

## College of Business and Global Affairs Operating Bylaws

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## Part I: Mission Statement

The college's main priority is to provide excellent, student-focused education in business disciplines as well as economics, international studies, and political science. Student-faculty interaction is central to this educational process. Moreover, the college emphasizes experiential-learning opportunities, a global outlook, quality graduate instruction, scholarly research, university and professional service, and regional economic development.

(As voted upon at CBGA Faculty Meeting 9-23-16, reviewed by Student Advisors, and agreed to by CBGA Advisory Board 11-11-16)

## Part II: Organization

1. The College of Business & Global Affairs (CBGA) has two academic departments: Accounting, Finance, Economics, and Political Science (includes International Studies Major) and Management, Marketing, and Information Systems. Along with the disciplines included in formal department names, the college has courses in Business Administration, Business Law, International Studies, and Leadership. The college also has within its umbrella the Dunagan Chair of Excellence in Banking Office, the Hendrix Chair of Excellence in Free Enterprise, Center for International Education, and the Regional Entrepreneurship and Economic Development (REED) Center. The college's organizational flowchart is in Appendix A.

## Part III: General Provisions

- A. Membership and Voting: All participating (as defined by AACSB guidelines or department bylaws) faculty members who are serving within the College of Business and Global Affairs pursuant to an appropriate appointment by the Vice Chancellor for Academic Affairs (VCAA) are entitled to vote, subject to University guidelines, on all matters for which faculty input is sought. Administrative staff who have faculty rank in the department are considered voting members of the faculty during those semesters in which they are teaching. All faculty members are similarly expected—again, subject to appropriate university restrictions—to participate fully in all college responsibilities. Adjunct faculty, while encouraged to participate in departmental meetings and activities, are not entitled to vote on any matters, and are not responsible for service on committees, advising, etc.
- B. Dean: The administrative head of the college, who reports directly to the VCAA/Provost, will be called the *Dean*. The dean is responsible for the successful development and implementation of the unit's programs. The dean is responsible to the Chancellor through the VCAA/Provost. Each college is departmentalized with chairs reporting to its dean. (Reference the Faculty Handbook.)

The college dean is ultimately responsible for the vitality of the college and, particularly, maintenance of AACSB accreditation for appropriate programs within the college. The university looks to the dean for definitive recommendations about curriculum; staffing; faculty promotion, tenure, and evaluation; development needs; and financial allocations within the college. The dean provides advice and judgment about curricular recommendations, but does not have power of veto in curricular recommendation approved by the faculty. The dean receives recommendations for faculty appointments, retention, promotion, tenure, salary adjustments, program development, and departmental operating budgets from each department chair. The dean reviews, approves, disapproves, or revises recommendations before submission to the VCAA. The chain

of recommendations described above does not entail merely a passive or reactive role for the dean. Each dean is responsible for planning and developing strategies for the general vitality of the college. This activity includes identifying unmet programmatic needs, coordinating joint programs and projects, creating an atmosphere conducive to instruction and research, and encouraging the maintenance of standards in the instructional process.

The performance of the dean is evaluated annually by the faculty, departmental chairs within the college, and the VCAA/Provost. The VCAA/Provost's evaluation of the dean's performance is to consider the opinions of all faculty in the college.

- C. Meetings: CBGA will meet officially at least once per semester and there will also be regular meetings with the Executive Committee (the dean, department chairs, and other appointed members from within the college representing areas under the CBGA umbrella).
1. College meetings: Any year's first official meeting must be within the two weeks before the start of the Fall Semester. The dean shall, when appropriate, seek input from faculty on any matter(s) that present college-level impact (e.g. new programs, changes in business core). College-level committees shall provide an informational briefing at CBGA faculty meetings when necessary. All full-time faculty members are expected to attend all official meetings unless excused. (Note: Annual Performance Planning Review expectations are that a faculty member will attend at least 80% of college meetings.) Notice of meetings will be given as far in advance as possible. In matters requiring a vote, eligibility will vary depending on the issue: general matters—all faculty as noted in III(A), curriculum—all tenured/tenure-track faculty—although all faculty are invited to meetings and encouraged to voice their opinions.
  2. Executive Committee: The Executive Committee generally meets at least twice monthly. Attendance by all committee members is expected. Membership is at the discretion of the dean, but will include a non-administrative faculty representative from each department. Faculty representatives shall be tenured, shall have voting rights, and shall not be from the same discipline (when at all possible) as the chair of the department the faculty member represents. Faculty representatives shall be chosen by the chair of the department the faculty member represents with consultation with departmental faculty. Votes on AACSB-specific issues shall only occur where at least 50% of the voting members present are AACSB-area faculty.
- D. Strategic Planning: The dean, with input from the department chairs, will create a Strategic Planning Committee. The Committee will create the college's strategic plan based on university goals and objectives. The dean will submit the plan to the faculty, staff, students, and advisory board for review and input before final adoption. The college's strategic plan will be completely updated whenever the university adopts a new plan. Otherwise, the committee will conduct annual evaluations of the plan in place and make necessary changes.
- E. Budget Planning: Each Spring, the department chairs will submit budget requests to the dean. The request format will be determined by the Office of Finance & Administration and the Chancellor, but will generally include recurring and one-time requests as well as a narrative explaining how requests fit into the university and college strategic plans. The dean will also determine larger college needs. The dean will create a prioritized list to be presented to the Chancellor, VCAA, and others selected by the Chancellor for budget hearings. The dean will make a presentation to the committee highlighting the college's budget requests.

