

UNIVERSITY OF NORTH TEXAS

FY 2024
Annual Certification
pursuant to
Texas Education Code § 51.942

Policies and Procedures
related to
Faculty Tenure

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06.1000 Tenure

06.1001 Concept and Purpose of Tenure. Upon the recommendation of the President, the Board may confer academic tenure, or continuing appointment. “Tenure” means the entitlement of a faculty member to continue in the faculty member’s academic position unless dismissed by the institution for good cause as set forth in the policies and procedures of the institution. Academic tenure recognizes the professional and accomplished status of the faculty member.

Tenure is designed to accomplish the following purposes:

1. assure the faculty of freedom of teaching, research, opinion, and full participation as citizens in the academic community;
2. assist the Institutions by encouraging sound standards for the selection of faculty; and
3. result in the retention, encouragement, and promotion of the most able and promising faculty.

06.1002 Award of Faculty Tenure. As specified in Regents Rule 03.802.5, only the Board may confer faculty tenure. The President shall forward all recommendations for tenure to the Board through the Chancellor.

06.1003 Policies. Each Institution shall recommend to the Board for review, approval, and adoption policies and procedures for the granting of faculty tenure.

06.1004 Reporting Requirement. Each Institution shall file a copy of its faculty tenure policies and procedures and any amendments thereto with the Texas Higher Education Coordinating Board on or before September 1 of each year.

Adopted: February 7, 2008
Effective: February 7, 2008
Revised: September 1, 2023

06.1100 Evaluation of Tenured and Non-Tenured Faculty

06.1101 Annual Evaluation. Each Institution shall recommend to the Board for review, approval, and adoption a policy providing for annual performance evaluations of all tenured and non-tenured faculty.

06.1102 Post Tenure Review Policy. Each Institution, with the advice and comment of faculty, shall recommend to the Board for review, approval, and adoption policies and procedures for providing for a comprehensive performance evaluation process for all tenured faculty at the Institution. The Institution may design its policy to fit its particular educational mission, traditions, resources, and circumstances relevant to its character, role, and scope, in addition to other relevant factors. The policy shall include, at minimum, the following provisions providing that:

1. comprehensive performance evaluations of tenured faculty will occur not more often than once every year, and no less often than once every six years after the date the faculty member was granted tenure or received an academic promotion at the institution;
2. comprehensive performance evaluations will be based on professional responsibilities in teaching, research, service, patient care, and administration, and include peer review of the faculty member;
3. the comprehensive performance evaluation process will be directed toward the professional development of the faculty member;
4. the comprehensive performance evaluation process will incorporate commonly recognized academic due process rights, including notice of the manner and scope of the comprehensive performance evaluation, opportunity to provide documentation during the performance evaluation process, and, before any disciplinary action is taken on the basis of a comprehensive performance evaluation, notice

of specific charges and an opportunity for a hearing on those charges is provided;

5. the revocation of tenure or other appropriate disciplinary action may be taken if, during the comprehensive performance evaluation, there is a determination of incompetency, neglect of duty, or other good cause;
6. for any faculty member who receives an unsatisfactory rating in any area of a comprehensive performance evaluation, the process provides for a short-term development plan with performance benchmarks for returning to satisfactory performance; and
7. failure to successfully complete a post tenure comprehensive performance review short-term development plan constitutes adequate cause for dismissal in accordance with Regents Rule 06.1206.

06.1103 Reasons for Dismissal. The Board shall provide specific reasons in writing for any decision to dismiss a tenured faculty member on the basis of a post tenure review.

06.1104 Waiver. The Institutions shall not waive the post tenure review process for any faculty member granted tenure.

06.1105 Reporting Requirement. Each Institution shall file a copy of its post tenure review policies and procedures and any amendments thereto with the Texas Higher Education Coordinating Board on or before September 1 of each year.

Adopted: February 7, 2008
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06.1200 Dismissal and Revocation of Tenure

06.1201 Dismissal of Tenured Faculty. The employment of a tenured faculty member may be terminated only in accordance with this Rule and only for adequate cause, financial exigency, or discontinuance of academic programs.

06.1202 Procedures for Dismissal of Tenured Faculty for Adequate Cause. Except as provided by the procedures for summary dismissal set forth in this Rule, each Institution shall recommend to the Board for review, approval, and adoption procedures for dismissal of a tenured faculty member for adequate cause. Such procedures shall provide the faculty member with appropriate due process including, at a minimum, the following provisions:

1. reasonable and timely notice of the reason for possible dismissal;
2. an opportunity to meet with and respond to an administrator prior to initiation of formal action to dismissal;
3. an informal, advisory inquiry into the reasons for the dismissal before initiation of formal proceedings;
4. a statement informing the faculty member of the reason for initiation of formal dismissal proceedings and of his or her procedural rights under Institution policy;
5. an opportunity for a formal hearing; and
6. a requirement that the Board make the final determination involving the dismissal of a tenured faculty member.

06.1203 Board Review. A recommendation to dismiss a tenured faculty member for adequate cause shall be forwarded by the President to the Board through the Chancellor. A tenured faculty member shall not be dismissed for adequate cause

except by a majority vote of the total membership of the Board. The Board shall provide specific reasons in writing for any decision to dismiss a tenured faculty member for adequate cause.

06.1204 Dismissal of Non-Tenured Faculty. An Institution may dismiss the employment of a non-tenured faculty member by non-renewal of his or her appointment, for adequate cause, financial exigency, or discontinuance of academic programs during the course of his or her appointment.

06.1205 Procedures for Dismissal of Non-Tenured Faculty for Adequate Cause. Each Institution shall adopt procedures for dismissal of non-tenured faculty for adequate cause. Such procedures shall include, at minimum, reasonable and timely notice of the reason for dismissal and an opportunity to respond.

06.1206 Adequate Cause. Each Institution shall recommend to the Board for review, approval, and adoption policies and procedures for dismissal of a tenured faculty member for adequate cause.

1. Adequate cause for dismissal of a tenured faculty member may include, but shall not be limited to, a determination that the faculty member has:
 - (a) exhibited professional incompetence;
 - (b) continually or repeatedly failed to perform duties or meet responsibilities of the faculty member's position;
 - (c) failed to successfully complete a post-tenure review professional development program;
 - (d) engaged in conduct involving moral turpitude that adversely affects the Institution or the faculty member's performance of duties or meeting of responsibilities;
 - (e) violated laws or System or Institution policies or regulations substantially related to the performance of the faculty member's duties;

- (f) been convicted of a crime affecting the fitness of the faculty member to engage in teaching, research, service, outreach, or administration or failed to disclose or misrepresented criminal history background information;
- (g) engaged in unprofessional conduct that adversely affects the Institution or System or the faculty member's performance of duties or meeting of responsibilities; or
- (h) falsified the faculty member's academic credentials.

06.1207 Suspension During Adequate Cause Proceedings. A tenured or non-tenured faculty member may be suspended pending proceedings to dismiss for adequate cause if the faculty member presents a threat of immediate harm to the Institution.

06.1208 Procedures for Summary Dismissal of Tenured Faculty Based on Serious Misconduct. A tenured faculty member may be summarily dismissed – and lose tenure – upon a finding of serious misconduct.

1. Summary dismissal – and loss of tenure – must be based upon a finding of serious misconduct substantiated by an investigation conducted by the System or Institution, or a federal, state, or local agency with applicable jurisdiction over the subject matter. Serious misconduct includes a finding of any of the following:
 - (a) intentional or knowing falsification of a faculty member's academic credentials;
 - (b) egregious scientific or research misconduct;
 - (c) conviction of a crime substantially affecting the fitness of the faculty member to engage in teaching, research, creative activity, service, outreach, or administration;

- (d) sexual misconduct that violates federal Title IX or state sexual misconduct laws or policies; or
 - (e) violence or threat of violence in the workplace
2. Before a faculty member may be summarily dismissed – and lose tenure – the faculty member must be provided with appropriate due process, that includes:
- (a) written notice of the allegation(s) against the faculty member together with an explanation of the evidence supporting possible dismissal, and copies of non-confidential or non-privileged investigative reports (with appropriate redactions) that are available to the Institution at the time of written notice;
 - (b) an opportunity for the faculty member to respond to the allegations in a hearing with the Institution’s Provost;
 - (c) consideration of the faculty member’s response, if any, by the Institution’s Provost;
 - (d) a written determination by the Provost stating whether the Institution will proceed with the summary dismissal that clearly states:
 - (i) that the faculty member is not subject to summary dismissal; or
 - (ii) that the faculty member is subject to summary dismissal, the effective date of the dismissal, and information regarding the faculty member’s opportunity for a post-dismissal appeal.
 - (e) prompt delivery to the faculty member of the Provost’s written determination; and
 - (f) the opportunity to appeal the determination of summary dismissal, as follows:

- (i) if the faculty member desires to appeal, the appeal, including reasons for the appeal, must be submitted in writing to the Institution's President no later than ten (10) business days following delivery of the written determination; and
 - (ii) if an appeal is filed, unless extenuating circumstances otherwise prevent it, the President will render a final determination no later than fifteen (15) business days following receipt of the faculty member's appeal – the President's decision shall be final; or
 - (iii) if no appeal is filed, the President shall summarily dismiss the faculty member as of the effective date specified in the written determination.
- (g) For purposes of this Rule, notice shall be deemed delivered to and received by the faculty member the day an email is sent to the faculty member's Institutionally assigned email address.

06.1209 Suspension During Summary Dismissal Proceedings. A faculty member subject to a summary dismissal procedure may be suspended with or without pay during the dismissal process. If suspension without pay has not already been imposed, notice of summary dismissal shall result in immediate suspension without pay.

06.1210 Procedures for Dismissal of Tenured or Non-Tenured Faculty for Financial Exigency. Each institution shall adopt procedures for dismissal of tenured or non-tenured faculty for financial exigency. Such procedures shall include, at minimum, the following provisions:

1. reasonable and timely notice of the intent to dismiss a faculty appointment because of financial exigency;

2. an opportunity for a formal hearing before a faculty committee;
3. an opportunity for tenured faculty to be appointed to an open position in another department at the institution in which the faculty member is qualified to teach; and
4. an opportunity of re-employment for faculty members who are dismissed based on financial exigency if the position is restored within a period of three years from the dismissal date.

06.1211 Dismissal of Tenured Faculty for Financial Exigency. A tenured faculty member may be dismissed due to financial exigency only upon recommendation by the President and approval by the Board.

06.1212 Procedures for Dismissal of a Tenured or Non-Tenured Faculty for Discontinuance of Academic Programs. Each institution shall adopt procedures for dismissal of tenured or non-tenured faculty for discontinuance of academic programs. Such procedures shall include, at minimum, the following provisions:

1. reasonable and timely notice of the intent to dismiss a faculty appointment because of discontinuance of academic programs;
2. an opportunity for a formal hearing before a faculty committee; and
3. an opportunity for tenured faculty to be appointed to an open position in another department at the institution in which the faculty member is qualified to teach.

06.1213 Dismissal of Tenured Faculty for Discontinuance of Academic Programs. A tenured faculty member may be dismissed due to discontinuance of academic programs only upon recommendation by the President and approval by the Board.

06.1214 Reporting Requirement. Each Institution shall file a copy of its dismissal and revocation of tenure policies and procedures and any amendments thereto with the Texas

Higher Education Coordinating Board on or before
September 1 of each year.

Adopted: February 7, 2008
Effective: February 7, 2008
Revised: August 18, 2011; September 1, 2023; November 6, 2023

- 06.1300 Financial Exigency and Discontinuance of Academic Programs.
- 06.1301 Definition. A financial exigency is an actual or imminent financial crisis, as determined by the Board, that threatens the survival of the Institution as a whole and that cannot be alleviated by measures other than terminating tenured or tenure-track faculty.
- 06.1302 Declaration of Financial Exigency. The decision to declare a financial exigency may be made only by an affirmative vote of the Board. Prior to voting, the Board will consider the recommendation of the Institution’s administration submitted in a timely manner and through the Institution’s established procedure. The declaration of a financial exigency will be for a specified period of time not to exceed two years, unless extended by the Board.
- 06.1303 Plan for Retrenchment. Before an Institution takes action pursuant to a declaration of financial exigency, it shall submit a plan for retrenchment to the Board for consideration. The Board may modify the plan prior to its approval.
- 06.1304 Termination of Tenured Faculty. An Institution’s recommendation to terminate a tenured faculty member due to financial exigency must be presented to the Board for approval.
- 06.1305 Rescission of Declaration. The Board may, by majority vote, rescind its declaration of financial exigency at any time. Such rescission, however, does not operate to automatically withdraw or otherwise invalidate any notice of dismissal issued to an individual during the period of declared financial exigency.
- 06.1306 Financial Exigency Policy. Each Institution shall adopt a policy consistent with this Regents Rule that outlines Institution policy and procedures applicable prior to and during a financial exigency. The policy shall include the procedure for the Institution’s administration and faculty to make recommendations to the Board regarding a declaration of financial exigency and provide for notice and

a hearing before a faculty committee for any faculty member whose termination is recommended due to financial exigency.

06.1307 Discontinuance of Academic Programs. Subject to the policies and rules of the Board and under the direction of the Chancellor, the President of an institution has general authority and responsibility for determining when to discontinue or abandon an academic program and when to eliminate occupied academic positions. A decision to discontinue an academic program may occur with or without a financial exigency and will be based primarily on educational considerations.

06.1308 Educational considerations. Educational considerations that could result in the discontinuance of an academic program may include, but are not limited to:

1. a substantial decrease in program enrollment or the number of degrees awarded;
2. the need to shift substantial resources to other programs; or
3. a substantial modification or redirection of school or department's mission.

06.1309 Policy. Each Institution shall adopt a policy consistent with this Regents Rule that outlines Institution policy and procedures applicable to discontinuance of academic programs and the elimination of occupied academic positions. The policy shall include the procedures for the Institution's faculty to make recommendations to the President regarding a discontinuance of academic programs and for assisting students enrolled in discontinued academic programs. It shall also provide for notice and a hearing before a faculty committee for any faculty member whose termination is recommended due to elimination of occupied academic positions.

06.1310 Termination of Tenured Faculty. An Institution's recommendation to terminate a tenured faculty member due to discontinuance of academic programs must be presented to the Board for approval.

Adopted: August 18, 2011
Effective: August 18, 2011
Revised:

1 **DEPARTMENT OF PUBLIC ADMINISTRATION**
2 **BY-LAW¹**

3 **Faculty Workload, Merit Evaluation, Graduate Faculty Membership,**
4 **Reappointment, Promotion, Tenure, and Post-Tenure Review**

5 Approved by the faculty, May 4, 2018

6 Revisions as of 12-7-2018

7 Revision: 5/3/2019
8

9 The Department of Public Administration adheres to the personnel policies for faculty workload,
10 annual merit evaluation, promotion, tenure, and post-tenure review found in the relevant sections of the
11 UNT Policy Manual and other policy documents of the university.
12

13 **Faculty Workload**
14

15 The department chair is responsible for ensuring that the faculty meets performance expectations, and
16 that adjustments in teaching, research, and service loads are made in accordance with the department's
17 instructional needs first and foremost. The department's top priority is adequate staffing of classes with
18 a combination of tenured and tenure-track faculty, lecturers, clinical faculty, teaching fellows, and
19 adjuncts.
20

21 Annually, each faculty member will determine, in consultation with the chair, the distribution of his/her
22 workload among the three areas of scholarly performance: teaching (T), research (R), and service (S).
23 The workload distribution will be the basis for the weights used in calculating the faculty member's
24 weighted merit evaluation score. The workload distribution will be selected from one of the four
25 options listed in Table 1 and documented on a form provided by the chair prior to the annual merit
26 evaluation process. The chair, in consultation with the Executive Committee, may adjust teaching,
27 research, and service loads at any point, after consulting with the faculty member, depending on
28 emerging needs of the department or its academic programs.
29

30 The normal teaching load of the department's tenured and tenure-track faculty is specified in Table 1.
31 Reductions in teaching load are intended as offsets for extraordinary service and research duties.
32 Faculty in their first year of employment at UNT may be granted a one course reduction from the
33 normal teaching load to facilitate adjusting to their new work environment. Summer teaching is a
34 separate contract period and not considered part of the nine-month workload assignment.
35

36 Tenured and tenure-track faculty, other than program coordinators, will normally have a 50-40-10
37 workload assignment (T-R-S) and teach four courses during the fall and spring semesters. Faculty may
38 carry a service workload of not less than 10 percent, except those holding university administrative
39 appointments (e.g., chair, associate dean, dean, or provost). Program coordinators normally receive a
40 one-course reduction for the duration of their service and will have a 40-40-20 workload assignment.
41 Faculty opting for a teaching emphasis normally carry a teaching workload of at least 60 percent and

¹ Preparation of this by-law benefitted greatly from the comments and recommendations from Dr. Neale Chumbler, Dean of the College of Health and Public Service, and from Dr. Jennifer Cowley, Provost and Vice President for Academic Affairs. Its preparation was also enriched by the policies and procedures of other UNT academic units including the Departments of History, English, Criminal Justice, and Economics.

