Qualifications of Administrators**

### **Dean**

The Dean of the College of Business may be either academically qualified (AQ) or professionally qualified (PQ). The development activities necessary to maintain AQ or PQ status should be consistent with current administrative duties.

#### **AQ Status for the Dean**

The standards used to evaluate whether or not a Dean is academically qualified (AQ) are the same standards used to evaluate tenure-track faculty. In instances where the Dean does not teach specific classes, the standards used to evaluate the Dean will focus on research and service. The AQ status of the Dean will be determined by the faculty AQ Committee.

#### **PQ Status for the Dean**

The standards used to evaluate whether or not a Dean is professionally qualified (PQ) should focus on the developmental activities related to the leadership role and responsibilities.

Activities that the Dean may participate in to be classified as professionally qualified (PQ) include (but are not limited to) the following:

- Providing academic and administrative leadership to the College of Business
- Managing the financial resources of the College of Business
- Managing the operating and human resources of the College of Business
- Creating and maintaining relationships with external stakeholders, including marketing the College to these stakeholders
- Pursuing additional funding from outside sources

### **Associate Dean**

The AQ status for an Associate Dean will be determined using the same standards used for tenure-track faculty. In instances where the Associate Dean does not teach specific classes, the standards used to evaluate the Associate Dean will focus on research and service. The faculty AQ committee will evaluate the Associate Dean's research, and the College of Business Dean will evaluate the Associate Dean's teaching (if applicable) and service.

### **Department Heads**

The AQ status for Department Heads will be determined using the same standards used for tenure-track faculty. The faculty AQ committee will evaluate each Department Head's research, and the College of Business Dean and Associate Dean will evaluate each Department Head's teaching and service.

## **Determination of Participating and Supporting Faculty**

### **Participating Faculty**

Participating faculty are engaged in the life of the school beyond direct teaching involvement. There are three types of faculty members in the College of Business at the University of Tennessee at Chattanooga that are categorized as participating faculty.

- 1.) Full-time tenured or tenure track faculty members who are required to contribute to the College of Business through additional service activities such as participating on committees and/or advising students.
- 2.) Full-time, one-year faculty members who are required to contribute to the College of Business through additional service activities such as participating on committees and/or advising students.
- 3.) Part-time faculty members who make additional contributions to the College of Business through additional service activities such as participating on committees and/or advising students.

Academic Department Heads in the College of Business work closely with faculty members classified in each of the three categories above to ensure that each faculty member engages in service activities consistent with Participating Faculty status.

### **Supporting Faculty**

Supporting faculty are part-time faculty members who teach one or more classes but who do not make further contributions to the College of Business through additional service activities such as participating on committees and/or advising students.

## **Beliefs Regarding Professional Behavior and Ethical Conduct**

**All members of the UTC College of Business (COB) 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.

### **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 College of Business.
- Dress appropriately for each occasion.

**Honesty**

- Avoid clothing that is revealing, provocative, or includes offensive language or visuals.
- 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 COB 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.