F. Committee Assignments: There are five standing committees within the college (other than the Executive Committee): Assessment, Faculty/Student, Graduate, Tenure, and Undergraduate. All standing committees shall have faculty representation from both departments, and when possible, from all disciplines. Committee assignments shall be ratified by faculty at the Fall CBGA Faculty Meeting.

1. **Assessment**: The Assessment Committee is responsible for the oversight of undergraduate academic program assessment for AACSB and SACS (excluding the Center for International Education). The committee meets at least once each semester. The dean, in consultation with department chairs, appoints members with a representative from each discipline desired.

There are seven subcommittees: Written Communications, Oral Communications, Critical Thinking, Ethical Reasoning, Global Aspects of Business, Competence in Major, and Business Core. The dean assigns membership to the subcommittees in consultation with the department chairs.

2. **Faculty/Student**: The Faculty/Student Committee oversees activities within the college which are not specifically curriculum related such as the college's Career Day, Homecoming activities, college-specific scholarships and awards (both student and faculty), and other ad hoc items assigned by the dean. The committee generally meets at least twice each semester. The dean, in consultation with department chairs, appoints members with a goal to have four or more members from each department.
3. **Graduate**: The Graduate Committee oversees all curriculum and strategic issues related to the Masters of Business Administration (MBA) program. The MBA Coordinator (appointed by the VCAA by recommendation from the dean) consults with department chairs as to course scheduling. Committee members must be graduate faculty-qualified and teaching within the MBA program. The dean, in consultation with department chairs and the MBA Coordinator, appoints members with the desire to have one representative from each discipline with required courses offered in the MBA program.

The MBA Coordinator, within the role as Graduate Committee chair, oversees the work of five assessment-related graduate subcommittees: Written and Oral Communications Skills, Leadership and Teamwork, Integrated Nature of Business, Critical Thinking, and Ethics. The dean, in consultation with the department chairs and the MBA Coordinator, appoints the members of the subcommittees.

4. **Tenure**: The College Advisory Tenure Committee makes recommendations on tenure. All tenured full-time faculty members holding the rank of associate professor or higher are eligible to serve on the committee. Ideally, the working committee will have three faculty members from each department. The dean may establish more than one working committee if the number of tenure applicants is excessive as deemed through consultation with department chairs and department faculty. The desire for consistent reviews within the college leads to the expectation of there being only one working committee in most years. The dean, in consultation with the department chairs appoints the members of the committee. Committee selection will consider conflict of interest concerns.

The dean will meet with the working committee(s) for an informational session no later than the second Friday in February each year.

5. Undergraduate: The Undergraduate Committee oversees all undergraduate curriculum issues (e.g. changes, student requests) within the college. The dean, in consultation with department chairs, appoints members with the desire to have one representative from each discipline.

G. Conflict: In the event any provision herein is in conflict with the *Faculty Handbook*, the *Faculty Handbook* shall be construed as controlling. In the event any provision herein is in conflict with departmental bylaws, the CBGA bylaws shall be construed as controlling.

H. Amendment: The bylaws may be amended at any official college faculty meeting for which particular notice has been given. A simple majority vote of faculty eligible to vote is required to amend any provision.

I. Extenuating Circumstances:

1. Breach of Bylaws -- If a breach of the bylaws is a result of an action (or actions) of the dean, such a breach should be reported to the VCAA.
2. Emergency Provisions – If a situation arises that requires faculty involvement, but faculty are unable to meet to discuss (i.e. off-contract during Summer), then the dean may make said decision(s) but shall provide a detailed explanation to the faculty (in writing), as soon as reasonably possible, as to the decision and reason behind it. If an amendment to the bylaws is required to address the situation, then the faculty shall meet at the next available time to vote on the proposed amendment.

#### **Part IV: Tenure and Promotion<sup>1</sup>**

Tenure and Promotion are granted to faculty by positive action of the President of the University of Tennessee System. The process, however, begins at the department level and is subject to review at multiple levels: external reviewer (for tenure only), department committee, department chair, college committee, college dean, VCAA/Provost, and the Chancellor. Tenure is essentially about proven potential for excellence as a teacher and faculty member, while promotion is about proven excellence.

Candidates are expected to meet department and college expectations for teaching, service, and scholarly/creative activity as outlined in CBGA Expectations for Annual Review (Appendix B). Although the balance of these elements will vary from applicant to applicant, there should not be a void in any of the three areas.

During the third or fourth year of appointment with the timing at the discretion of the department chair, each non-tenured, tenure-track faculty member shall submit a dossier and all requisite materials for an enhanced tenure-track review (ETTR). The ETTR submission shall be in accordance with the tenure process described below (except for the submission of external letters of scholarship). The faculty member will then go through the tenure process the Spring semester of his/her sixth year at UT Martin. Promotion dates have minimums, but do not have the required date process that tenure does.

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<sup>1</sup> All procedures are subject to the *Faculty Handbook*, campus procedures, Board of Trustees policies, and state laws.