1 teach at least seven courses during the contract period. The teaching option is available only for faculty
 2 at the rank of professor or with at least 12 years of experience in a tenure-track position. Table 1
 3 summarizes the options for workload assignment.

4
 5 Table 1. Workload options (Teaching – Research – Service)

Years of Faculty Service	Option A	Option B	Option C	Option D
1-6	50-40-10	40-50-10	none	none
7-12	50-40-10	40-50-10	40-40-20	none
>12	50-40-10	40-50-10	40-40-20	60-30-10
Lecturers	80-10-10	80-0-20		

6
 7
 8 **Guidelines and Procedures for Merit Evaluations**

9
 10 The Executive Committee, serving as the department’s personnel affairs committee (PAC), annually
 11 evaluates the performance of each faculty member. In so doing the PAC will review three years of
 12 information unless the faculty member has fewer than two years of service. Three areas of evaluation
 13 are used: teaching and other pedagogical duties; scholarship and research contributions; and service to
 14 the department, University, profession, and community. The relative contribution of each area of
 15 evaluation to the final merit score will be determined in consultation with each faculty member and the
 16 department chair based on the department’s instructional needs described in the preceding section.

17
 18 Merit Evaluation Procedures

19 In January or following the calendar prescribed by the dean and provost, the PAC will review each
 20 faculty member's activities for the three preceding calendar years in the three evaluation categories –
 21 scholarship, teaching, and service. It is the responsibility of each faculty member to maintain a
 22 complete and comprehensive update of professional activities on the Faculty Information System as
 23 required by the university. While the PAC is obliged to use the information provided by each faculty
 24 member, and it may include such other information as becomes known to it, the PAC has no
 25 responsibility to research each faculty member's activities to ensure a complete record.

26
 27 In scoring performance in each evaluative area, the PAC will rate a faculty member’s efforts based on
 28 the criteria described in the following paragraphs and as governed by University policies. The PAC will
 29 adopt a procedure that neutralizes outliers such as using the median score of committee members or by
 30 excluding the highest and lowest score and averaging the remaining scores.

31
 32 The PAC will use the following rubrics for the three areas of evaluation to determine a merit score for
 33 each faculty member. The PAC may adjust this score at its discretion to reflect internal equity among
 34 faculty. Each rubric uses the same general methodology.

35
 36 Step 1: A benchmark merit category is initially determined for each area of evaluation. This sets
 37 a threshold for performance in each category. For research, the benchmark score is the merit
 38 category for the highest ranked research product during the three-year period. For teaching, the
 39 benchmark score is the median SPOT score for the three-year period. For service, the
 40 benchmark merit category is inversely linked to the faculty member’s academic rank.

1
2 Step 2. The next step adds quantity and quality of effort to the benchmark merit score. Each
3 performance product is weighted by its relative value to the department. In the case of research,
4 effort is measured and weighted by the number and quality of research products produced
5 during the three years being evaluated (articles, grants, books, book chapters, and awards). For
6 teaching, performance is measured by equally weighting the median SPOT score, observer
7 evaluations, and pedagogical activities outside the classroom (dissertations chaired, teaching
8 grants, new and revised courses, peer-reviewed articles in pedagogical journals, supervision of
9 undergraduate research experiences/competitions; experiential or service learning, travel
10 courses, and teaching awards). For service, effort is measured and weighted by the number of
11 professionally relevant service activities provided to the department, college and university,
12 community, or profession.
13

14 Step 3. The final step sums the weighted values for effort with the benchmark merit category to
15 determine a total merit score for the category being evaluated.
16
17

18 **Scholarship and Research.** In assessing a faculty member's scholarship and research contributions,
19 the PAC considers the publication of books, monographs, refereed articles, applied research reports,
20 media and software development, research grants awarded, conference proceedings, papers presented at
21 professional meetings, and other documentation that provides evidence of scholarly contributions.
22

23 The department values interdisciplinary and collaborative work, particularly work involving doctoral
24 students and tenure-track faculty in the department during their probationary period. As such, co-
25 authored works with doctoral students are treated as sole-authored works for purposes of merit,
26 promotion, and tenure. The convention in public administration is generally the ordering of authors'
27 names does not necessarily indicate their relative contribution. In multi-authored products, the faculty
28 member must indicate the percentage contribution he or she has made to the final product.
29

30 Quality of research

31 Tenure-eligible faculty are expected to contribute to the systematic development of knowledge,
32 theoretical or empirical, in one or more identifiable areas of public administration and planning.
33

34 The department places the highest value on refereed publications that appear in high impact outlets that
35 advance the scholarship of public administration and planning. In the case of publications in journals
36 that use a double-blind referee process, quality is judged based on a journal's acceptance rate or impact
37 score. It is the faculty member's responsibility to document in the Faculty Information System (FIS), or
38 other format as specified by the PAC, the quality of a journal using either of these measures. In general,
39 the PAC will consider as top-tier those journals with an acceptance rate of 25 percent or less in the year
40 that an article was unconditionally accepted for publication (as reported by the journal's editor), or with
41 an impact score of 1.75 or higher. These cut points represent approximately the top quartile of journals
42 in public administration and its related fields. At least once every three years, the chair in consultation
43 with the faculty will review a representative sample of journals to adjust these cut points. Publications
44 in peer-reviewed journals other than top-tier are valued but at a lower weight in the research rubric. The
45 PAC may adjust the weights up or down depending on evidence supporting the publication's
46 contribution to the field. Publications in journals that do not use a peer review process should be
47 considered other research products.

1
2 For research products other than peer reviewed journals, quality may be documented using such
3 sources as Google Scholar citations, reputation of the publisher, awards or reviews by sources external
4 to UNT, or other evidence of the work's impact on public policy and administration. Research products
5 other than consultant reports for which a faculty member receives a direct grant, not approved by the
6 Office of Grants and Contracts Administration (OGCA), may be considered for merit under other
7 research products. It is the faculty member's responsibility to document the scholarly impact and
8 reputational value of the work.
9

10 In the case of a book other than an anthology, the faculty member must demonstrate its scholarly
11 contribution if counted as research. The department recognizes that, in public administration, publishers
12 increasingly look to a book's market appeal when making a publication decision. As such, all books
13 have the potential for adoption as a textbook. If the book has gone through more than one edition, it
14 likely will be considered a textbook and best reported under the teaching rubric. If reported as a
15 research product, the faculty member must provide evidence of the book's scholarly impact such as the
16 peer review process, book reviews, and reputation of the publisher. The PAC retains the authority to
17 reclassify a book as either a scholarly product or as a textbook.
18

19 Digital scholarship is evaluated the same as printed works. For purposes of merit evaluation, if a
20 publication first appears in digital media and subsequently in print, the date of digital publication may
21 be used for the three-year window, or the date that it appeared in print, but not both. That is, whether
22 digital or print, a publication should be considered for one three-year period.
23

24 Research grants and contracts

25 The department values highly the pursuit of extramural funding either through grants or contracts.
26 Preference is given in the merit process for research grants awarded through a competitive, peer-
27 reviewed process in which the faculty member is either the principal or co-principal investigator. In the
28 case of a contract that has been accepted through the university's approval process, the faculty member
29 must demonstrate that a research product, such as a journal article or book chapter, was produced from
30 the project. Intramural grants awarded through a competitive process will receive modest weight in the
31 merit process only if they result in the pursuit of external funding. Grants applied for but not awarded
32 are not counted for merit purposes. Grants and contracts awarded directly to a faculty member and that
33 do not go through the university's approval process (OGCA) also receive no research credit in the
34 annual review. The exception to the previous statement are TRIP funding and grants obtained through
35 foundations that do not make awards to universities, such as the IBM Business of Government, Urban
36 Institute, Robert Wood Johnson Foundation and the Lincoln Institute of Land Policy. These shall be
37 treated the same as OGCA processed funding. Scholarly products that result from such awards, such as
38 a report, collection and making publicly available data, or a working paper, may be considered as other
39 research products.
40

41 In scoring a faculty member's research and scholarship performance for the three-year evaluation
42 period, the PAC will evaluate the research record using the following rubric. Faculty may self-score
43 and submit those scores in the FIS system as additional documentation for PAC consideration.
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Evidence of Research Excellence

	Merit Category	Weight	Effort (count)	Total Score
Top-tier journal article (peer-reviewed)	3	0.750		
External grant (accepted by OGCA)	3	0.500		
First edition book (author or coauthor)	3	0.250		
Other than top-tier journal article (peer-reviewed)	2	0.500		
Editor of anthology, first edition	2	0.250		
Book chapter	2	0.250		
External contract (accepted by OGCA)	2	0.250		
Other research products (not peer-reviewed)	2	0.125		
External or university research award	2	0.125		
Conference presentation (up to three conferences)	1	0.125		
Internal competitive grant (external grant submitted)	1	0.125		
TOTAL			0	0

	Benchmark Merit Category	Weighted Score	Total Research Score
Research excellence merit score	0.00	0	0.000

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Teaching. The department expects continuous improvement in each faculty member’s pedagogical duties, both in the virtual and physical classroom and outside the classroom in individual or small group instructional settings. At a minimum, faculty are expected to meet regularly with their classes, prepare a syllabus for each course including cross-listed doctoral courses, remain current in their knowledge of the subject, demonstrate steady improvement in engaging students in the classroom or online, and support student development outside the virtual or physical classroom.

10 The PAC relies on three equally weighted categories of information in evaluating teaching performance
11 for merit purposes: student evaluations of teaching performance (SPOT) or its successor; periodic
12 observations by knowledgeable persons of teaching methods, content of instructional material, and
13 instructional impact; and other pedagogical contributions to the university’s educational mission. Each
14 of the three categories contributes one-third of the weight to the overall teaching score.
15

Category #1: Student Perceptions of Teaching

16
17 In scoring a faculty member’s teaching performance for the three-year evaluation period, the PAC
18 relies on the following rubric. The student evaluation of teaching is established using the median
19 Overall Summative SPOT rating for all classes, including summer and off-campus classes, taught by
20 the faculty member during the evaluation period. For cross-listed courses, only one SPOT score for the
21 course is included in computing the median. The median score avoids the skewing effects of outliers
22 and provides a more representative measure of teaching performance over the long term. The category

1 score is then multiplied by 0.33 to determine SPOT's contribution to the overall teaching score. The
2 department chair will provide the 3-year median SPOT score to each faculty member prior to the
3 deadline for submitting data to FIS.

4
5 Category #2: Observer Evaluation of Teaching Performance

6 The second category contributing to the teaching score is observation of the faculty member in the
7 classroom by faculty outside the department who hold a rank of associate or full professor or senior or
8 principal lecturer. For untenured faculty, lecturers, and clinical faculty at entry level ranks, a peer
9 evaluation of teaching performance must be conducted within the first two years of employment in the
10 department and at least one more time before applying for promotion or tenure. The evaluation should
11 use an observation tool, preferably recommended by CLEAR or an equivalent source, and that uses or
12 can be converted to a 5-point scale. The observation instrument should evaluate teaching performance
13 in three areas: teaching methods (process), content of instructional material (content), and instructional
14 impact (outcomes). The evaluation should include a review of the syllabus, course management
15 platforms, the faculty member's statement of teaching philosophy, and sample assignments. Courses of
16 different modalities will be evaluated using the same instruments and processes.

17
18 For faculty holding ranks higher than entry level positions, an observer evaluation must be conducted
19 once every three years using the same observation tool and evaluating the same documents as used for
20 faculty in entry level positions. The department will administer a survey of PhD alumni in the past six
21 years every three years to assess the quality doctoral dissertation supervision and advising. The survey
22 should use a 5-point scale to assess chairs along relevant dimensions. .

23
24 The most recent observation category score (using a 5-point scale) is then multiplied by 0.33 to
25 determine its contribution to the overall teaching score.

26
27 Category #3: Other Pedagogical Activities

28 The third category contributing to the overall teaching score is an umbrella of activities essential to
29 recruiting and retaining students. These activities represent an essential component to effective teaching
30 and to advancing the international reputation of the department's academic programs. Tenured faculty
31 are expected to serve on and chair doctoral advisory and dissertation committees and to facilitate the
32 timely completion of the doctoral degree as prescribed in the PhD Handbook. Consideration is also
33 given by the PAC to the quantity and quality of all other student advising and mentoring. The
34 pedagogical activities are weighted in the teaching rubric according to their value to the department's
35 mission.

36
37 The cumulative value of other pedagogical activities is then multiplied by 0.33 to determine its
38 contribution to the total teaching score.

39
40 Transition Period

41 A transition period is needed for implementation of the observation category (the second category).
42 During this period, not to exceed three years, the median SPOT score will be used as the observer
43 evaluation score. Newly hired faculty and those with administrative appointments outside the
44 department may use their median SPOT score for the observer evaluation score until such time that an
45 observer evaluation is completed.

Evidence of Teaching Excellence

Teaching category	Merit Category	Category Weight	Weighted Score
1 Median SPOT rating (all classes during review period)		0.330	0.000
2 Observer evaluation (or PhD alumni survey)		0.330	0.000
3 Other pedagogical duties		Weight for pedagogical	Effort (count)
Dissertation committee chair, on time	3	0.250	
New course preparation	3	0.250	
External teaching grant (accepted by OGCA)	3	0.250	
Second or greater edition of book	3	0.250	
Major revision of course	2	0.125	
Internal or external teaching award	2	0.125	
Dissertation committee chair, not on time	2	0.125	
Other pedagogical activities (such as peer-reviewed articles in pedagogical journals, supervision of undergraduate research experiences/competitions; experiential or service learning, travel courses)	2	0.125	
Dissertation committee member	1	0.125	
Total other pedagogical duties	0	0.000	0.000
Faculty teaching excellence score (sum of category 1, 2, 3):			0.000

Service. In evaluating professionally relevant service to the department, university, and community, the PAC will develop a ranking based not only on the total number of activities but also on their substance, importance to the department’s mission, time demands, and the faculty member’s contribution to the final product. Service credit is awarded for program coordinators, who receive supplemental compensation and/or course load reduction. No service credit is given for other monetary or in-kind compensation for consulting services. Therefore, program coordinators will receive service credit for semesters in which they do not receive a course reduction or monetary compensation.

In assessing service, the PAC considers activities such as service to the department, uncompensated administrative/advisory positions, service to the college and university, service to the community, and service to professional associations such as editorial board appointments and offices in professional associations. Additionally, the PAC considers the faculty member's relationship with and service to the professional constituencies vital to departmental programs. Credit toward merit is given for the number of years of service provided to the activity, up to a maximum of three years for the evaluation period. The willingness to bear one's share of departmental obligations is an essential part of proper collegial behavior. In scoring a faculty member’s service performance over a three-year period, the PAC relies on the following rubric.

Faculty rank establishes the base level of service and is inversely related to the faculty member’s academic rank.

<u>Academic rank</u>	<u>Weight for effort</u>
Professor/Principal Lecturer	at least 3.0
Associate Professor/Senior Lecturer	at least 3.0
Assistant Professor/Lecturer	at least 4.0

The inverse relationship reflects the department’s expectation that service duties will increase with academic rank and tenure status. The rubric includes a weighted score for effort, measured by the number of service activities, and a weighted score for years of service for those service activities involving leadership roles. Additionally, the PAC may add or deduct a service impact score (in 0.10 increments) that accounts for the quality of service provided by the faculty member.

Evidence of Service Excellence						
	Weight for Effort	Effort (count)	Effort Weighted Score	Weight for Years of service	Years of service (1 to 3)	Total Years of Service Score
Faculty rank:						
Professor/Principal Lecturer	3.000					
Associate Professor / Senior Lecturer	3.000					
Assistant Professor / Lecturer	4.000					
Service activities:						
Journal editor/associate ed./managing ed.	0.500			0.10		

Department committee chair	0.250	0.05	
College/university committee chair	0.250	0.05	
Professional committee chair	0.250	0.05	
Community committee chair	0.250	0.05	
Program coordinator	0.250	0.05	
Department committee member	0.125		
Service grants (other than contracts)	0.125		
College/university committee member	0.125		
Editorial board member	0.125		
Professional committee member	0.125		
Community committee member	0.125		
Other department service	0.125		
Other college/university service	0.125		
Other service to discipline	0.125		
Other community service	0.125		
Faculty advising of student organization	0.100		
Consulting (pro bono, capped at 3)	0.100		
Service awards, internal or external to UNT	0.100		
Faculty development activities	0.100		
TOTAL		0.00	0.00
	Effort Weighted Score	Total Years of Service Score	Total Service
Faculty Service Score:	0	0	0.00

1
2 Final Merit Rankings and Narrative Statement
3 No member of the PAC may rate him or herself or take part in any of the discussions related to her or
4 himself. When assigning a merit rating to each area of performance, the PAC uses a five-point scale (5
5 = high, 1 = low). Following a discussion of its initial merit ratings derived from the rubrics for each
6 evaluated category, the PAC may alter the overall score to reflect new information or changes in
7 judgment. After the PAC arrives at the merit rankings, it will apply the workload weights for each of
8 the areas of professional performance determined by the procedures described in the section on Faculty
9 Workload. Within two weeks of completion of its evaluations, the chair will notify the faculty of the
10 unweighted merit score in each of the three areas of evaluation that is in the top quartile and in the
11 fiftieth percentile.
12
13 The PAC will draft and agree upon a narrative statement for each faculty member and will furnish each
14 member a report that includes this narrative, the merit score derived from the rubric for that category,
15 the PAC's rating in each category, an explanation for deviations from the rubric, the overall weighted

1 evaluation score, and a summary of the faculty member's performance. Following completion of this
2 annual review, untenured faculty in their probationary period will meet jointly with the Reappointment,
3 Promotion and Tenure Committee and department chair for a review of their professional progress and
4 advice on areas of development that require additional effort. Tenured faculty may meet with the PAC
5 if they wish.

6 7 Salary Increments

8 When the budget for salary increments becomes available to the Department, the PAC will recommend
9 to the chair appropriate increments based on the rankings established by the procedures above,
10 including the relative weights. First-year faculty members will normally receive the median salary
11 increment. Final salary recommendations are made by the chair, taking into consideration the
12 recommendations of the PAC.

13 14 Review of Rubrics

15 During the fall semester, the chair will include on the agenda of a faculty a request for input on the
16 rubrics used by the PAC to evaluate faculty performance for merit. The feedback will be used by the
17 RP&T Committee to revise the rubrics as needed or appropriate. Changes to the rubrics must be
18 approved by the faculty before being used by the PAC for undertaking merit reviews.

19 20 21 **Graduate Faculty Membership**

22 Consistent with the UNT Policy Manual on Graduate Faculty Membership, the Department of Public
23 Administration has two graduate faculty membership categories: Full and Associate. This policy
24 establishes the department criteria and review processes for attaining and maintaining graduate faculty
25 membership.

26 27 Definitions

28 **Faculty** are UNT employees with instructional or administrative responsibility. The term
29 includes non-tenure track instructors and university administrators who hold courtesy
30 appointments in the department.

31
32 **Associate Members** are Graduate Faculty members who may serve on but do not chair theses
33 or dissertation committees.

34
35 **Full Members** are Graduate Faculty members with the right to chair master's theses and
36 doctoral dissertations.

37 38 Criteria and Procedures for Graduate Faculty Membership

39 All tenure-system public administration faculty who hold a terminal degree are eligible for full
40 membership on the Graduate Faculty.

41 42 Criteria for Full Membership

43 Appointment to full graduate faculty membership is based on evidence of mature, independent work
44 during the past three calendar years in the following areas:

- 45 • Continuing research productivity as demonstrated through publications, externally funded
46 grants, and conference participation. At a minimum a faculty member must have a

1 combination of two publications or externally funded grants during the prior three calendar
2 years.

- 3 • Meritorious graduate-level teaching.
- 4 • Evidence of efficacious guidance in the quality and timely completion of dissertations.
- 5 • Participation in developing and/or grading comprehensive examinations.
- 6 • Effective advising or mentoring of graduate students.

7 8 Criteria for Associate Membership

9 Appointment to associate graduate faculty membership is based on evidence of mature, independent
10 work during the past three calendar years in the following areas:

- 11 • Meritorious graduate-level teaching
- 12 • Service on thesis or dissertation committees
- 13 • Participation in developing and/or grading comprehensive examinations
- 14 • Graduate advising or mentoring of graduate students.

15 16 Review Process

17 As part of the annual merit evaluation process, the Executive Committee (PAC) will review each
18 faculty member's record to determine if the person meets the criteria for full membership. The
19 expectation is that research-active faculty will be appointed to full membership. If the faculty member
20 does not meet the criteria to attain full membership, the faculty member may be appointed to associate
21 membership.

22
23 Appointment to full or associate membership is for one academic year and is reviewed each spring by
24 the PAC as part of its annual review for merit pay. In the event of a change in classification from full to
25 associate membership, the faculty member may continue to direct to completion any dissertation
26 committees on which he/she currently serves as chair.

27 28 29 **Reappointment, Promotion and Tenure**

30
31 Procedures for promotion and tenure represent a combination of the processes set forth in University
32 documents, instructions from the dean and provost, and in the cumulative results of annual
33 Departmental merit evaluations. Faculty members are responsible for familiarizing themselves with the
34 requirements and procedures at the department, college, and university levels.

35
36 In the Department of Public Administration, responsibility for recommending annual reappointment,
37 promotion, and tenure of probationary faculty begins with the Reappointment, Promotion and Tenure
38 Committee (RP&T). The RP&T Committee is composed of all tenured faculty with an appointment in
39 the Department of Public Administration, excluding the chair and any faculty member serving on the
40 College personnel affairs committee.

41 42 Reappointment

43 The RP&T Committee annually evaluates the progress of each probationary faculty person toward
44 promotion and, as appropriate, tenure. As part of the evaluation, the committee makes a
45 recommendation on the reappointment of the faculty member. The evaluation is completed according to
46 the timetable announced by the dean of the college at the beginning of each academic year. In preparing
47 its evaluation, the RP&T committee is guided by the cumulative merit evaluations of the department's

PAC. The chair prepares a separate recommendation for reappointment, taking into consideration the recommendation of the RP&T Committee. Both recommendations are forwarded to the dean per the timetable announced at the beginning of the academic year. The third-year review is forwarded to the College PAC, dean, and provost. Subsequent reviews may be forwarded if the third-year review indicates further review is needed.

Annually, the chair and RP&T Committee jointly meet with probationary faculty to discuss (1) the results of the merit evaluation completed by the PAC, and (2) advise the faculty person on professional development areas needing additional effort. In the case of newly hired faculty, this joint meeting is normally conducted at the conclusion of the first year.

Promotion and Tenure

A faculty member seeking promotion and, where appropriate, tenure must assist the RP&T Committee in building a dossier and supplying all supporting materials requested by the Committee. One member of the committee may coordinate the preparation of the dossier. The candidate and department must follow the workflow calendar established by university policy.

In evaluating the cumulative record for promotion and/or tenure, the RP&T Committee relies on the recommendations of external reviewers and on the PAC’s cumulative annual review ratings for each performance area. UNT’s policy on reappointment, tenure and promotion gives the department responsibility for defining specific standards of performance for the two categories used in making promotion and tenure decisions: excellence and effectiveness.

In evaluating the candidate’s record for promotion for all faculty or tenure, the RP&T Committee is guided by the following definitions of these two levels of performance:

- Excellent:** an annual review rating of 4 or greater.
- Effective:** an annual review rating of at least 3.

The minimum expectation for promotion to associate professor and for tenure is as follows:

Minimum Performance Expectations For Promotion to Associate Professor and For Tenure

Evaluation area	Performance evaluation
Research	Cumulative score of 12 points for the previous three annual reviews or for candidates requesting early review should have an average of 4.75 for fewer than three previous reviews.
Teaching	Cumulative score of 12 points for the previous three annual reviews or for candidates requesting early review should have an average of 4.75 for fewer than three previous reviews.
Service	Cumulative score of 10 points for the previous three annual reviews or for candidates requesting early review

should have an average of 4.75 for fewer than three previous reviews.

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Criteria for Promotion to Senior Lecturer and Principal Lecturer

The non-tenured ranks of lecturer, clinical faculty, and faculty of practice provide valued services to the department and its degree programs. An entry-level, non-tenured faculty member may seek promotion to the next level by showing evidence of excellence in the instructional and service areas. A candidate seeking promotion to Senior Lecturer must meet the university requirements and have a merit record of excellent in teaching and effective in service.

Minimum Performance Expectations
for Promotion to Senior Lecturer

Evaluation area	Performance evaluation
Research	Not applicable
Teaching	Excellent
Service	Effective

For promotion to Principal Lecturer, the candidate’s merit record must be excellent in both teaching and service.

Minimum Performance Expectations
for Promotion to Principal Lecturer

Evaluation area	Performance evaluation
Research	Not applicable
Teaching	Excellent
Service	Excellent

Criteria for Promotion to Assistant Professor

A faculty member seeking promotion to the rank of Assistant Professor must have a terminal degree. In addition, the faculty member must have merit ratings that demonstrate excellence in the teaching category. The candidate must also show evidence of promise with respect to scholarship and service and have merit ratings showing evidence of laudable in each of these two areas.

Minimum Performance Expectations
For Promotion to Assistant Professor

Evaluation area	Performance evaluation
Research	Effective
Teaching	Excellent
Service	Effective

Criteria for Promotion to Associate Professor

A high standard of research proficiency must be displayed by making continuous, sustained, and significant contributions to the scholarship of public administration through publication of at least eight refereed articles in quality journals with one article in a top-tier journal and evidence of successful external funding. At least one article must be sole-authored. Co-authored articles with UNT graduate students are considered sole-authored. Per UNT’s policy on tenure and promotion, in order to be

recommended for promotion to Associate Professor, a candidate must have merit ratings that demonstrate excellence in both research and teaching and effective in service.

**Minimum Performance Expectations
For Promotion to Associate Professor**

Evaluation area	Performance evaluation
Research	Excellent
Teaching	Excellent
Service	Effective

Criteria for Promotion to Professor

Per the guidelines in the UNT Policy Manual, promotion to the rank of professor requires evidence of sustained excellence in all three areas of teaching, research, and service. A favorable recommendation presumes that the faculty member’s research contributions are recognized nationally or internationally including evidence of successful external funding since the last promotion. Compelling evidence must exist in the cumulative merit evaluations and in external reviews that the faculty member has also achieved a sustained level of excellence in the areas of teaching and service, and that indications are the individual will continue to grow professionally.

While consideration is given to the overall record of the candidate, the RP&T Committee gives particular attention to the contributions in the three areas since the candidate’s last promotion. Per UNT’s policy, to be recommended for promotion to Professor, a candidate must have merit ratings that demonstrate excellence in all three performance areas -- scholarship, teaching, and service.

**Minimum Performance Expectations
For Promotion to Professor**

Evaluation area	Performance evaluation
Research	Cumulative score of 20 points for the previous five annual reviews or for candidates requesting early review should have an average of 5.0 for fewer than five previous reviews.
Teaching	Cumulative score of 20 points for the previous five annual reviews or for candidates requesting early review should have an average of 5.0 for fewer than five previous reviews.
Service	Cumulative score of 20 points for the previous five annual reviews or for candidates requesting early review should have an average of 4.5 for fewer than five previous reviews.

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Post-Tenure Review

All faculty are evaluated annually by the Executive Committee in each of the three area of performance for the three previous calendar years. Unsatisfactory performance occurs whenever a tenured or tenure-track faculty member receives an unweighted merit rating of less than 2.0 for teaching or research or service.

For tenured faculty at any rank, a merit score of less than 2.0 in any of the three areas will initiate the post-tenure review process described in the UNT Policy Manual. Within a month after receiving an unsatisfactory merit rating the Reappointment, Promotion, and Tenure Committee and department chair will jointly prepare a Professional Development Plan for the faculty person described in the UNT Policy Manual.

**Department of Art Education and Art History
University of North Texas**

Evaluation Criteria

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General Departmental Guidelines

The Department of Art Education and Art History adheres strictly to the University of North Texas policies on annual evaluation (UNT Policy 06.007) and on reappointment and the granting of tenure and promotion of tenure-line faculty (UNT Policy 06.004) and lecturers (UNT Policy 06.005). It furthermore follows the procedures for annual evaluation, reappointment, tenure, and promotion outlined in the College of Visual Arts and Design by-laws. In the application of these policies and the by-laws, the department assiduously evaluates and makes recommendations based on workload percentages in the three areas of teaching, research, and service.

General Departmental Criteria for Tenure-Line Faculty

The academic disciplines housed in the Department of Art Education and Art History believe the primary goal of professional development of tenure-line faculty is to remain current in and contribute to the respective fields through continued research and dissemination of information through the professional work, teaching, and service activities listed in this document under the specific disciplines. It is essential that the research informs teaching and be incorporated into the curricula. Academic research touches state, national, and international levels. The department also values faculty efforts that secure signed agreements between UNT and other entities for collaborations such as consultancies, faculty or student exchanges, or other partnerships.

The fundamental criteria for tenure and promotion to associate professor, as articulated in UNT Policy 06.004, is evidence of sustained excellence in the domains of teaching and scholarship along with evidence of sustained effectiveness in the domain of service. More specifically, the Department of Art Education and Art History recommends tenure and promotion to associate professor for those who achieve excellence in all three areas, recognizing that each faculty member's career is unique and that achievement of excellence in all three areas will vary by individual and according to the faculty member's workload percentages and agreed-upon role within the department, college, and university.

Recommendations for promotion to the rank of professor are based on the critical review of explicit evidence accumulated during the professional career to date, with particular emphasis on academic work accomplished during the appointment at the University of North Texas and during the tenure as associate professor. A promotion to the rank of professor requires evidence of sustained excellence in each of the three (3) domains of teaching, scholarship, and service, sufficient for the achievement of a national or international reputation and recognition.

The Department of Art Education and Art History defines excellence for tenure-line faculty in the following ways:

- a) Faculty members achieve excellence by engaging in professional scholarly/creative activity that demonstrates an emerging national reputation. This activity must include a sustained record of publications and other forms of dissemination from the department's "Most Valued" work evaluation category as appropriate to the faculty member's workload percentages and agreed-upon role within the department, college, and university. Because reviews for tenure and promotion include dossiers provided to experts external to the university, a recommendation for tenure will consider evidence in the context of, and consistent with, levels expected at peer or aspirational peer programs.
- b) Faculty members achieve excellence in teaching by actively participating in the department's academic mission at the highest levels. This activity must include a sustained record of teaching-related activities from the department's "Most Valued" work evaluation category as appropriate

to the faculty member's workload percentages and agreed-upon role within the department, college, and university. Because reviews for tenure and promotion include dossiers provided to experts external to the university, a recommendation for tenure will consider evidence in the context of, and consistent with, levels expected at peer or aspirational peer programs.

- c) While faculty pursuing tenure should place their emphasis in professional activity and teaching, each faculty member should consistently and constructively engage in service on behalf of the profession, department, college, and/or university. The amount and type of this service should be appropriate to his/her status, professional goals, workload percentages, and agreed-upon role within the department, bearing in mind that all faculty must make some contribution in this area for the good of the academic programs. Because reviews for tenure and promotion include dossiers provided to experts external to the university, a recommendation for tenure will consider evidence in the context of, and consistent with, levels expected at peer or aspirational peer programs.

General Departmental Criteria for Lecturers

The fundamental criteria for promotion to senior lecturer is appropriate years of service, evidence of currency in the field, and evidence of excellence in the domain of teaching and sustained effectiveness in the domain of service. The fundamental criteria for promotion to principal lecturer is appropriate years of service, evidence of currency in the field, and evidence of sustained excellence in the domains of teaching and service.