- A. Enhanced Tenure-Track Review (ETTR): ETTR is a process that evaluates a candidate's progress toward formal consideration of tenure. CBGA recommends faculty members undergo ETTR during the Spring of the third-year of a faculty member's probationary period.
1. Department committee formation and charge: By mid-October of each year, the department chair notifies, in writing, each faculty member who is scheduled to be reviewed during the current academic year (see Tenure and Promotion Calendar published by the VCAA for exact date here and throughout the process). Under the supervision of the department chair, a department-level pre-tenure review committee is formed.
  2. Dossier: The dossier should be organized to meet requirements as detailed in the respective departmental bylaws and the *Faculty Handbook*. The materials should focus on accomplishments achieved since beginning at UT Martin and any credit noted in the faculty member's appointment letter.
  3. Process: The ETTR process is set forth in the departmental bylaws, Guide for Faculty Evaluation, and *Faculty Handbook*.
- B. Tenure: Tenure is a principle that entitles a faculty member continuation of his or her annual appointment until relinquishment or forfeiture of tenure or until termination of tenure for adequate cause, financial exigency, or academic program discontinuance. The burden of proof that tenure should be awarded rests with the faculty member. (See Appendix B for tenure criteria within CBGA.)

Tenure is acquired only by positive action of the President of the University of Tennessee System and is awarded in a particular unit, department, school, college, or other department of a campus. The award of tenure shifts the burden of proof concerning the faculty member's continuing appointment from the faculty member to the university.

There are several steps in the tenure process (refer to *Faculty Handbook*, for specifics).

1. Department committee formation and charge: By mid-October each year, the department chair notifies, in writing, each faculty member who is scheduled to be considered for tenure during the current academic year (see Tenure and Promotion Calendar published by the VCAA for exact date). Under the supervision of the department chair, a department-level tenure committee is formed and approved by the dean and the VCAA. The committee's chair and any interested members will meet with the dean no later than the second Friday in January for an informational session.
2. Dossier: The dossier should be organized to meet *Faculty Handbook* requirements and focus on accomplishments achieved since beginning at UT Martin.
3. College committee formation and charge: By the first week of February each year, the dean will call the college committee. All tenured, full-time faculty members are eligible to serve. The working committee will ideally consist of 3 or more members of each department. The dean may create more than one working committee in consultation with department chairs if the number of applicants warrants. The desire for consistent reviews should make added working committees as rare.

The *Faculty Handbook* should be referenced for specific steps.

4. Process: The tenure process is one that takes approximately nine (9) months with the schedule for each year set in the VCAA Tenure and Promotion calendar.<sup>2</sup>
- C. **Promotion:** Faculty members who wish to be promoted should meet the expectations of the new rank as outlined in the criteria for appointment to rank in the *Faculty Handbook* and the CBGA Expectations for Annual Review (Appendix B). Deficiencies in some criteria may be counterbalanced by unusual excellence in the others, but there cannot be a void in any of the three major areas: teaching, service, and scholarship/intellectual contributions. All faculty members wishing to be considered for promotion in rank are expected to meet the criteria for the appropriate rank as well as the time-in-rank guidelines. There is an expectation of work done in all three major areas since the faculty member's appointment or last promotion. In all cases, teaching effectiveness is considered essential.

All promotions require a positive recommendation by the Chancellor after review by a departmental promotion committee, department chair, dean, and the Vice Chancellor for Academic Affairs. The UT System President awards the promotion and informs the Board of Trustees.

As noted in the *Faculty Handbook*,<sup>3</sup> faculty members with terminal degrees are normally eligible for promotion in their fourth year at UT Martin as assistant professor and in their fifth year as an associate professor.

See the *Faculty Handbook* and the appropriate department bylaws for the specific steps in the promotion process.

## **Part V: Annual Evaluations**

Staff, faculty, chairs, and the dean are evaluated annually; faculty at the beginning of the academic year and administrators at the beginning of the calendar year.

Staff: Staff are evaluated annually subject to VCAA and Human Resources direction. The evaluation usually considers a calendar year and uses the system set forth by Human Resources for all such positions on campus.

- A. **Faculty:** Faculty are evaluated each year according to the guidelines approved by the Board of Trustees. Faculty evaluations are done according to the academic calendar, and thus are due in September. They should encompass all teaching, scholarly activity, and service tied to the faculty member's position or field of expertise completed during the appropriate review period as detailed in the Annual Review Expectations for CBGA Faculty in Appendix B. The evaluation should be on a 4-point scale and follow department and college guidelines.

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<sup>2</sup> See VCAA Tenure and Promotion Calendar <http://www.utm.edu/departments/acadaff/policies.php>

<sup>3</sup> FH 6.2. Full-time faculty members with terminal degrees normally should serve as an Assistant Professor for four years or as an Associate Professor for five years to be eligible for consideration for promotion to the next rank. The time-in-rank begins on the first day of the academic year, regardless of the actual appointment date within that same academic year. Up to one year of approved leave time taken in order to pursue an advanced program for educational advancement will count toward the years-in-rank for each promotion cycle. The promotion process starts during the last year in rank, and the promotion is effective at the beginning of the next academic year.

Please refer to the *Faculty Handbook* and the Guide for Faculty Evaluation for further information about annual performance and planning reviews for faculty.

C. Chairs and other administrators: Chairs and other departmental administrators holding split faculty/administrative appointments (e.g., executive director of International Education) are evaluated annually both as faculty and as administrators. The time to complete this annual evaluation is subject to VCAA direction. Generally, those whose appointments include teaching responsibilities will complete the evaluation process by September as for other faculty.