The Department of Art Education and Art History defines excellence for lecturers in the following ways:

- a) Lecturers achieve excellence in teaching by actively participating in the department's academic mission at the highest levels. This activity must include a sustained record of teaching-related activities from the department's lecturer work evaluation criteria as appropriate to the faculty member's workload percentages and agreed-upon role within the department, college, and university. For promotion to senior lecturer, the candidate must satisfy at least 3 of these criteria; for promotion to principal lecturer, the candidate must satisfy at least 5 of these criteria.
- b) While the assigned workload for lecturers places overwhelming emphasis on teaching, each lecturer consistently and constructively engages in service on behalf of the department, college, and/or university. The amount and type of this service should be appropriate to his/her status, professional goals, workload percentages, and agreed-upon role within the department, bearing in mind that all faculty must make some contribution in this area for the good of the academic programs.

The Department of Art Education and Art History defines currency in the field for lecturers in the following ways:

- a) Lecturers demonstrate currency in the field by a sustained record of attending conferences, seeking continuing education, research and publication, and/or significant involvement with professional organizations.

Evaluation Criteria for Art Education

Evaluation Criteria for Teaching: Art Education

Quality teaching is essential for annual evaluation and faculty seeking promotion. Activities that are evaluated to assess teaching quality include:

Peer and Student Evaluations

- Required Department Chair evaluations of teaching (Annual in first three probationary years). Art Education faculty seeking promotion to Associate will be assessed using a teaching evaluation form.
- Optional evaluations of teaching (tenure-track faculty can request additional observations by the Department Chair (after their required once-per-year evaluations for the first three years) or by other faculty (who may then write in support of the faculty member after observing their teaching).
- Quantitative evaluations by students (tenure-track faculty seeking Associate professorship must achieve the departmental average score in SPOT evaluations. Faculty seeking Full professor appointments must have above average SPOT teaching scores when compared to the department's SPOT scores.)
- Qualitative evaluations by students in SPOT

Development of Instructional Materials

- New courses designed and approved for the UNT Course Catalog
- Substantial rewriting of old courses, as determined by peers, to better align with the course goals
- The use of teaching innovations, technology, and/or media that is demonstrably useful to the learning experience of students
- Including guest scholars/professionals in class
- Authoring courseware used by other colleges, universities, and K-12 institutions
- Effectively leading or collaborating on the design or redesign of entire program curriculum
- Designing and/or leading a study abroad
- Consulting on teaching issues for other departments, universities, or organizations

Participation in Advising and Mentoring

- Direction of M.A. theses or projects, Honors theses, or Ph.D. dissertations. Art Education faculty seeking Associate promotion needs to have graduated at least 1 Ph.D. student and faculty seeking Full promotion need to have graduated at least 3 Ph.D. students at the time of promotion evaluation.
- Membership on thesis, project, MFA exhibition, or dissertation committees. Art Education tenure-track faculty up for promotion to Associate needs to serve/have served on at least 3 of these committees while those seeking Full appointments need to be/have been on at least 6 Master's level committees, dependent upon size of student population.
- Exemplary supervision of teaching fellows and academic assistants that is demonstrated by evidence provided by the faculty member.
- Effective supervision of multi-section courses as demonstrated by evidence provided by the faculty member.

- Mentoring of students in professional milestones (internships, publications, employment, conferences, graduate school, etc.)

Teaching Awards / Grants (Nominations and Awards Received)

- Visiting faculty position
- Honors, fellowships, residencies, and awards received for teaching
- Internal or external finding in support of teaching

Responsiveness to Departmental Needs (e.g., willingness, if needed, to teach certain courses)

Teaching Standards for Promotion and Tenure: Art Education

Teaching Standards for Promotion to the rank of Associate Professor in Art Education:

The art education program considers high-quality teaching and classroom performance to be critical elements in all promotion decisions. The candidate must excel in both graduate and undergraduate courses. The assessment of a candidate will be based on a broad range of indicators including student evaluations, peer evaluations, tenure & promotion committee evaluations, and the candidate's effectiveness in advising and mentoring activities, development of instructional materials, recognition of teaching success, and responsiveness to departmental needs (see Evaluation Criteria above for specifics). Any deficiencies in the area of teaching noted at any point in the probationary period must be entirely and unambiguously resolved by the time of the tenure decision.

Although each faculty member will make unique contributions to the department, college, and university in their teaching, a sample of an exemplary candidate for promotion to Associate Professor might look like someone who has:

- graduated at least 1 Ph.D. student during the probationary period
- served on at least 3 Master's/Ph.D. committees
- average or above SPOT evaluations
- an average or above evaluation of teaching by the Chair
- effectively shaped program curriculum to reflect research area
- integrated teaching innovations/technology/media in most classes
- consistently included guest speakers to the extent departmental funds permit
- effectively supervised 1 teaching fellow/academic assistant
- mentored at least 3 students through a professional milestone (internship, publication, employment, conference, graduate school acceptance, etc.)
- shown willingness to serve departmental teaching needs.

Teaching Standards for Promotion to the rank of Full Professor in Art Education:

Candidates for full professorship must uphold and exceed the high standards for teaching excellence set forth in the threshold for tenure and promotion. Candidates must additionally demonstrate a sustained record of mentorship, which will include directing theses and dissertations to completion, attending conferences with students, assisting students with placement in graduate programs or with navigating the job market, and assisting graduate students with their publication goals.

Although each faculty member will make unique contributions to the department, college, and university in their teaching, a sample of an exemplary candidate for promotion to Professor might look like someone who has:

- above average SPOT evaluations
- taken a lead role in area-wide curricular revisions
- consistently integrated teaching innovations/technology/media in most classes
- consistently included guest speakers to the extent departmental funds permit
- graduated at least 3 Ph.D. student by the time of promotion
- served on at least 6 Master's/Ph.D. committees
- effectively supervised 3 teaching fellows/academic assistants mentored at least 6 students through a professional milestone (internship, publication, employment, conference, graduate school acceptance, etc.)
- consistently shown willingness to serve departmental teaching needs.

Evaluation Criteria for Research: Art Education

Quality research is essential for annual evaluation and faculty seeking promotion. Activities that are evaluated to assess research include:

Publication: Excellence in research in art education is achieved principally through publication. Faculty should have a balanced portfolio of research and publications that are peer-reviewed, national and international in scope, and have high level of scholarly significance in art education or related field of study, as identified in the **Most Valued Publication** category below. These may be printed, on-line/electronic media, and Open Access peer-reviewed journals/books. There are additionally measures of professional involvement that are complementary to research and publication, and are important for demonstrating excellence during annual evaluations and to achieve tenure and promotion. These include refereed conference presentations, keynote lectures/speeches, invited and refereed colloquia, and funded external grants and are also listed in the **Most Valued Professional Involvement** category below. Faculty demonstrate excellence by maintaining a balanced level of professional involvement (e.g., refereed conferences, keynotes, external grants) in art education or related field of study.

Creative Work: Research and creative work and activity serve to advance the disciplines of art and art education research. Faculty members in art education can remain active producers of art. Evidence of creative activity includes artistic production, artistic collaborations, and gallery/museum exhibitions as listed in the **Most Valued Creative** category. Artistic production and creative activity will count toward tenure and promotion of art education faculty, and may **complement substantial scholarly research in art education**.

MOST VALUED

Publication

- Single authored books by recognized presses
- Refereed articles or full papers in recognized international/national journals*
- Co-authored books by recognized presses
- Edited and Co-edited books (anthologies) by recognized presses
- Chapters in edited books from recognized presses
- Authorship of recognized digitally-based scholarship; recognition could take the form of external grant(s) funding, peer-review, or affiliation with professional organizations or institutions
- Authoring or editing museum exhibition catalogs by recognized museums and galleries
- External funding received for research or creative activities (such as federal, state, or foundations)

Creative

- Juried or invitational solo or group exhibition in a recognized museum, gallery, private collection, public art venue, art institution, or arts organization
- Curating an exhibition at a recognized museum or collection

Professional Involvement

- Professional refereed paper presentations or discussant at national/ international conferences
- Keynote speeches given at national and international conferences, or refereed colloquia
- Major workshops and lectures given at national /international institutions
- Adoption of faculty-authored materials for courses.
- White Papers, reports, or handbooks commissioned by national bodies, committees, organizations
- National and international honors, fellowships, or residencies in recognition of scholarly or creative activities

*Recognized National/International Journals include *Studies in Art Education*, *The International Journal of Education through Art (IJETA)*, *The International Journal of Art & Design Education (IJADE)*, or journals with the same reputation, selectivity, and prestige. IJETA and IJADE are nationally and internationally ranked journals. *Studies in Art Education* is not ranked due to the small size of the art education field in the U.S. However, it is widely considered a premier journal in art education and faculty at all of our aspirational peers publish their scholarship in this journal.

Research Standards for Promotion and Tenure: Art Education

Research Standards for Promotion to the rank of Associate Professor in Art Education:

Candidates who seek promotion to the rank of Associate Professor must demonstrate a sustained record of publication throughout the probationary period, including but not limited to:

- **1 publication on average per year** in art education or related field of study in the department's **Most Valued Publication** category. Two of these articles must reflect **scholarly contributions in the field of art education** and be published in premier journals in art education, such as *Studies in Art Education*, the *International Journal of Education through Art (IJETA)*, and *International Journal of Art & Design Education (IJADE)*. Successful faculty members will maintain a balanced level of **professional involvement** in art education or related field of study, averaging **one to two** professional activities per year in the department's **Most Valued Professional Involvement** category.
- Or **1 publication on average per year** in art education or related field of study in the department's **Most Valued Publication** category and **one contracted book proposal** with a reputable press. The proposal may be for a single-authored, co-authored, edited, or co-edited book, or anthology. Successful faculty members will maintain a balanced level of **professional involvement** in art education or related field of study, averaging **one to two** professional activities per year in the department's **Most Valued Professional Involvement** category.
- Or **1 publication on average per year** in art education or related field of study in the department's **Most Valued Publication** category and **one** juried or invitational solo or group

exhibition in a recognized museum, gallery, or private collection or curate **one** exhibition at a recognized museum or collection in the department's **Most Valued Professional Creative** category. Successful faculty members will maintain a balanced level of **professional involvement** in art education or related field of study, averaging **one to two** professional activities per year in the department's **Most Valued Professional Involvement** category.

Research Standards for Promotion to the rank of Professor in Art Education:

Candidates who seek promotion to the rank of Professor in Art Education must demonstrate a sustained record of publication since tenure and promotion to Associate Professor, including but not limited to:

- **2 publications on average per year** in art education or related field of study in premier journals in art education, such as *Studies in Art Education*, the *International Journal of Education through Art* (IJETA), and *International Journal of Art & Design Education* (IJADE) or journals of equivalent prestige from the department's **Most Valued Publication** category. Or 2 publications on average per year in peer-reviewed or invited venues appropriate to rank that illustrate influence and prestige within the field. Successful faculty members will maintain a high level of complementary professional involvement in art education or related field of study, averaging **one to two** professional activities per year from the **Most Valued Professional Involvement** category.
- Or **1 publication on average per year** in art education or a related field of study in the department's **Most Valued Publication** category and **one contracted** single-authored, co-authored, edited or co-edited book, or anthology. The book should be contracted by a press that has stature in the publishing world. Successful faculty members will maintain a high level of complementary professional involvement in art education or related field of study, averaging **one to two** professional activities per year from the **Most Valued Professional Involvement** category.
- Or **1 publication on average per year** in art education or related field of study in the department's **Most Valued Publication** category and **one** juried or invitational solo or group exhibition in a recognized museum, gallery, or private collection or **one** curated exhibition at a recognized museum or collection in the department's **Most Valued Creative** category. Successful faculty members will maintain a balanced level of **professional involvement** in art education or related field of study, averaging **one to two** professional activities per year in the department's **Most Valued Professional Involvement** category.

Service Evaluation Criteria: Art Education

Faculty members must demonstrate a continuing commitment to high-quality service to the department, the college, and the university. The art education program also recognizes professional service to constituencies external to UNT (e.g., professional organizations and communities). The quantity of service performed is accounted for in the percentage of effort apportioned in faculty workload assignments. After tenure, expectations regarding service assignments and the assumption of leadership roles increase proportionally to the seniority of the faculty member. Annual evaluation is based on the specific rank and the expected activities at that rank. Tenure and promotion are evaluated based on meeting the standards of the specific rank.

Service Standards for Assistant Professors in Art Education

Service at the assistant professor level ought to demonstrate willingness to be involved in department programs and/or regional/area level organizations while focusing on developing their teaching portfolio and their scholarly agenda (see scholarship and teaching assessment criteria for further specifications).

A possible example of an associate professor with a 20% service workload would include successful participation in a fourth of the most valued forms of service listed below spread out over the period of review *or* a demonstrable equivalence in terms of time and commitment.

MOST VALUED

Service to the Discipline/Field/Communities

- Serving as elected officer/board member in regional professional organizations
- Serving as faculty advisor for student organizations
- Serving on committees for regional professional organizations
- Serving on editorial boards of regional journals in art education or a closely-related fields
- Serving as *ad hoc* external reviewer for articles for tier two/regional journals in art education or closely related fields
- Serving as juror for regional organizations or exhibitions
- Serving regional communities through workshops

Service to the Department, College, and University

- Serving on standing, ad-hoc, or elected committees on college, department, or program level requiring in excess of 8 hours per semester

Service Standards for Associate Professors in Art Education

At the associate level, the program is looking for the emergence of a consistent record of high-quality service consistent in quantity with the candidate's workload assignments and attentive to departmental needs as determined by the chair. The candidate must show that he or she is a reliable departmental citizen, someone who will be willing and able to take on a greater share of service responsibilities after promotion to associate professor, including roles on more significant department, college, and university committees. In regards to the discipline/field/community, the candidate should indicate growth in involvement in national scholarly organizations.

A possible example of an associate professor with a 20% service workload would include successful participation in a fourth of the most valued forms of service listed below spread out over the period of review *or* a demonstrable equivalence in terms of time and commitment.

MOST VALUED

Service to the Discipline/Field/Communities

- Serving on committees in international and/or national professional organizations
- Serving on editorial boards of highly regarded journals in art education or a closely-related fields
- Serving as *ad hoc* external reviewer for articles for tier one/two journals in art education or closely related fields and/or scholarly, commercial book presses
- Serving as juror for national organizations or exhibitions
- Serving on tenure review panels for external candidates
- Serving on program review panels at external institutions

- Serving national communities through workshops
- Editing or guest editing refereed journals or refereed conference proceedings
- Editing/Co-editing special issues in refereed journals
- Editorship of section of refereed national/international journals
- Chairing team or single-handedly organizing lecture series/conferences/symposia with national/international draw

Service to the Department, College, and University

- Serving as program coordinator
- Serving as a leader in program development and implementation on the department level
- Serving on major standing, ad-hoc, or elected committees on college, department, or program level requiring in excess of 20 hours per semester

Service Standards for Full Professors in Art Education

In the area of service, candidates must demonstrate increasing commitment to service and leadership to the department, the college, and/or the university levels, as well as to the profession. Willingness to commit to major committees and/or to take on major service assignments (such as chairship or program coordinator) must be complemented by excellence. Candidates should also demonstrate a record of effective service to the profession at national and international levels, including leadership roles in scholarly organizations, journal editing, manuscript reading, or tenure-case adjudication.

A possible example of a full professor with a 20% service workload would include successful participation in a fourth of the most valued forms of service listed below spread out over the period of review *or* a demonstrable equivalence in terms of time, commitment, and effectiveness.

MOST VALUED

Service to the Discipline/Field/Communities

- Serving as elected officer/board member in a professional organization/conference at the international and/or national level¹
- Serving as committee chair in international and/or national professional organizations
- Serving as editor of a highly regarded journal in art education or a closely related field²
- Serving as an editor of a book series with a highly regarded academic or commercial press
- Serving as juror for international and national organizations or exhibitions
- Serving on tenure review panels for external candidates
- Serving on program review panels at external institutions
- Serving international communities through workshops
- Significant awards for achievement in service to international and/or national professional organizations and/or disciplinary fields
- Editing or guest editing refereed journals or refereed conference proceedings
- Chairing team or single-handedly organizing lecture series/conferences/symposia with national/international draw

Service to the Department, College, and University

- Serving as chair of a department

¹ Examples of international, national, regional, local conferences/organizations provided in the scholarship criteria.

² Examples of leading journals provided in the scholarship criteria.

- Serving as coordinator of a program
- Serving as a leader in program development and implementation on the university or college level
- Serving on major standing, ad-hoc, or elected committees on the university, college, department, or program level requiring in excess of 30 hours per semester

Evaluation Criteria for Art History

Evaluation Criteria for Teaching: Art History

Faculty members achieve excellence in teaching by actively participating in the program's academic mission at the highest levels. Philosophically, the art history faculty interpret this statement to mean that, as a collaborative community of research scholars, our aspirational goals in teaching are:

- To develop and communicate educational objectives clearly and effectively to students and department
- To teach students to think purposely, creatively, critically, and rigorously
- To construct and use effective procedures to evaluate student performance
- To meet student advising/mentoring responsibilities
- To continually develop competencies in the faculty's subject area
- To promote and maintain rigorous academic standards
- To take an active role in promoting educational programs in the discipline, department and college by taking an active role in developing and evaluating program curriculum
- To serve as source of specialized information and general knowledge of the field

With these aspirational goals in mind, the benchmarks for promotion and tenure will encompass: consistent effort, responsiveness to feedback, creativity and dedication to student learning, and concerted support of the well-being of the art history program.

It is worth noting, however, that according to the Standards for Promotion and Tenure in Art History from the College Art Association, the preeminent national and international leadership organization in the visual arts, "The full-time teaching assignments of art historians should be comparable to those of other humanities faculty at the same institution (with two courses per semester as the norm at research universities, three at four-year institutions where teaching is given greater priority, and five at two-year colleges)."³ The following benchmarks for tenure and promotion within the art history program, therefore, come with the acknowledgement that the standard course load for art historians set by the College of Visual Arts and Design is five classes per year.

Assessment of Teaching: Art History

Teaching excellence will be evaluated by way of a compilation of these two tools and assembled evidence of teaching activities:

1. Internal Peer Reviews
2. Student Evaluations (SPOT)

Benchmark Expectations for Promotion and Tenure: Art History

At the 3rd Year Review:

- Three annual evaluations of teaching conducted by the Department Chair. A designated form for this evaluation will be mutually agreed upon by both the Chair and the faculty member.
- Student evaluations at either the undergraduate or graduate level should indicate the development towards highly skilled teaching.

³ "Standards for Retention and Tenure for Art Historians," College Art Association, available at <http://www.collegeart.org/standards-and-guidelines/guidelines/art-history-tenure>.

- Evidence of engaging in student mentoring.
- Evidence of applicable involvement with undergraduate or graduate students either formally through appointed or elected positions or informally as part of community engagement.

To be granted Tenure and Promotion to Associate Professor in Art History:

- The candidate for tenure and promotion to Associate Professor has the option to include teaching evaluations by the Department Chair and/or by tenured faculty in the art history program.
- Student evaluations at either the undergraduate or graduate level must demonstrate highly skilled teaching.
- Evidence of engaging in student mentoring.
- Evidence of applicable involvement with undergraduate or graduate students either formally through appointed or elected positions or informally as part of community engagement.

To be granted Promotion to Full Professor in Art History:

- The candidate for promotion to Full Professor has the option to include teaching evaluations by the Department Chair and/or by tenured faculty in the art history program.
- Student evaluations at either the undergraduate or graduate level must demonstrate highly skilled teaching.
- Evidence of engaging in student mentoring.
- Consistent applicable involvement with undergraduate or graduate students formally through appointed or elected positions.

Excellence in Teaching in art history, as required for Tenure and Promotion, is seen as exceeding the *Benchmark Expectations* listed above. Evidence of **Excellence** is indicated by activity in ANY of the individual items listed below:

Experience as a teacher

- Honor and Awards for excellence in teaching
- Responsibility for supervising teaching assistants
- Serving on graduate committees outside the department or university
- Serving as major (lead) mentor of undergraduate and graduate students through major academic and professional milestone (applying to competitive internships, publication, competitive conferences, graduate school, professional positions)
- Consulting on teaching issues
- Mentoring students to present research at scholarly university fora
- Leading student(s) in research field experience to develop disciplinary skill set outside of a regular classroom setting

Enrichment of teaching

- Participation in workshops, institutes, short courses, etc., relating to improvement of teaching
- Invitation for a visiting faculty position at research institution
- Fellowships, residencies, for advancement of teaching

- Grants related to teaching and curriculum development

Creativity and scholarship in teaching

- Initiation or collaboration on the design of new courses, programs, curricula
- Development of teaching aids and materials, innovation and use of experimental technology
- Organizing special institutes, programs and seminars on teaching effectiveness

Evaluation Criteria for Scholarship: Art History

Faculty members achieve excellence in scholarship by engaging in professional, scholarly activities that demonstrate an emerging national reputation. These activities must include a sustained record of publication and other forms of dissemination from the department's **Most Valued** list (see below) as appropriate to the faculty member's workload percentages and agreed-upon role within the department, college, and university.

As cited above, according to the Standards for Promotion and Tenure in Art History from the College Art Association, the preeminent national and international leadership organization in the visual arts, "The full-time teaching assignments of art historians should be comparable to those of other humanities faculty at the same institution (with two courses per semester as the norm at research universities, three at four-year institutions where teaching is given greater priority, and five at two-year colleges)."⁴ In contrast with these guidelines, art history faculty at UNT typically teach a 3-2 load. Also, unlike most humanities-based academic programs at this university, art history does not grant a Ph.D., and course loads are not modified through course releases to support doctoral students and maintain correspondingly high-level research agendas.

Even with a heavy teaching load, as delineated by their workload, faculty members share the university's commitment to research. A clear record of continuing accomplishment and potential in research and scholarship is, therefore, necessary for positive promotion and tenure consideration. The diversity of focuses, and the chronological and geographical span of art history, along with the interdisciplinary nature of art history, mitigates against proposing a standard or canonical list of journals and presses in which art historians publish. For the purposes of promotion and tenure, candidates must demonstrate that items they achieve among the department's **Most Valued** list are peer-reviewed or refereed.

On the matter of the value of a journal, the College Art Association observes

*"...that many journals published outside the United States have selection procedures that do not match the American system of peer review. This is true of even the most highly regarded and prestigious journals and does not by itself suggest that the journal is any less rigorous or selective than its American counterparts. In the absence of homogeneous procedures it is impossible to rank journals for the purpose of assessing the quality of scholarship published in them. The association recommends that judgments of the quality of a candidate's publications should be based on the assessment of expert reviewers who have read the work and can compare it to the state of scholarship in the field to which it contributes."*⁵

⁴ "Standards for Retention and Tenure for Art Historians," College Art Association, available at <http://www.collegeart.org/standards-and-guidelines/guidelines/art-history-tenure>.

⁵ "Standards for Retention and Tenure for Art Historians," College Art Association, available at <http://www.collegeart.org/standards-and-guidelines/guidelines/art-history-tenure>.

Third year review in Art History:

Tenure-track art historians, for their third year review, must demonstrate an established record of publication and other forms of achievement such as external funding from the department's **Most Valued** list, including but not limited to no fewer than 2 publications and at least one other form of scholarly recognition (see list below), all demonstrably peer-reviewed and recognized by peers as being valued for their relevance to the scholarly project or projects of the applicant. These 2 publications may be "in press" with evidence of this status from the publisher. Faculty who bring with them to UNT publications produced prior to UNT employment also must produce no fewer than 2 publications in addition to that previously published work.

Promotion to Associate Professor in Art History:

Tenure-track art historians teaching a 3-2 course load who are applying for **tenure and promotion to the rank of Associate Professor** must demonstrate a sustained record of publication and other forms of achievement such as external funding from the department's **Most Valued** list, including but not limited to

- either no fewer than a total of 6 publications plus 2 additional items from the **Most Valued** list, all demonstrably peer-reviewed and recognized by peers as being valued for their relevance to the scholarly project or projects of the applicant,
- or 1 anthology or edited book volume plus 3 additional items from the **Most Valued** list, all demonstrably peer-reviewed and recognized by peers as being valued for their relevance to the scholarly project or projects of the applicant,
- or 1 single-authored book manuscript plus 2 additional items from the **Most Valued** list, all demonstrably peer-reviewed and recognized by peers as being valued for their relevance to the scholarly project or projects of the applicant.

Chapters/Articles/Essays may be "in press" and accepted proposals for books will be considered with evidence of this status from the publisher.

Promotion to Full Professor

Tenure-track art historians teaching a 3-2 course load who are applying for **promotion to the rank of Full Professor** must demonstrate a sustained record of publication and other forms of achievement such as external funding from the department's **Most Valued** list, including but not limited to

- either no fewer than 6 publications plus 2 additional items from the **Most Valued** list, in excess of materials from any previous promotions, all demonstrably peer-reviewed and recognized by peers as being valued for their relevance to the scholarly project or projects of the applicant,
- or 1 anthology or edited book volume plus 3 additional refereed items from the **Most Valued** list, in excess of materials from any previous promotions, all demonstrably peer-reviewed and recognized by peers as being valued for their relevance to the scholarly project or projects of the applicant,
- or 1 single-authored book manuscript plus 2 additional items in excess of materials from any previous promotions, demonstrably peer-reviewed and recognized by peers as being valued for their relevance to the scholarly project or projects of the applicant.

Chapters/Articles/Essays may be "in press" and accepted proposals for books will be considered with evidence of this status from the publisher.

Most Valued List—Scholarship

Publications

- Single authored books by nationally/internationally recognized presses
- Co-authored books by nationally/internationally recognized presses
- Museum exhibition catalogs by nationally/internationally known museums
- Edited books by nationally/internationally recognized presses
- Editing or guest editing refereed national/international journals or conference proceedings
- Chapters in edited books such as anthologies from nationally/internationally recognized presses
- Refereed articles or full papers in national/international journals or conference proceedings
- Authorship of recognized digitally-based scholarship; recognition could take the form of external grant funding, peer-review, or affiliation with professional organizations or institutions
- Curating an exhibition at a nationally/internationally recognized museum or collection
- National and international honors, fellowships, or residencies in recognition of scholarly activities
- External funding received (such as federal, state, or foundations)

Other forms of scholarly recognition

- Critical reviews of work (books, exhibitions, works of art) in national and international publications
- Adoption of faculty-authored materials for courses
- Keynote speeches given at national and international conferences
- Professional refereed paper presentations or discussant at national/ international conferences
- Major workshops/lectures given at national /international conferences or institutions
- Chairing team or single-handedly organizing lecture series/conferences/symposia with national/international draw
- Consulting at the national/international levels

Evaluation Criteria for Service: Art History

In addition to scholarship and teaching, each faculty member should consistently and constructively engage in **service** on behalf of the profession, department, college, and/or university. The amount and type of this service should be appropriate to his/her rank, professional goals, workload percentages, and agreed-upon role within the department.

Assistant Professor

Evidence of excellence in the domain of service for tenure and promotion to Associate Professor should include at least 3 of the following service activities spread out over the period of review *or* a demonstrable equivalence in terms of time and commitment:

Professional Service

- Serving as an elected officer/board member in regional, national, and/or international professional organizations

- Serving on committees for regional, national, and/or international professional organizations
- Serving on editorial boards of regional, national, and/or international journals
- Serving as an external reviewer for academic articles, book proposals, and/or book manuscripts
- Serving as a juror for regional, national, and/or international organizations and/or exhibitions
- Serving on nationally and/or internationally-recognized fellowship/grant selection committees

Service to the Department, College, and University

- Serving on standing, ad-hoc, or elected committees on university, college, department, or program level requiring in excess of 8 hours per semester

Associate Professor

It is expected that after promotion to Associate Professor, the faculty member will take on greater service commitments to the profession and to the department, college, and/or university. Service should include a greater presence in national and/or international professional organizations and a more significant role in department, college, and university committees. Service deemed excellent for promotion to the rank of Full Professor should include at least 5 of the following service activities spread out over the period of review *or* a demonstrable equivalence in terms of time and commitment:

Professional Service

- Serving as an elected officer/board member in regional, national, and/or international professional organizations
- Serving on committees for regional, national, and/or international professional organizations
- Serving on editorial boards of regional, national, and/or international journals
- Serving as an external reviewer for academic articles, book proposals, and/or book manuscripts
- Serving as a juror for regional, national, and/or international organizations and/or exhibitions
- Serving on nationally and/or internationally-recognized fellowship/grant selection committees
- Serving on a program review at an external institution
- Honors, fellowships, or residencies in recognition of service activities
- Serving as an external reviewer for promotion or tenure

Service to the Department, College, and University

- Serving on standing, ad-hoc, or elected committees on college, department, or program level requiring in excess of 20 hours per semester
- Serving as Program Coordinator

Full Professor

It is expected that after promotion to Full Professor, the faculty member will show evidence of a sustained commitment to service and leadership to the profession and to the department, college, and/or university. Service should include a greater presence in national and/or international professional organizations and a more significant role in department, college, and university committees. Service deemed excellent at the level of Full Professor should include at least 5 of the following service activities spread out over the period of review *or* a demonstrable equivalence in terms of time and commitment.

Professional Service

- Serving as an elected officer/board member in regional, national, and/or international professional organizations

- Serving on committees for regional, national, and/or international professional organizations
- Serving on editorial boards of regional, national, and/or international journals
- Serving as an external reviewer for academic articles, book proposals, and/or book manuscripts
- Serving as a juror for regional, national, and/or international organizations and/or exhibitions
- Serving on nationally and/or internationally-recognized fellowship/grant selection committees
- Serving on a program review at an external institution
- Honors, fellowships, or residencies in recognition of service activities
- Serving as an external reviewer for promotion or tenure

Service to the Department, College, and University

- Serving on standing, ad-hoc, or elected committees on college, department, or program level requiring in excess of 30 hours per semester
- Serving as Program Coordinator

Teaching Performance Evaluation Criteria for Lecturers: Art History

Lecturers within the art history program have reduced research and service responsibilities compared to tenure-line faculty. The criteria for the evaluation of research and service for lecturers within the department is the same as for tenure-line faculty, although adjusted based on workload.

The following evaluation criteria apply to the domain of teaching, which is provided to all faculty and reviewed annually for its currency.

Lecturers achieve excellent performance standards when they

- Receive honors and awards for teaching
- Lead a project resulting in honors or awards for their students
- Design/re-design of curriculum and/or individual courses, including data-driven revisions resulting from assessment plans.
- Secure external or internal grant or other funding in support of teaching
- Lead workshops, lectures, or non-credit instruction delivered beyond his/her own classes
- Enrich classes through guest lectures by external speakers
- Lead student(s) in field experiences to develop disciplinary skill sets outside regular classroom setting
- Provide academic advising and mentoring of undergraduate and graduate students through major academic and professional milestone (applying to competitive internships, publication, competitive conferences, graduate school, professional positions, university research fora)
- Serve as committee member for research project/thesis/dissertation
- Consult for constituencies beyond the department, including but not limited to other departments, universities, publishers, granting agencies, and arts organizations
- Author courseware used by other colleges, universities, and K-12 institutions
- Supervise and train Teaching Assistants, Teaching Fellows, or Adjuncts
- Receive student evaluations within or above department norms for each class type (large lecture, small lecture, project-based, seminar, online, etc.)