1. Chairs: Midway through the Spring semester the dean will send evaluation forms to be distributed to all full-time faculty (tenure-line and term) within the department. The completed forms are submitted anonymously to the dean's office. The dean will then meet with the chair and discuss goals and performance.

After the chair and the dean meet to discuss the chair's performance, the review documents must be signed by the chair (to acknowledge receipt of the review document) and the dean. The documents are then sent to the VCAA/Provost.

A chair may appeal the rating received in the annual performance and planning review process to the VCAA/Provost.

The faculty may consider a vote of no confidence in a chair at any departmental meeting. The vote shall be by secret ballot with voting rights as set forth in departmental bylaws. The result of the vote is advisory to the chair, dean, and VCAA.

2. Other administrators: Other college/departmental administrators holding split faculty/administrative appointments are evaluated annually by the dean/department chair as appropriate.

As faculty members, the departmental considerations used to evaluate faculty are applied to the appropriate weight of their review. In this section teaching, scholarly/creative activity, and service outside the expectations of their administrative position should be considered. For the administrative half of their review, the HR Performance Review form is used. The focus of this portion of their review should be upon administrative work.

A departmental administrator may appeal the rating received in the annual performance and planning review process to the dean. If after appealing to the dean, the administrator may appeal to the VCAA.

D. Dean: Deans are evaluated annually. Midway through the Spring semester the VCAA will send evaluation forms to be distributed to all full-time faculty (tenure-line and term). The completed forms are submitted anonymously to the VCAA's office. The VCAA will then meet with the dean and discuss goals and performance.

The faculty may consider a vote of no confidence in the dean at any college faculty meeting. The vote shall be by secret ballot with voting rights as set forth in the college bylaws. The result of the vote is advisory to the dean and VCAA.

**Part VI: Compensated Outside Activities**

Each year, every faculty member and administrator will complete the UT System Conflict of Interest form. Within CBGA, faculty and administrators will be allowed to participate in compensated outside activities as long as the activities are not in direct competition with the university nor exceed a 50% workload, both of which would significantly undercut the faculty member’s position at the university.

If a faculty member is found to have a conflict of interest, he/she must rectify the conflict by the end of the semester. If he/she elects not to make the appropriate changes, then the department chair and/or the dean will notify the VCAA to initiate appropriate actions.

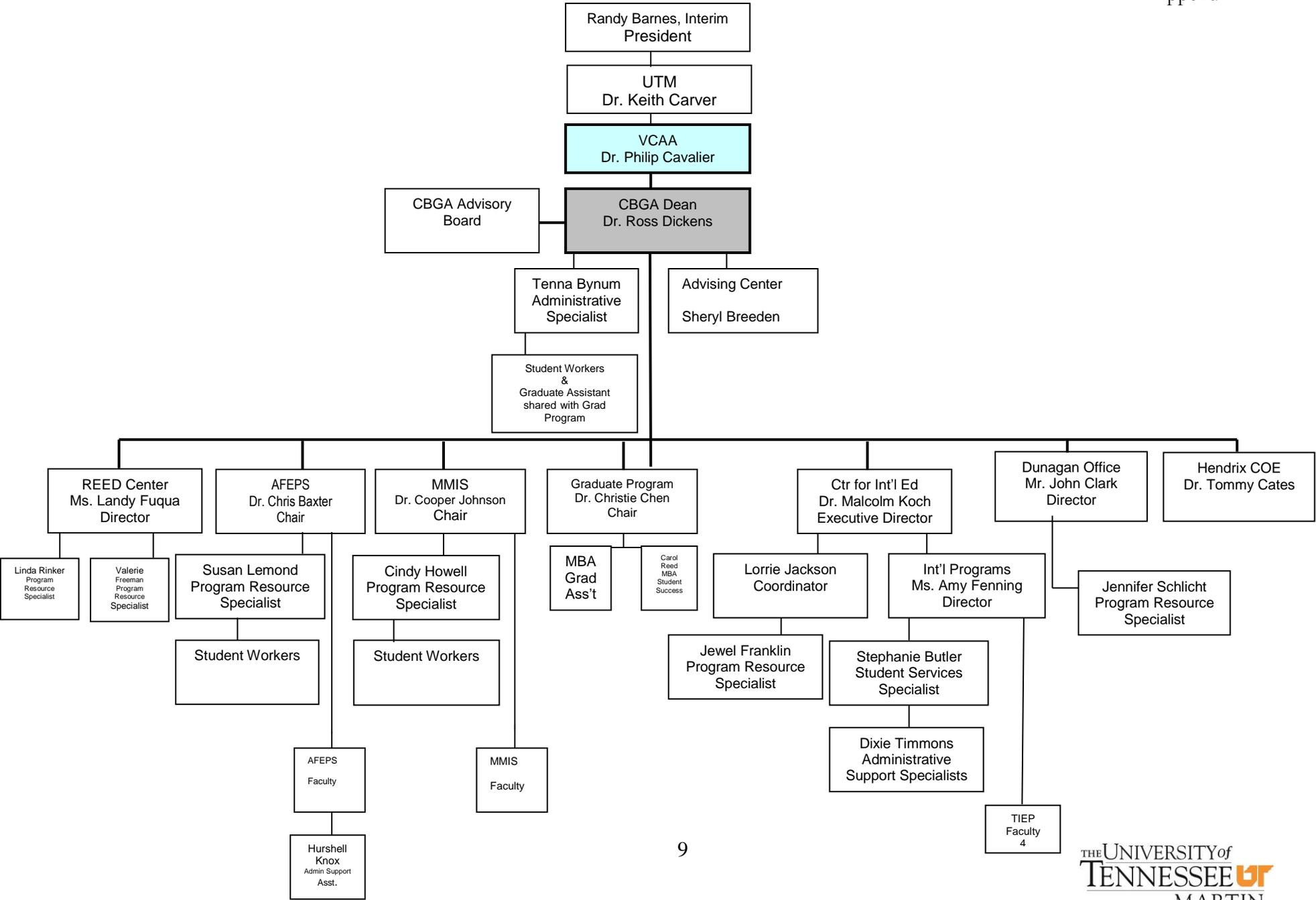
_____	_____	_____
CBGA Dean (name printed)	Signature	Date