Evaluation Criteria for Interdisciplinary Art and Design Studies (IADS)

Evaluation Criteria for Teaching: IADS

Quality teaching is essential for annual evaluation and faculty seeking promotion in the IADS program. Activities that are evaluated to access teaching quality include:

Peer and Student Evaluations:

- Required Department Chair evaluations of teaching (Annual in first three probationary years). Interdisciplinary Art and Design Studies faculty seeking promotion to Associate Professor will be assessed using a teaching evaluation form.
- Optional evaluations of teaching (tenure-track faculty can request additional observations by the Department Chair (after their required once-per-year evaluations for the first three years) or by other faculty (who may then write in support of the faculty member after observing their teaching).
- Quantitative evaluations by students (tenure-track faculty seeking Associate professorship must achieve the departmental average score in SPOT evaluations. Faculty seeking Full professor appointments must have above average SPOT teaching scores when compared to the department's SPOT scores.)
- Qualitative evaluations by students in SPOT

Development of Instructional Materials:

- New IADS and/or interdisciplinary-related courses designed and approved for the UNT Course Catalog
- Facilitating and leading student(s) in service-learning and community engagement projects
- Leading student(s) in research field experience
- Substantial rewriting of old courses, as determined by peers, to better align with the course and program goals
- The use of teaching innovations, technology, and/or media that is demonstrably useful to the learning experience of students
- Including guest scholars/professionals in class
- Authoring textbooks and/or courseware used by other colleges, universities, K-12 institutions, and communities
- Effectively leading or collaborating on the design or redesign of entire program curriculum
- Designing and/or leading a study abroad
- Consulting on teaching issues for other departments, universities, or organizations

Participation in Advising and Mentoring:

Direction of IADS internships, student creative and/or research projects, Honors thesis/creative projects and professional milestones. IADS faculty seeking Associate Professor promotion needs to have mentored at least 3 IADS student internships and creative and/or research projects; faculty seeking Full promotion need to have overseen least 5 IADS student internships/ creative or research projects at the time of promotion evaluation.

- Major professor for IADS internships, student creative/research projects, Honors thesis/creative projects. Associate Professor promotion needs to mentor at least three IADS student internships /creative or research projects. Full Professor promotion needs to have overseen at least five IADS student internships or creative/research projects.

- Exemplary supervision of teaching fellows and academic assistants that is demonstrated by evidence provided by the faculty member.
- Effective supervision of IADS based courses and/or interdisciplinary-designed courses as demonstrated by evidence provided by the faculty member.
- Mentoring of students in professional milestones (internships, publications, employment, conferences, graduate school, etc.)

Teaching Awards/Grants (Nominations and Awards Received)

- Visiting faculty position
- Honors, fellowships, residencies, and awards received for teaching
- Internal or external finding in support of teaching

Responsiveness to Interdisciplinary teaching needs across the college: willingness, if needed, to teach certain courses across college departments.

Responsiveness to Service-Learning and Community-Engagement: willingness, if needed, to teach courses that lead students in service-learning and community-engagement projects.

Teaching Standards for Promotion and Tenure: IADS

Teaching Standards for Promotion to the rank of Associate Professor:

The Department of Art Education and Art History and the IADS program consider high-quality teaching and classroom performance to be critical elements in all promotion decisions. The candidate must excel in both graduate and undergraduate courses. The assessment of a candidate will be based on a broad range of indicators including student evaluations, peer evaluations, tenure & promotion committee evaluations, and the candidate's effectiveness in advising and mentoring activities, development of instructional materials, recognition of teaching success, and responsiveness to departmental needs (see below criteria for specifics). Any deficiencies in the area of teaching noted at any point in the probationary period must be entirely and unambiguously resolved by the time of the tenure decision.

Although each faculty member will make unique contributions to the department, college, and university in their teaching, a sample of an exemplary candidate for promotion to Associate Professor might look like someone who has:

- mentor at least 3 IADS student internships/creative or research projects by time of promotion
- average or above SPOT evaluations
- an average or above evaluation of teaching by the Chair
- effectively shaped program curriculum to reflect research area
- integrated teaching innovations/technology/media in most classes
- consistently included guest speakers to the extent departmental funds permit
- effectively supervised 1 teaching fellow/academic assistant
- mentored at least 3 students through a professional milestone (internship, publication, employment, conference, graduate school acceptance, etc.)
- shown willingness to serve both the departmental and interdisciplinary teaching needs across the college.
- consistently shown willingness to lead students in service-learning and/or community engagement projects.

Teaching Standards for Promotion to the rank of Full Professor:

Candidates for Full professorship must uphold and exceed the high standards for teaching excellence set forth in the threshold for tenure and promotion. Candidates must additionally demonstrate a sustained record of mentorship, which will include directing theses and dissertations to completion, attending conferences with students, assisting students with placement in graduate programs or with navigating the job market, and assisting graduate students with their publication goals.

Although each faculty member will make unique contributions to the department, college, and university in their teaching, a sample of an exemplary candidate for promotion to Professor might look like someone who has:

- above average SPOT evaluations
- taken a lead role in area-wide curricular revisions
- consistently integrated teaching innovations/technology/media in most classes
- consistently included guest speakers to the extent departmental funds permit
- mentor at least 5 IADS student internships/creative or research projects by the time of promotion
- effectively supervised 3 teaching fellows/academic assistants
- mentored at least 5 students through a professional milestone (internship, publication, employment, conference, graduate school acceptance, etc.)
- consistently shown willingness to serve departmental and interdisciplinary teaching needs across the college.
- consistently shown willingness to lead students in service-learning and/or community engagement projects.

Evaluation Criteria for Research: IADS

Quality research is essential for annual evaluation and faculty seeking promotion in IADS. Excellence in research in interdisciplinary art and design studies is achieved through creative projects, public scholarship, and publication. Activities that are evaluated to assess these research areas include:

Creative Work and the Public Presentation of Knowledge: Research through creative work and the public presentation of knowledge serves to advance the interdisciplinary fields of art and design. Interdisciplinary creative research and practice explicitly crosses academic disciplines and furthermore moves outside of the academic environments into local and regional communities. For this reason, creative and/or public engagement in local and regional communities are valued equally with activities engaged nationally and internationally. Faculty members in interdisciplinary art and design studies should be encouraged to be active producers of art and design projects that engage the broader public. Evidence of creative activity includes artistic production, artistic collaborations, gallery/museum exhibitions, and documented community art projects and public presentations of knowledge as listed in the **Most Valued** category. Artistic production, creative activity, and public scholarship counts toward tenure and promotion of interdisciplinary art and design studies faculty.

Publication: Faculty in interdisciplinary art and design studies should have a balanced portfolio of publications that are peer-reviewed or refereed and have high level of scholarly significance across disciplinary art and design subject areas, as identified in the **Most Valued Publication** category below. These may be printed, on-line/electronic media, and Open Access peer-reviewed journals/books. There are additionally measures of professional involvement that are complementary to research and publication, and are important for demonstrating excellence during annual evaluations and to achieve

tenure and promotion. These include refereed conference presentations, keynote lectures/speeches, invited and refereed colloquia, and funded external grants and are also listed in the **Most Valued Professional Involvement** category below. Faculty demonstrate excellence by maintaining a balanced level of professional involvement (e.g., refereed conferences, keynotes, external grants) in interdisciplinary art and design fields. Scholarly contributions to interdisciplinary fields within art and design do not necessitate standard or canonical lists of journals and presses in which tenure-line faculty should publish; instead, faculty in interdisciplinary art and design studies are evaluated based on their transformative contributions to both disciplinary and interdisciplinary knowledge by peer-reviewed or refereed publications that represent the faculty member's select research areas. For the purposes of promotion and tenure, candidates must demonstrate that items they achieve among the department's **Most Valued** category are peer-reviewed or refereed. Scholarly publication in peer-reviewed or refereed publications allow faculty in interdisciplinary art and design studies to make significant contributions to research in interdisciplinary pedagogy, visual culture, design thinking, and the social and cultural study of art that may **complement creative projects, public scholarship, and teaching in interdisciplinary art and design areas.**

MOST VALUED

Creative and Public Scholarship

- Juried or invitational solo or group exhibition in a local, regional, national, or international museum, gallery, private collection, public art venue, art institution, or arts organization
- Curating an exhibition at a local, regional, national, or international gallery, nonprofit arts organization, museum or collection
- Creative projects and contracts in collaboration with or commissioned by a local or regional museum, gallery, local municipality, foundation, or art organization that addresses interdisciplinary art/design topics and meets diverse community needs
- Purchase of artwork by or commission from a local, regional, national, or international museum, gallery, private collection, public art venue, or arts institution
- Juried or invitational artist-in-residence or visiting artist for a museum, gallery or arts organization
- Lectures and workshops given for arts organizations or community organizations
- Creative public scholarship that documents, collects, and presents local, regional, and/or national community experiences through documentary film or video recorded oral histories or interviews.
- Creative digital humanities projects created to engage online, virtual environments (i.e., websites, online archives, Vimeo, blogs, etc).
- Adoption of faculty models for problem resolution, intervention programs, instruments, or processes by others who seek solutions to similar problems
- Substantial contributions to public policy or influence upon professional practices
- Models that enrich the artistic and cultural life of the community
- Evaluative statements from clients and peers documenting the quality and significance of documents or performances produced by the faculty member.

Publication

- Single authored books by recognized presses
- Refereed articles or full papers in recognized regional/international/national journals
- Co-authored books by recognized presses
- Edited and Co-edited books (anthologies) by recognized presses

- Chapters in edited books from recognized presses
- Authorship of recognized digitally-based scholarship; recognition could take the form of external grant(s) funding, peer-review, or affiliation with professional organizations or institutions
- Authoring or editing museum exhibition catalogs by recognized museums and galleries
- Authoring exhibition essays, exhibition label text, and/or other writings about collections and/or artists featured in recognized museums and galleries
- External funding received for research or creative activities (such as federal, state, or foundations)
- Citation of faculty scholarship by other scholars
- Adoption of faculty-authored materials
- Critical reviews of work (books, exhibitions, works of art) in regional, national and international publications
- Exhibition catalogs featuring works of art from a solo or group exhibition

Professional Involvement

- Professional refereed paper presentations or discussant at disciplinary or interdisciplinary conferences that advance the scholarship of community outreach
- Keynote speeches given at national and international conferences, or refereed colloquia
- Adoption of faculty-authored materials for courses.
- White Papers, reports, or handbooks commissioned by national bodies, committees, organizations
- Local, Regional, National and/or international honors, fellowships, or residencies in recognition of creative activities, community involvement, and scholarly work.
- Serving as juror for regional, national and international organizations or exhibitions
- Consulting at the national/international levels or nationally recognized institutions

Research Standards for Promotion and Tenure: IADS

Research Standards for Promotion to the rank of Associate Professor:

Candidates **who seek promotion to the rank of Associate Professor** in IADS must demonstrate a sustained record of publication throughout the probationary period, including but not limited to:

- **1 creative project or publication on average per year** in a related field of study in the department's **Most Valued Creative and Public Scholarship or Publication** category. One creative project should be collaboration or commissioned by a museum, gallery, local municipality, foundation, or art organization that addresses interdisciplinary art/design topics and meets diverse community needs; one article should be a peer-reviewed article within reputable academic journals within a related field of study in art and design. Successful faculty members will maintain a balanced level of **professional involvement** in a related field of study, averaging **one to two** professional activities per year in the department's **Most Valued Professional Involvement** category.
- Or **1 publication or creative project on average per year** in a related field of study in the department's **Most Valued Publication and Creative and Public Scholarship** category **and one contracted book proposal** with a reputable press. The proposal may be for a single-authored, co-authored, edited, or co-edited book, or anthology. Successful faculty members will maintain a balanced level of **professional involvement** in a related field of study, averaging **one to two**

professional activities per year in the department's **Most Valued Professional Involvement** category.

- Or **1 publication on average per year** in a related field of study in the department's **Most Valued Publication** and category and one juried or invitational solo or group exhibition in a recognized museum, gallery, or private collection or curate **one** exhibition at a recognized museum or collection in the department's **Most Valued Professional Creative and Public Scholarship** category. Successful faculty members will maintain a balanced level of **professional involvement** in a related field of study, averaging **one** to **two** professional activities per year in the department's **Most Valued Professional Involvement** category.

Research Standards for Promotion to the rank of Professor:

Candidates **who seek promotion to the rank of Professor** in IADS must demonstrate a sustained record of publication since tenure and promotion to Associate Professor, including but not limited to:

- **2 creative projects and/or publications on average per year** in a related field of study in the department's **Most Valued Creative and Public Scholarship** or **Publication** category. Successful faculty members will maintain a high level of complementary professional involvement in a related field of study, averaging **one** to **two** professional activities per year from the **Most Valued Professional Involvement** category.
- Or **1 creative project or publication on average per year** in a related field of study in the department's **Most Valued Creative and Public Scholarship** or **Publication** category and one **contracted** single-authored, co-authored, edited or co-edited book, or anthology. The book should be contracted by a press that has stature in the publishing world. Successful faculty members will maintain a high level of complementary professional involvement in a related field of study, averaging **one** to **two** professional activities per year from the **Most Valued Professional Involvement** category.
- Or **1 publication per year** in a related field of study in the department's **Most Valued Publication** category and one juried or invitational solo or group exhibition in a museum, gallery, or private collection or one curated exhibition at a museum or collection in the department's **Most Valued Creative and Public Scholarship** category. Successful faculty members will maintain a balanced level of **professional involvement** in a related field of study, averaging **one** to **two** professional activities per year in the department's **Most Valued Professional Involvement** category.

Evaluation Criteria for Service: IADS

Faculty members in IADS must demonstrate a continuing commitment to high-quality service to the department, the college, and the university. The interdisciplinary art and design studies program also recognizes professional service to constituencies external to UNT (e.g., professional organizations and communities). The quantity of service performed is accounted for in the percentage of effort apportioned in faculty workload assignments and the individual faculty's professional goals. Leadership and service are frequently cited within interdisciplinary teaching/mentorship, creative projects, and public scholarship; therefore, junior faculty should not be penalized for greater evidence of leadership and service to local and regional communities and to UNT students. Nonetheless, it is expected that after tenure service assignments and leadership roles should increase proportionally to the seniority of

the faculty member. Annual evaluation is based on the specific rank and the expected activities at that rank. Tenure and promotion are evaluated based on meeting the standards of the specific rank.

Service Standards for Assistant Professor: IADS

Service at the assistant professor level ought to demonstrate willingness to be involved in department programs and/or regional/area level organizations while focusing on developing their teaching portfolio and their scholarly agenda (see scholarship and teaching assessment criteria for further specifications).

A possible example of an associate professor with a 20% service workload would include successful participation in a fourth of the most valued forms of service listed below spread out over the period of review *or* a demonstrable equivalence in terms of time and commitment.

Most Valued:

Service to the Field/Communities

- Serving as elected officer/board member in local and/or regional professional organizations
- Serving as faculty advisor for student organizations
- Serving on committees for regional professional organizations
- Serving on editorial boards of regional journals in closely-related art and design fields
- Serving as *ad hoc* external reviewer for articles for tier two/regional journals in closely related art and design fields
- Serving as juror for local and/or regional organizations or exhibitions
- Serving local and/or regional communities through workshops

Service to the Department, College, and University

- Serving on standing, ad-hoc, or elected committees on college, department, or program level requiring in excess of 8 hours per semester

Service Standards for Associate Professor: IADS

At the associate level, the program is looking for the emergence of a consistent record of high-quality service consistent in quantity with the candidate's workload assignments and attentive to departmental needs as determined by the chair. The candidate must show that he or she is a reliable departmental citizen, someone who will be willing and able to take on a greater share of service responsibilities after promotion to associate professor, including roles on more significant department, college, and university committees. In regards to the discipline/field/community, the candidate should indicate growth in involvement in national scholarly organizations.

A possible example of an associate professor with a 20% service workload would include successful participation in a fourth of the most valued forms of service listed below spread out over the period of review *or* a demonstrable equivalence in terms of time and commitment.

Most Valued:

Service to the Field/Communities

- Serving on committees in local and/or regional professional organizations
- Serving on editorial boards of highly regarded journals in closely-related art and design field
- Serving as *ad hoc* external reviewer for articles for tier one/two journals in closely related art and design fields and/or scholarly, commercial book presses
- Serving as juror for organizations or exhibitions

- Serving on tenure review panels for external candidates
- Serving on program review panels at external institutions
- Serving communities through workshops
- Editing or guest editing refereed journals or refereed conference proceedings
- Editing/Co-editing special issues in refereed journals
- Editorship of section of refereed national/international journals
- Chairing team or single-handedly organizing lecture series/conferences/symposia with national/international draw

Service to the Department, College, and University

- Serving as program coordinator
- Serving as a leader in program development and implementation on the department level
- Serving on major standing, ad-hoc, or elected committees on college, department, or program level requiring in excess of 20 hours per semester

Service Standards for Full Professor: IADS

In the area of service, candidates must demonstrate increasing commitment to service and leadership to the department, the college, and/or the university levels, as well as to the profession. Willingness to serve on commitments to major committees and/or to take on major service assignments (such as chairship or program coordinator) must be complemented by excellence. Candidates should also demonstrate a record of effective service to the profession at national and international levels, including leadership roles in scholarly organizations, journal-editing, manuscript reading, or tenure-case adjudication.

A possible example of a full professor with a 20% service workload would include successful participation in a fourth of the most valued forms of service listed below spread out over the period of review *or* a demonstrable equivalence in terms of time, commitment, and effectiveness.

Most Valued:

Service to the Field/Communities

- Serving as elected officer/board member in a professional organization/conference at the regional, national, and/or international level
- Serving as committee chair in regional or national professional organizations
- Serving as editor of a highly regarded journal in a closely related art and design field
- Serving as an editor of a book series with a highly regarded academic or commercial press
- Serving as juror for regional, national, or international organizations or exhibitions
- Serving on tenure review panels for external candidates
- Serving on program review panels at external institutions
- Serving communities through workshops
- Significant awards for achievement in service to international and/or national professional organizations and/or disciplinary/interdisciplinary fields
- Editing or guest editing refereed journals or refereed conference proceedings
- Chairing team or single-handedly organizing lecture series/conferences/symposia with national/international draw

Service to the Department, College, and University

- Serving as chair of a department

- Serving as coordinator of a program
- Serving as a leader in program development and implementation on the university or college level
- Serving on major standing, ad-hoc, or elected committees on the university, college, department, or program level requiring in excess of 30 hours per semester.

Teaching and Service Performance Evaluation Criteria for Lecturers: IADS

Lecturers within the Interdisciplinary Art and Design Studies program have reduced research and service responsibilities compared to tenure-line faculty. The criteria for the evaluation of research and service for lecturers within the department is the same as for tenure-line faculty, although adjusted based on workload.

The following evaluation criteria apply to the domain of teaching, which is provided to all faculty and reviewed annually for its currency.

Lecturers achieve excellent performance standards when they

- Teach interdisciplinary courses across multiple departments that serve both IADS students and the wider needs of the college.
- Lead students (s) in field experiences that provide marketable skills and career pathways.
- Lead students in creative and/or research project (s) that serve to extend and expand disciplinary boundaries.
- Receive honors and awards for teaching
- Lead a project resulting in honors or awards for their students
- Design/re-design of curriculum and/or individual courses, including data-driven revisions resulting from assessment plans.
- Secure external or internal grant or other funding in support of teaching
- Lead workshops, lectures, or non-credit instruction delivered beyond his/her own classes
- Enrich classes through guest lectures by external speakers
- Lead student(s) in field experiences to develop disciplinary skill sets outside regular classroom setting
- Lead student(s) in service-learning projects that engage the local arts and/or civic communities and that develop interdisciplinary and disciplinary skill sets outside regular classroom setting.
- Provide academic advising and mentoring of undergraduate and graduate students through major academic and professional milestones (applying to competitive internships, publication, competitive conferences, graduate school, professional positions, university research fora)
- Serve as committee member for research project/thesis/dissertation
- Consult for constituencies beyond the department, including but not limited to other departments, universities, publishers, granting agencies, and arts organizations
- Author courseware used by other colleges, universities, and K-12 institutions
- Supervise and train Teaching Assistants, Teaching Fellows, or Adjuncts
- Receive student evaluations within or above department norms for each class type (large lecture, small lecture, project-based, seminar, online, etc.)
- Serving on standing, ad-hoc, or elected committees on college, department, or program level
- Serve as a consulting curator for exhibitions within local and/or regional galleries and non-profit arts institutions.
- Serve as a juror for local, regional, national and/or international grants, fellowships or exhibitions

- Serve as a selection panelist for public art commissions
- Serving communities through workshops.
- Collaborate on projects and/or initiatives that enrich the academic culture of the college and the university.

May 15, 2019

Guidelines and Standards Relating to Reappointment, Promotion, Tenure, and Annual Evaluation

Department of Audiology & Speech-Language Pathology
College of Health and Public Service
University of North Texas
Denton, Texas, USA

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I. Preamble

The Department of Audiology & Speech-Language Pathology (ASLP) in the College of Health and Public Service (HPS) at the University of North Texas (UNT) prepares undergraduate and graduate students for academic, clinical, and basic and applied research careers focused in the discipline of audiology and speech-language pathology. Both disciplines are united together in ultimate service to clinical populations of all ages who live with disorders. Our preparation of students to work in these fields in service to clinical populations is accomplished in the context of a major public research university, where students and faculty collaborate with our local and global communities in the creation, integration, application and dissemination of knowledge, toward an enriched and sustainable future for the people of our state, nation and world.

In its determination to excel in the selection and development of faculty, and to foster faculty excellence in support of its mission, ASLP has established the following guidelines and standards for use in evaluation of faculty for tenure and promotion, and for use in annual evaluation of faculty performance. These guidelines and standards are in accordance with and subordinate to those issued by the Texas State Board of Regents, UNT, and HPS. Each faculty member is expected to review and become familiar with the UNT (Policies 06.004 and 06.005) and HPS policies and procedures, as well as the ASLP Charter, and Reappointment, Promotion and Tenure Committee (RPTC) guidelines for reappointment, promotion, tenure, post-tenure review, annual evaluations, and merit determinations.

These guidelines and standards are designed to shape the expectations of persons seeking promotion within the department, the expectations of persons seeking both promotion and tenure within the department, and the expectations of persons who have achieved the highest possible level of promotion within the department. The department recognizes that the same concurrent standards are applied both to the process of review for promotion and tenure and to the process of annual review. Given the value the department places on sustained faculty excellence, the current document is built on the principle that the global departmental standards of faculty excellence guide the long-term promotion and tenure process, which in turn guides the short-term annual merit review process in a top-down fashion. As a corollary to this principle, the department acknowledges that short-term annual merit reviews may not necessarily be a valid indicator of the long-term, holistic level of faculty excellence as related to promotion and tenure in a bottom-up fashion.

It is the responsibility of the faculty member to provide evidence of excellence in teaching, scholarly activity and service, as defined in the current document. Moreover, as members of the departmental community, faculty are called upon and enjoined to interact in a spirit of mutual respect and collegiality, with integrity, honesty, and regard for academic freedom.

II. Guidelines and Standards for Tenure and Promotion

Faculty type determines the performance areas to be evaluated by the department.

- For tenure-track faculty members, the department evaluates the following three areas in the granting of promotion, or the granting of both promotion and tenure: (1) the quality of teaching; (2) the quality, quantity and impact of scholarly activities; and (3) the significance of service.
- For non-tenure-track, lecturer-track faculty members, the department evaluates the following two areas in the granting of promotion: (1) the quality of teaching; and (2) the significance of service.

In all cases, outstanding performance in one domain (teaching, scholarly activities, or service) will not compensate for lack of excellence in any other domain or domains, during consideration for promotion or for tenure and promotion. In a parallel fashion, performance in each of the three domains (teaching, scholarly activities, and service) is evaluated separately during the process of annual merit review.

In putting forth this document, the faculty recognizes that some activities may blend or combine the areas of teaching and student learning, research and scholarly activity, and service. For example, the faculty member may design and implement service learning into coursework, thus mentoring students in applied research or service provision. It is the responsibility of the faculty member to provide documentation and rationale for the primary category of activity (teaching, research/scholarship, or service) under which any blended or combined cross-area activity is categorized, for consideration by those evaluating the activities of the faculty member. It is the complementary responsibility of the entities evaluating the faculty member to communicate to the faculty member and to each other when clarification is required.

ASLP affirms responsibility for establishing and communicating criteria requisite for reappointment, for promotion, and for promotion and tenure, at the department level. The ASLP RPTC, a committee whose constituency is defined by the ASLP Charter, evaluates faculty member dossiers and forwards its analyses and recommendations to the ASLP chair. The ASLP chair then reviews the RPTC's evaluation and recommendations and prepares the chair's written evaluation and recommendation regarding the candidate. The chair then forwards the RPTC's written evaluation and recommendations along with the chair's written evaluation and recommendations regarding the candidate to HPS.

Specifics of the promotion and tenure process are the same for all faculty, regardless of faculty type:

- The ASLP chair holds responsibility for communicating promotion and tenure guidelines, procedures, and criteria to new faculty members, ensuring that all faculty members have a working knowledge as well as copies of the current promotion and tenure guidelines and policies of ASLP, HPS, and UNT (Policies 06.004 and 06.005). Faculty members are responsible to contact the chair or another appropriate administrative entity if the faculty member has any questions regarding the current content of the relevant administrative documents or where these current documents may be located.

- The department requires all candidates for promotion, or for promotion and tenure, to submit their documentation in accordance with deadlines established by the department in accordance with UNT and HPS deadlines. The ASLP RPTC may be unable to evaluate candidates who fail to comply with the deadlines established by the department. Faculty members are responsible to contact the chair or another knowledgeable administrative entity if the faculty member has any questions regarding the procedures and deadlines associated with the review process.
- HPS then conducts an independent evaluation. The process continues through the office of the UNT provost.

A. Consideration for Promotion/Tenure to the Rank of Associate Professor

Consistent with the promotion and tenure policy of the university (UNT Policy 06.004), assistant professors seeking tenure, promotion, or both can choose to be evaluated under the promotion and tenure standards that were in place at the time of hiring or the promotion and tenure standards in place at the time of application. The candidate will notify the department chair in writing of the standards by which they wish to be evaluated by the end of the first academic year of employment at UNT. Tenure and promotion to the rank of associate professor places a strong emphasis on excellence across all three areas of teaching, research and scholarship, and service.

Faculty are advised to consult with official UNT policy (UNT Policy 06.004) regarding the timeline for promotion to associate professor.

The process of review for tenure and promotion for junior tenure-track faculty begins during the probationary period.

- Specifically, the department conducts in-depth evaluations of untenured, tenure-track faculty members during their probationary years. All tenured faculty within the department vote on satisfactory progress of the probationary, tenure-track faculty member at the time of the third-year review, and then each year after that. The process begins when the candidate for promotion and tenure submits the required documentation to the RPTC ; the RPTC evaluates the materials, makes recommendations, collects tenured faculty votes, and then, provides the ASLP chair with a written report describing the committee's evaluation and recommendation. This written report must be signed by all members of the RPTC. Thereafter, the department chair completes an independent assessment and recommendation of the candidate in writing. The department chair then meets with the candidate to discuss the independent assessments and recommendations of both the RPTC and the chair, and to provide the candidate with a copy of the RPTC report. Candidates may sign the documentation in agreement or may dissent and write a rebuttal, in keeping with university policy.

1. Teaching

The assistant professor in ASLP who is seeking promotion, or promotion and tenure, to the rank of associate professor must demonstrate excellence in teaching. To demonstrate excellence in teaching, assistant professors must provide evidence that they remain current in their area(s) of teaching expertise and that they have achieved high standards of quality of instruction across the scope of teaching activities that is expected of assistant professors. Appendix A details the nature of the evidence that is provided by the faculty member to demonstrate excellence in teaching, as well as the scope of activities that constitute teaching activities.

For tenure-track assistant professors who are seeking promotion and tenure to the rank of associate professor, the department acknowledges that the scope of teaching activities will most likely consist primarily of department-assigned teaching, whether this be classroom-based courses, clinical teaching, or both. While department-assigned teaching activity may be increasingly supplemented by non-assigned teaching activities as the assistant professor advances in the tenure track, it is not expected or required that assistant professors engage with students in non-assigned teaching venues for purposes of promotion and tenure to the rank of associate professor.

The department recognizes that teaching quality is best defined as a process, and not a product, as outlined in Appendix A. Assistant professors are typically developing courses for the first time, when short-term quantitative metrics of teaching quality may or may not be high. Thus, when evaluating the quality of an assistant professor's teaching, the department values documentation of an upward-sloping trajectory of teaching quality metrics during the pre-tenure period, especially when initial metrics of teaching quality may be relatively low. The department also values documentation of the steps taken by the assistant professor to remain current in their area(s) of teaching expertise and to continuously augment course quality. This may include the assistant professor's description of how student and peer teaching evaluations, and access to the evidence base of the field, are being referenced when adjusting and augmenting course content and design in support of teaching quality.

As detailed in Appendix A, all faculty, including assistant professors, are invited and encouraged to supply a wide range of metrics to document teaching quality for purposes of promotion and tenure that may include, but are not limited to, student course evaluations, teaching philosophy, and peer evaluations of teaching. Likewise, the entities reviewing the teaching activities of the faculty for purposes of promotion and tenure are held responsible to consider the full scope of the faculty member's teaching activities.

2. Research and Scholarship

Assistant professors who wish to be considered for promotion and tenure to the rank of associate professor must demonstrate the ability, sustainability and commitment necessary to produce and disseminate a major body of work, one that will establish them as an up-and-coming presence in their field, either nationally or globally as recognized by authorities in the field. As detailed in Appendix E,

all tenure-track faculty members in the department, including assistant professors, are expected to actively engage in a coherent program of research and scholarship that reflects: (1) independence of scholarly thought and innovation on the part of the faculty member; and (2) high quality and high impact within the field of scholarship.

In order to be promoted to the rank of associate professor with tenure, tenure-track assistant professors in ASLP are expected to meet or exceed each of the following three basic standards.

- Research and scholarly publication: Publish the equivalent of ten peer-reviewed works of research or scholarship. The ten works of research publications must include 7-8 peer-reviewed journal articles, at least five of which should be first-authored or first-authored-equivalent. Equivalency of number of publications and equivalency of first authorship are defined in Appendix E. Peer-reviewed publications will be ranked using criteria in Appendix E.
- Research and scholarly presentation: Deliver the equivalent of five peer-reviewed presentations at international, national, regional, or state conference/meeting venues. At least two of these presentations must be first-authored, and at least two of these presentations must be delivered at a national or international conference/meeting venue.
- Research and scholarly grant activity: Provide evidence of active submission of intramural and extramural research grants in support of the candidate's programmatic line of research. At least one of these grants must be funded, with the candidate as principal investigator, co-principal investigator, investigator, or contractor; the portion of the research and scholarship activities on the grant attributable to the faculty member must be documented to represent a major contribution to the discipline; and the grant must be demonstrated to support the programmatic research and research productivity of the faculty member.

Holistic assessment of research productivity may provide a more representative picture of overall research and scholarship of a candidate relative to departmental standards, in support of tenure and promotion decisions, as compared to a set of individual indices. In all applications for promotion and tenure, the candidate is strongly advised to provide an additional over-arching and holistic narrative description of the coherence of the faculty member's body of research and scholarship, which description should also document how the body of research and scholarship reflects independence of scholarly thought, scholarly innovation, high quality, high impact and sustained presence within the field. Furthermore, special emphasis should be placed on how this programmatic line of work and scholarship aligns with additional core values of the department; these include transdisciplinary and collaborative research, and research mentorship of students.

Guidelines for documentation of research and scholarship for all tenure-track faculty members, as they additionally document standards and core values of the department, are provided in Appendix E.

3. Service

The assistant professor in ASLP who is seeking promotion, or promotion and tenure, to the rank of associate professor must demonstrate excellence in service. As for service activities, the department reviews contributions of the candidate to the department, college, university, discipline, profession, and community. Although the department requires service from all faculty members, it does recognize the importance of limiting untenured tenure-track faculty members' service activities. The number and significance of the service activities tend to increase as faculty advance toward tenure, and may include committee chair activities. At minimum, the candidate for promotion to associate professor must serve on at least two charter committees at the department level, be involved in recruitment and retaining students, and advise students or other faculty in any capacity.

Details of the scope, documentation, and evaluation of service activities is provided in Appendices G and H.

B. Consideration for Promotion to the Rank of Professor

Consistent with the promotion and tenure policy of the university, associate professors seeking promotion will be evaluated under the promotion and tenure standards that are in effect at the time of application. Faculty are advised to consult with official UNT and HPS policies regarding the timeline for promotion to professor.

Consideration for promotion to the rank of professor typically does not include a decision regarding tenure (since tenure will have already been awarded at the time of promotion to associate professor), but in the rare instances when both promotion to professor and tenure are under simultaneous deliberation, these decisions will be made concurrently. The standards for documentation and evidence in support of promotion to professor are the same as those in support of tenure and promotion of assistant professor to associate professor tenure-track faculty.