_____	_____	_____
VCAA (name printed)	Signature	Date

_____	_____	_____
Chancellor (name printed)	Signature	Date

# The College of Business and Global Affairs Organizational Chart

Appendix A:



## Appendix B: CBGA Expectations for Faculty Performance Reviews (Academic Year 2019–2020)

**A Meeting format:** The chair of a faculty member’s respective department will meet at least once a year with each faculty member for a formal Annual Performance-and-Planning Review (APPR), examining the previous year’s activities and setting goals and objectives for the coming year. The chair will provide a document summarizing the meeting to the faculty member (to be known as the APPR Results Report); that document will also include a rating of the faculty member’s performance by the chair that takes into account input from the chair, administrative assistant, students, faculty, and any other entity the department includes in the APPR.

The faculty member may request, in writing, a committee to review the rating. Said committee (to be known as the APPR Annual Evaluation Committee) will consist of at least 3 tenured faculty members from this department who are elected by majority vote of the participatory department faculty members. The APPR Annual Evaluation Committee shall consider written and oral statements from the faculty member being evaluated and from the chair. If the majority of the APPR Annual Evaluation Committee decides the rating of the chair is lower than appropriate, a report recommending a specific higher rating (along with any evidence the Committee deems relevant) shall be submitted to the chair. If the chair changes the rating as recommended by the Committee, a copy of the Committee report will be placed in the faculty member’s personnel file. If the chair does not change the rating as recommended by the Committee, the Committee’s report will be forwarded to the dean along with the APPR Results Report. If the majority of the APPR Annual Evaluation Committee decides the rating of the chair is appropriate, no report will be placed in the faculty member’s personnel file or forwarded to the dean.

The APPR Results Report will be signed by both the faculty member and the chair, and a copy will be sent to the dean. If the faculty member refuses to sign, the chair will so note on the APPR Results Report. The faculty member shall have the opportunity to respond in writing to the chair’s comments before the APPR Results Report is forwarded to the dean, and any such written comments will also be forwarded.

**B Rating system:** The rating developed during the APPR process will be based on the faculty member’s Teaching Effectiveness, Service, Scholarship, and Administrative duties. Full-time faculty are categorized into three sets: AACSB SA/PA, AACSB IP/SP, and non-AACSB. AACSB SA/PA faculty usually are in tenure-track positions and teach in disciplines under AACSB accreditation. AACSB IP/SP faculty are usually in non-tenure track positions in disciplines under AACSB accreditation. Non-AACSB faculty teach outside AACSB accreditation disciplines. An evaluation of each of these categories, as well as an overall rating shall be developed as set out in the following four sub-paragraphs:

1) **Teaching Effectiveness** (55% of the overall composite rating (OCR) for AACSB SA/PA faculty; 60%-75% for AACSB IP/SP and non-AACSB faculty) -- Faculty members are rated from "1" to "4". A faculty member’s Teaching Effectiveness score will be comprised of the following four categories: Instructional Design (30% of the teaching

effectiveness score), Instructional Delivery (30% of the teaching effectiveness score), Instructional Assessment (25% of the teaching effectiveness score), and Course Management (15% of the teaching effectiveness score). All weights in these areas are *fixed* by the UTM campus and only apply to calculating the faculty member's Teaching Effectiveness rating for their OCR. A full description of these areas can be found in the UTM Guide for Faculty Evaluation. Sources of information for measuring a faculty member's Teaching Effectiveness shall come from student ratings, the faculty member being reviewed, faculty peers, department chair, administrative assistant of the department, and any other entity previously approved by the department faculty. Acceptable evidence for each of these areas may be found in the CBGA Forms for Faculty Evaluation.

- 2) **Service** (15% of the OCR for AACSB SA/PA faculty; 15%-30% for AACSB IP/SP and non-AACSB faculty) -- Faculty members are rated from "1" to "4". A faculty member's Service score will be comprised of the following four categories: Service to the Institution (30% to 40% of the Service Subcomponent score based on department bylaws), Service to the Profession (10% to 30% of the Service Subcomponent based on department bylaws), Service to the Community (0% to 10% of the Service Subcomponent based on department bylaws), and Service to Students (30% to 50% of the Service Subcomponent based on department bylaws). All weights are voted on by the CBGA faculty and help calculate the faculty member's Service rating for their OCR. A full description of these areas can be found in the UTM Guide for Faculty Evaluation. Sources of information for measuring a faculty member's Service shall come from the faculty member being reviewed, faculty peers, department chair, administrative assistant of the department, and any other entity previously approved by the department faculty. Acceptable evidence for each of these areas may be found in the CBGA Forms for Faculty Evaluation.
- 3) **Scholarship** (30% of the OCR for AACSB SA/PA faculty; 10%-25% for AACSB IP/SP and non-AACSB faculty) -- Faculty members are rated from "1" to "4". A faculty member's Scholarship score will be comprised of the following four categories: Proficiency (20% to 40% of the Scholarship Subcomponent score based on department bylaws), Discovery/Creation (0% to 40% of the Scholarship Subcomponent score based on department bylaws), Dissemination (30% to 80% of the Scholarship Subcomponent score based on department bylaws), and Translation (0% to 5% of the Scholarship Subcomponent score based on department bylaws). All weights are voted on by the CBGA faculty and help calculate the faculty member's Scholarship rating for his/her OCR. The weights for Scholarship are in line with maintaining Graduate Faculty Status and AACSB Accreditation standards and SHALL remain in alignment with those standards. A full description of these areas can be found in the UTM Guide for Faculty Evaluation. Sources of information for measuring a faculty member's Scholarship shall come from the faculty member being reviewed, faculty peers, department chair, and any other entity previously approved by the department faculty. Acceptable evidence for each of these areas may be found in the CBGA Forms for Faculty Evaluation.

- 4) **Administrative Release.** Any faculty member with administrative duties that require the faculty member to be in charge of a staff member shall be evaluated based as both a faculty member and the other evaluation system. For example, the Chair (50% release time) would have 50% of his/her overall APPR score from his/her faculty evaluation process and 50% from his/her administrative duties evaluation process.
- 5) **Overall rating** – The faculty member’s OCR shall be calculated based on the following Component weights: Teaching (55% for AACSB SA/PA faculty; 60%-75% for AACSB IP/SP and non-AACSB faculty), Service (15% for AACSB SA/PA faculty and 15%-30% for AACSB IP/SP and non-AACSB faculty), and Scholarship (30% for AACSB SA/PA faculty; 10%-25% for AACSB IP/SP or non-AACSB faculty). The faculty member’s OCR shall result in a score ranging from 1.00 to 4.00. This number shall be used to *place* the faculty member in one of the UT System Board of Trustees four approved categories: Exemplary for Rank, Professional for Rank, Needs Improvement for Rank, and Unacceptable for Rank.
- 6) **Consequences of rating:** The APPR will be conducted as the annual review of faculty performance and used to inform the following decisions:
  - a. **Merit Pay.** To be considered for merit pay distribution, a faculty member will need to receive a rating of Professional for Rank or Exemplary for Rank. Please see the Guide for Faculty Evaluation for more details.
  - b. **Annual Review Improvement Plan (ARIP).** A rating of Needs Improvement for Rank will trigger an ARIP. Please see the Guide for Faculty Evaluation for more details.
  - c. **Enhanced Post-Tenure Performance Review (EPPR).** A rating of Unacceptable for Rank will trigger an (EPPR). Please see the Guide for Faculty Evaluation for more details. An EPPR will also be triggered if a faculty member receives a rating of Needs Improvement for Rank two times in a three-year period.
  - d. **Periodic Post-Tenure Performance Review (PPPR).** A faculty member’s APPR will be one item used to inform the PPPR process. Please see the Guide for Faculty Evaluation for more details.
  - e. **Summer Teaching Pay.** To receive pay for teaching in summer sessions, a faculty member is expected to receive a rating of “Professional for Rank” or better, must achieve and maintain graduate faculty status if tenure track, and achieve and maintain the appropriate AACSB qualifications status.

## TEACHING

Teaching evaluation consists of the following areas and weights: Instructional Design (30%), Instructional Delivery (30%), Instructional Assessment (25%), and Course Management (15%). These areas and weights are fixed for all faculty across the University. Refer to CBGA Forms for Faculty Evaluation for specific items considered under Instructional Design, Instructional Delivery, Instructional Assessment, and Course Management.

## SCHOLARSHIP/INTELLECTUAL CONTRIBUTIONS

The annual evaluation for Scholarship within CBGA focuses on intellectual contributions as defined faculty within AACSB classifications. The annual evaluation itself consists of four areas with the following weight ranges within the College: Proficiency (20%-40%), Discovery/Creation (20%-40%), Dissemination (30%-80%), and Translation (0%-5%).

Faculty members should develop intellectual contributions on a continuing basis appropriate to the college mission and the faculty member's intellectual contribution emphasis as well as his/her discipline area(s) for teaching purposes. Outputs from intellectual contributions should be available for public scrutiny by academic peers or practitioners. Intellectual contributions are generally classified as **Learning and Pedagogical Research, Contributions to Practice, or Discipline-based Scholarship**. In keeping with the College mission, most intellectual contributions will fall into the first two categories (learning/pedagogical and contributions to practice). As related to maintaining academic or professional qualification, faculty members are encouraged to devote a portion of their intellectual contributions to discipline-based scholarship and contributions to practice within their field of expertise. Moreover, the standard hierarchy applies in that refereed journal publications are preferred to proceedings and presentations.

While intellectual contributions in general, and peer-reviewed articles in particular, remain the most broadly recognized way for faculty members to remain current in their field and retain their academic qualification, the College recognizes that there are other activities that rise to the level of intellectual contributions in terms of sustaining academic or professional qualification. Moreover, as faculty mature in their careers, these items may become more important for the faculty member and the University. For example, being the editor of a journal such as the *Journal of Business and Economic Perspectives*, or making a major (one hour or more) presentation (requiring many hours of preparation) to a professional group that calls upon the faculty member's expertise could be viewed as tantamount to a journal article in terms of maintaining qualification status. In any case, to be credited toward maintenance of qualification and currency in the field, the activity must be recognized by the College via Department Chairs and Dean as rising to this standard, with the burden of evidence on the faculty member.

The following apply to faculty members in accord with their emphasis level of intellectual contributions.

### 30% Emphasis (9-hour load)

Faculty members on a nine-hour load are expected to have at least one intellectual contribution per year with at least one intellectual contribution in the last two academic years from items specified as acceptable for Scholarly Academic (SA) and/or Practicing Academic (PA) categories listed at the end of this document and taken from the college's Faculty Qualifications for AACSB International 2013 Standards.

To receive the rating of "needs improvement for rank," a faculty member with 30% emphasis must produce at least one IC in the last two years. To achieve the rating of "professional for rank," a faculty member with 30% emphasis requires two or more ICs in the last two years with at least one of the ICs being from the current year. To achieve the rating of "exemplary for rank," a faculty member with 30% emphasis should produce two or more ICs in the last two years with at least one of the ICs being from the current year and one of the ICs being a peer-reviewed publication.

To be considered for tenure and/or promotion to associate professor, tenure track faculty on 9-hour load should have a minimum of six (6) intellectual contributions including at least four (4) refereed journal publications during the six-year period immediately preceding consideration for tenure and/or promotion to associate professor, with at least one of those occurring within the immediately preceding two-year period. Successful completion of a dissertation is considered a refereed journal publication for purposes of tenure and promotion. Faculty members credited with prior full-time service in academia are expected to have published journal articles while at UT Martin. The number of those publications should meet or exceed those required of faculty in general during the promotion or tenure review period. Higher expectations for intellectual contributions exist for those considering promotion to professor.

Faculty should note that the annual P&A definitions allow for the possibility of achieving a "professional for rank" each year, but the cumulative results may be short of minimum expectations for tenure and/or promotion.

### 15% Emphasis (12-hour load)

Faculty members on a twelve-hour teaching load should *average* at least one intellectual contribution per year with a minimum of one in the last two-year period.

To be considered for tenure and/or promotion to associate professor, tenure track faculty in political science should have a minimum of six (6) intellectual contributions including at least two (2) refereed journal publications during the six-year period preceding the review, with at least one of those occurring within the immediately preceding two-year period. Successful completion of a dissertation is considered a refereed journal publication for promotion and

tenure. Higher expectations for intellectual contributions exist for those considering promotion to professor.

Faculty should note that the annual P&A definitions allow for the possibility of achieving a “professional for rank” each year, but the cumulative results may be short of minimum expectations for tenure and/or promotion.

To receive the rating of “needs improvement for rank,” a faculty member with 15% emphasis must produce at least one IC in the last two years. To achieve the rating of “professional for rank,” a faculty member with 15% emphasis requires two or more ICs in the last two years. To achieve the rating of “exemplary for rank,” a faculty member with 15% emphasis should produce two or more ICs in the last two years with one or more being from the current year.

## **SERVICE/OUTREACH**

The service component of a faculty member’s annual review consists of the four following areas (with possible weight ranges in parentheses): Service to the Institution (30%-40%), Service to the Profession (10%-30%), Service to the Community (0%-10%), and Service to Students (30%-50%). Refer to CBGA Forms for Faculty Evaluation for specific items considered under Service to the Institution, Service to the Profession, Service to the Community, and Service to Students.

### **College Expectations Non-Tenure Track Faculty**

While non-tenure track faculty members may be SA, PA, Scholarly Practitioners (SP) or Instructional Practitioners (IP), they are usually IP. Appointments may range from quarter- to full-time in terms of teaching and usually require specific additional assigned duties. For example, in addition to teaching responsibilities, part-time faculty members may coordinate a multi-section course or oversee a major and advise its students. Full-time non-tenure track faculty members are expected to perform most duties of a tenure track faculty member, e.g., serving on committees, advising students, and/or student organizations.

Thus, the College Expectations for annual reviews for non-tenure track faculty mirror the requirements for those faculty members on a 12-hour teaching load (see above); however, some accommodation is necessary, particularly in the area of intellectual contributions. While participation in research at the same level as a tenure track faculty member is a plus for non-tenure track faculty, the College does not require such activity, especially of a part-time faculty member. Instead, the intellectual contributions requirement for annual evaluation is supplemented with the requirement that all non-tenure track faculty members stay current in their field and maintain their professional qualification as spelled out in Faculty Qualifications for AACSB International 2013 Standards (at the end of this document). During the annual planning and evaluation process, the faculty member should discuss with the Department Chair those activities for the upcoming year that will maintain the individual’s qualification.

In summary, expectations for annual evaluations for non-tenure track faculty members are the same as those for faculty on a 12-hour load (proportionally adjusted to reflect part-time or full-time status) in the areas of teaching and service.

The material below is from the College of Business and Global Affairs Faculty Qualifications for AACSB International 2013 Standards, but that full document spells out items beyond maintenance of status issues below.

#### Maintenance of Scholarly Academic (SA) Status:

Faculty must produce within the last five years at least six intellectual contributions (ICs)<sup>1</sup> related to the discipline in which the faculty member teaches and meet qualifications to attain/sustain full graduate faculty status at The University of Tennessee at Martin. Two of the ICs must be peer reviewed journal articles. (Note: Full graduate status for the university requires a minimum of four “scholarly activities.” The need for the university’s requirements to be applicable for widely different areas (e.g. business, hard sciences, fine arts, etc.) makes a strictly one-to-one correspondence between “intellectual contributions” and “scholarly activities” impossible. However, the requirements to maintain SA status should allow a faculty member to meet the minimum qualifications for full graduate faculty status at the university.)

Along with the two required peer reviewed publications, ICs for maintaining SA status include, but are not limited to the following:

- Academic books
- Chapters in academic books
- Chapters in a readings book
- Text book (first edition)
- Papers presented at academic/professional meetings
- Relevant active academic journal editorships and/or continuing editorial board/committee service
- Published proceedings from academic meetings
- Published cases
- Instructional software that is publicly available
- Other intellectual contributions for which information to support high quality can be provided

#### Practice Academics (PA)

Maintenance of Practice Academic status:

Faculty must produce at least six ICs within the last five years. The faculty member is encouraged, but is not required, to sustain requirements for full graduate faculty status at The University of Tennessee at Martin.

Acceptable ICs include the following:

- All activities acceptable as ICs for Scholarly Academic status
- Relevant, active participation (which goes beyond mere attendance) on professional boards of directors

- Sustained professional work supporting qualified status
- Consulting activities that are material in terms of time and service to the professional or academic area
- Faculty internships/visiting professorships
- Non-peer reviewed publications in practitioner journals
- Developing and presenting significant field-related (e.g. CPE) training or executive education programs
- Documented continuing educational experiences related to the professional or academic area
- Significant participation in government, not-for-profit, academic, or business professional associations

### Scholarly Practitioner (SP)

Maintenance of Scholarly Practitioner Status:

Faculty must produce at least five ICs within the last five years, one of which must be a publication in a peer reviewed or externally reviewed academic or practitioner journal.

Other ICs that support SP status include, but are not limited to the following:

- All activities acceptable as ICs for Scholarly Academic status
- Research awards, invited presentations, or continuing leadership positions in recognized academic societies

### Instructional Practitioner (IP)

Maintenance of Instructional Practitioner Status:

Faculty must produce at least five ICs in the last five years.

ICs that support IP status include, but are not limited to the following:

- The ICs listed for PA or SP status
- Sustained professional work related to the field of teaching and supportive of IP status
- Documented professional certifications in the area of teaching
- Substantive participation in professional events that focus on the practice of business, management, law, political science, and related issues, and other activities that place faculty in direct contact with business, government, not-for-profit, and/or other organizational leaders in ways directly related to the discipline to be taught. The College regards “substantive” to be five or more years’ experience in positions related to the discipline to be taught and with increasing professional responsibilities. The importance of the work should be supported by evidence of responsibilities and tasks.

Note: This definition would allow the faculty member to maintain IP status by continuing to work in a sustained manner in the teaching field (e.g. being a CPA working full-time in the accounting field each of the prior five years so as to teach accounting courses or working full-time as a lawyer during the past five years to teach Business Law) or by maintaining professional credentials (e.g. completing sufficient professional development activities to maintain the CPA designation while teaching full time).

1. Intellectual Contributions (ICs) are original works intended to advance the theory, practice, and/or teaching of business, management, law, political science, or associated fields directly related to the faculty member's expertise area. The works are scholarly in the sense that they are based on generally accepted research principles, are validated by peers and disseminated to appropriate audiences. ICs are a foundation for innovation. ICs may fall into any of the following categories ranked in order of importance to the UTM/CBGA missions:

- Teaching and Learning Scholarship
- Basic Scholarship
- Applied Scholarship

ICs that the university unambiguously accepts in its Graduate Faculty analysis are marked with an asterisk (“\*”). Other activities may be acceptable for Graduate Faculty status, but require supporting evidence from the faculty member.

ICs that the College of Business and Global Affairs values in its annual reviews include, but are not limited to the following:

- Peer reviewed journal publications\*
- Academic books\*
- Chapters in academic books\*
- Chapters in a readings book\*
- Text book (first edition)\*
- Papers presented at academic/professional meetings (with papers at international and national meetings receiving more credit as compared to paper presentations at regional meetings within the UTM Graduate Faculty analysis)\*
- Relevant active academic journal editorships and/or continuing editorial board/committee service
- Published proceedings from academic meetings\*
- Published cases\*
- Instructional software that is publicly available
- Other intellectual contributions for which information to support high quality can be provided
- Relevant, active participation (which goes beyond mere attendance) on professional boards of directors
- Sustained professional work supporting qualified status
- Consulting activities that are material in terms of time and service
- Faculty internships/visiting professorships
- Non-peer reviewed publications in practitioner journals
- Developing and presenting significant field-related (e.g. CPE) training or executive education programs
- Documented continuing educational experiences
- Significant participation in academic, government, or business professional associations

- Research awards, invited presentations, or continuing leadership positions in recognized academic societies
- Sustained professional work supporting IP status
- Documented professional certifications in the area of teaching
- Substantive participation in professional events that focus on the practice of business management, government, and related issues, and other activities that place faculty in direct contact with business and other organizational leaders involving relevant interaction and participation