Promotion to, or tenure at, the rank of professor places a strong emphasis on excellence across all three areas of teaching, research and scholarship, and service. Appointment or promotion to the highest rank on the tenure track (professor) should be reserved only for those who have demonstrated sustained achievement. Candidates must have demonstrated excellence in teaching, and obtained national and/or international recognition for their sustained, high quality accomplishments in research. Additionally, candidates must have demonstrated a robust combination of service activities in the department, college, university, and show contributions in professional service that includes a state, national or international presence.

1. Teaching

The associate professor who is seeking promotion to the rank of professor must demonstrate sustained excellence in teaching. To demonstrate excellence in teaching, associate professors must provide evidence that they remain current in their area(s) of teaching expertise and that they have achieved high standards of quality of instruction across the scope of teaching activities that is expected of associate professors. Appendix A details the nature of the evidence that should be provided by the faculty member to demonstrate excellence in teaching, as well as the scope of activities that constitute teaching activities.

For associate professors who are seeking promotion to the rank of professor, the proportion of non-assigned teaching activities (such as research mentorship activities of undergraduates and graduates, or invited lectures in extramural venues) may be expected to increase based on the growing reputation and expertise of the faculty member. While this is not required for promotion to professor, it bolsters the case of the candidate for promotion to professor, especially when teaching extends to extramural national and international venues. Given that the faculty member may teach classroom courses that they have taught before, they may tap previously untapped or creative methods for updating of faculty expertise as it is incorporated into teaching, for updating course content, and for experimental course re-design and re-structuring over time in support of student learning. The department values documentation of an upward-sloping trajectory of such non-required or creative teaching quality metrics during the post-tenure period.

As detailed in Appendix A, all faculty, including associate professors, are invited and encouraged to supply a wide range of metrics to document teaching quality for purposes of promotion that may include, but are not limited to, student course evaluations, teaching philosophy, and peer evaluations of teaching. Likewise, the entities reviewing the teaching activities of the faculty for purposes of promotion and tenure are held responsible to consider the full scope of the faculty member's teaching activities and the gestalt of documentation the faculty member provides, in commitment to a holistic and valid evaluation process.

2. Research and Scholarship

Associate professors who wish to be considered for promotion to the rank of professor must demonstrate a continuous, sustainable, and highly productive program of research and scholarship that is recognized by authorities in the field. Thus, they are expected to continue and exceed departmental expectations for research and scholarship associated with their prior promotion to associate professor. As detailed in Appendix E, all tenure-track faculty members in the department, including associate professors, are expected to actively engage in a coherent program of research and scholarship that reflects: (1) independence of scholarly thought and innovation on the part of the faculty member; and (2) high quality and high impact within the field of scholarship.

It is the expectation of the department that an associate professor seeking promotion to professor should have produced an additional body of work comparable to the pre-tenure research and scholarly activity documented for promotion and tenure to the rank of associate professor. In order to be promoted to the rank of professor, associate professors in ASLP are expected to meet or exceed each of the following three basic standards of research and scholarly activity.

- Research and scholarly publication: Publish the equivalent of twenty peer-reviewed publications during the course of the candidate's career, and these publications must include 14-16 peer-reviewed journal articles. At least ten of the twenty should be completed since promotion to associate professor, and at least five of these publications since the time of promotion to associate professor should be first-authored or first-authored-equivalent. Equivalency of number of publications and equivalency of first authorship are identical to the standards for promotion from assistant to associate professor, as defined in Appendix E.
- Research and scholarly presentation: Deliver the equivalent of ten peer-reviewed presentations at international, national, regional, or state conference/meeting venues during the course of the candidate's career. At least five of these should be completed since promotion to associate professor. At least four of the ten presentations must be first-authored, and at least four of the ten presentations must be delivered at a national or international conference/meeting venue.
- Research and scholarly grant activity: Provide evidence of active submission of extramural research grants in support of the candidate's programmatic lines of research during the course of the candidate's career. At least two of these grants must be funded, with the candidate as principal investigator, co-principal investigator, investigator, or contractor; the portion of the research and scholarship activities on the grant attributable to the faculty member must be documented to represent a major contribution to the discipline; and the grant must be demonstrated to support the programmatic research and research productivity of the faculty member.

Holistic assessment of research productivity may provide a more representative picture of overall research and scholarship of a candidate relative to departmental standards, in support of promotion decisions, as compared to a set of individual indices.

In all applications for promotion, the candidate is strongly advised to provide an additional overarching and holistic narrative description of the coherence of the faculty member's body of research and scholarship, which description should also document how the body of research and scholarship reflects sustained independence of scholarly thought, scholarly innovation, high quality, and high impact within the field. Furthermore, special emphasis should be placed on how this programmatic line of work and scholarship aligns with additional core values of the department; these include transdisciplinary and collaborative research, and research mentorship of students.

Guidelines for documentation of research and scholarship for all tenure-track faculty members, as they additionally document standards and core values of the department, are provided in Appendix E.

3. Service

The associate professor in ASLP who is seeking promotion to the rank of professor must demonstrate excellence in service. As for service activities, the department reviews contributions of the candidate to the department, college, university, discipline, profession, and community. The department requires service from all faculty members, however, the number and significance of the service activities markedly increase after tenure. For purposes of promotion, the department expects extra-departmental and extra-mural service activities during the time in rank as associate professor, which may include an increased number of committee chair positions and executive-level positions, relative to service activities during the time in rank as assistant professor. This must include service in national or international venues that enhances the national and global reputation of UNT.

Details of the scope, documentation and evaluation of service activities is provided in Appendices G and H.

C. Consideration for Promotion of Lecturer-Track Faculty

Consistent with the promotion and tenure policy of the university, non-tenure track, lecturer-track faculty seeking promotion will be evaluated under the promotion and tenure standards that are in effect at the time of application.

The review process for promotion within the lecturer ranks is identical to that described for tenured and non-tenured tenure-track faculty. (See the introduction to Section II of the current document).

1. Guidelines and Standards for Lecturers at All Ranks

In ASLP, lecturers hold faculty positions at one of three ranks—lecturer, senior lecturer, or principal lecturer, and, with a few notable exceptions, have the same rights, responsibilities, and voting privileges as tenured and non-tenured tenure-track faculty. Lecturers serve ASLP through academic (classroom) and clinical teaching, and service activities. Some lecturers participate in research activities, which will be recognized as service to the profession. ASLP evaluates lecturers for reappointment, merit raises, and promotion in essentially the same manner that it evaluates the tenured and tenure-track faculty. Specifically, the Personnel Affairs Committee (PAC) and ASLP chair evaluate lecturers' performance in the areas of teaching and service when making decisions and recommendations about reappointments and merit raises; the RPTC and ASLP chair assess and appraise the performance of lecturers seeking promotions to the ranks of senior and principal lecturer. Per the department charter, lecturers are ineligible for membership in the RPTC and for voting on reappointment and tenure decisions.

The department requires excellence in teaching (clinical, academic, or both) and service of all lecturers. ASLP defines "excellence in teaching and service" similarly for lecturers and tenure-track faculty (review Section II of this document, as referenced to Appendices A through D, G, and H). A noteworthy difference between lecturers and the tenure-track faculty is that most ASLP lecturer positions include clinical teaching along with academic teaching. As a result, the department expects lecturers engaged in clinical teaching to demonstrate clinical expertise through additional measures such as supervising and treating a variety of clinical cases, consultations about cases with other professionals, presentations, podium, and poster sessions at professional meetings, clinical evaluations of their students, advising students, student mentoring, or placement of students. The department's annual evaluation procedures, reappointment, merit raise, and promotion procedures are the same for lecturers and tenure-track faculty (refer to Section III).

The expectations for senior lecturers and principal lecturers include those described for lecturers, with the understanding that the faculty at those ranks must exhibit continued excellence in the areas of teaching and service. In addition, the department expects senior lecturers to show evidence of excellence such as clinical, academic or service program development, recruitment and mentoring of students, peer-reviewed presentations, or educational/clinical grant writing related to academic or clinical teaching. Furthermore, for principal lecturers, the department requires evidence of sustained excellence in teaching, innovation and leadership in service and robust involvement in professional organizations.

2. Evaluations for Lecturer Promotion to Senior or Principal Lecturer

Lecturers seeking promotion from the rank of lecturer to senior lecturer and from senior lecturer to principal lecturer must satisfy the same criteria for teaching and service as outlined for tenure-track faculty seeking promotion from assistant professor to associate professor and from associate professor to professor, respectively (Sections II-A and II-B of this document, as referenced to Appendices A through D, G, and H). Specifically, lecturers seeking promotion to senior lecturer must show evidence of clinical- and academic-teaching quality as indicated by evaluations of at least a median "commendable" rating on the *Faculty Peer Evaluation* forms (see Appendices C and D); active involvement in committees including department, college, university committees; committee or board membership in professional organizations at the local, state, or national level; and development or leadership of at least one clinical or teaching initiative (e.g., clinical programs, new clinical protocols, support group, community service event, sponsorship of student organization, and/or professional presentations). Candidates seeking promotion from senior to principal lecturer must demonstrate evidence of clinical- and academic-teaching quality as indicated by evaluations of at least a median "excellent" rating on the *Faculty Peer Evaluation* forms (see Appendices C and D); active involvement in department, college, or university committees; board or committee membership in professional organizations at the local, state, or national level; development or leadership of at least two clinical or teaching initiatives (e.g., clinical programs, new clinical protocols, support group, community service event, sponsorship of student organization, and/or professional presentations); and/or engage in intra-department and interdisciplinary collaborations in teaching and service.

III. Guidelines and Standards for Annual Review of Faculty

As is the case for considerations of promotion and tenure, faculty type determines the performance areas to be evaluated by the department for the purpose of annual performance evaluations. For tenure-track faculty members, the department annually evaluates the following three areas: (1) the quality of teaching; (2) the quality, quantity and impact of scholarly activities; and (3) the significance of service. For non-tenure-track, lecturer-track faculty members, the department evaluates the following two areas: (1) the quality of teaching; and (2) the significance of service.

The department conducts annual performance reviews of faculty of all ranks with respect to their performance in the areas of teaching, service, and when applicable, of scholarly activities, across a three- year window. The department PAC, a charter committee of faculty members from the tenure-track faculty and lecturer ranks, holds responsibility for evaluating faculty members' performance in the three aforementioned areas. In each area, the committee members assign scores to reflect the level of each faculty member's productivity, quality of work, and effectiveness. Committee members base their scoring on rubrics developed in the department (Appendix B, F, and H). The department, department chair, college, and university use these scores when making decisions regarding reappointment, merit raises, promotion, and tenure. Unsatisfactory performance based on the ASLP rubrics in any area (research, teaching, service), constitutes cause to consider the need for a professional development plan (PDP). When this occurs, the PAC Chair and ASLP chair will, first, discuss the situation and, then, consult with the dean of HPS to either formulate a remedial plan or take other actions as needed.

The workloads in the aforementioned areas that faculty individually negotiate with the department chair at the outset of the academic year serve as the basis for weighting faculty performance across the content areas. Specifically, the PAC averages the percent value of the workload associated with each of each of the primary areas across a three-year window to determine a mean value for that content area for the calendar year under evaluation. The department then multiplies the weights in each of the areas for each faculty member by the performance scores for the respective areas.

Post-tenure Review: Tenured faculty members are evaluated annually by the departmental PAC in each of the three areas of performance. Unsatisfactory performance occurs whenever a tenured or tenure-track faculty member receives an unsatisfactory score of below 3.0 in teaching, research/scholarship or service. Subsequently, the faculty member receiving an unsatisfactory annual review will be referred to UNT Policy 06.052, and will be provided with the PDP jointly prepared by the department chair and RPTC. The faculty member who will have up to two calendar years to achieve the outcomes identified in the PDP.

Appendix A

Scope of Teaching Activities and Documentation of Teaching Quality

Scope of teaching activities

ASLP recognizes a faculty member's involvement in any and all types of teaching activities: intra-disciplinary, cross-disciplinary, and trans-disciplinary teaching; intramural and extramural teaching; and individually-taught and team-taught pedagogical activities. The department acknowledges that the scope of teaching activities may be different for different kinds of faculty; that the scope of teaching activities may change over time for any given faculty member; that the evidence of teaching quality may vary by type of teaching activity; and that the challenges of each type of teaching may be different. Thus, both faculty members and those who evaluate the teaching are expected to take these factors into consideration, with reference to different types of faculty at different stages in the promotion and tenure process. Teaching and instructional activities may include but are not limited to:

- department-assigned teaching activities, which typically count toward the faculty member's teaching workload, such as:
 - assigned teaching of classroom courses, in which groups of students are taught together during a regular class period, and for whom the faculty member may offer additional small-group and individual study-help sessions to support student learning;
 - assigned teaching in the form of clinical supervision and clinical mentorship of students, for whom the faculty member may offer additional small-group or individual meetings with students outside of clinic sessions in support of student learning;
- teaching activities that are not department-assigned and typically do not count toward the faculty member's teaching workload, would still be encouraged and recognized. The faculty member will be acknowledged according to the role played in these non-department assigned activities. It is the responsibility of the faculty member to document if their mentorship role included serving as:
 - Chair or Co-Chair of (a) an independent study with a high school student from the UNT Texas Academy of Math and Science; (b) an undergraduate or graduate independent study; or (c) an undergraduate or graduate thesis or dissertation. Such mentorship activities are formally documented through enrollment of the student-mentee in independent study, special problems, thesis or dissertation credits listed under the faculty member's name;
 - Note that enrollment in special problems courses under the faculty member's name for purposes of accommodating past administrative registration errors (e.g. if a student wrongfully enrolled in only two credits in a seminar course instead of the required three credits) will be considered as part of the faculty member's original instructional activity.
 - Committee member of an undergraduate thesis or graduate thesis or dissertation where the activity includes mentorship typically provided by a committee member such as reviewing and providing feedback on documents, and participating in written and/or oral examinations.

Note that optional meetings with students who are seeking support in designing and conducting the student's own lines of mentored, independent research or scholarship, but for whom the faculty

member's activities do not currently fall or will not fall in the future under one of the main bulleted categories above (such as discussion with research assistants and research volunteers on the faculty member's research team about the student's research interests), will be considered as service activities for purposes of faculty review. (See Appendix G.)

At minimum, the faculty member must document the full scope of all teaching activities that occurred during the period under review. ASLP recognizes that all teaching activities, both those required as part of the faculty member's workload and those that are not assigned by the department hold potential to reflect excellence in teaching. Required documentation for annual reviews is outlined and automated in part on the university-wide faculty information system. To meet departmental requirements for basic information on scope of teaching, the faculty member include the following information both for the promotion and tenure process and for the annual review process, unless already documented by FIS:

- teaching philosophy
- teaching methods to assess critical thinking and problem-solving.
- course names and numbers, including mention of any repeated teachings of a course or teaching of more than one section of a course, during the period under review, as a reflection of the relative diversity of teaching content areas;
- the content areas supervised during any clinical teaching for the period under review;
- the title of any mentored teaching activity (honors contract, independent study, thesis, or dissertation), and the names of the students mentored;
- the pedagogical level of the students being taught (undergraduate or graduate);
- the number of students under the tutelage of the faculty member across all teaching venues (classroom course, clinical supervision activity or mentorship activity)
- each course syllabus for all courses and course sections over time

Additional documentation of the scope of teaching-related activities may include, but is not limited to:

- discussion of teaching approach in the faculty essay, such as descriptions of teaching methods (e.g. methods to assess critical thinking and problem-solving) and teaching philosophy.
- evidence of student support and remediation outside of and beyond class or direct supervision sessions (e.g., developing and implementing remediation plans, providing additional instructional materials or study-help sessions, or supervising additional clinical experiences)
- a description of consultations with peers who teach similar course content
- a description of teaching-related activities or curricular development, including those that may have been supported by intramural or extramural grants for teaching enhancement or teaching initiatives
- a description of faculty continuing education activities related to the content of teaching, which may include independent readings, workshops, seminars, and continuing education
- a description of faculty continuing education activities related to the process of teaching, which may include independent readings, workshops, seminars, and continuing education
- materials exemplifying unique course design or grading procedures
- documentation of new course development or extensive course revisions

- highlights of non-standard courses that may have required special/extraordinary design and organization, or study of unconventional/non-standard topics, such as blended sections (online and face-to-face instruction), online sections, or special problems courses
- pedagogical products and materials associated with teaching that are authored by the faculty member, such as textbooks, textbook chapters, workbooks, student exercise sets, peer-reviewed published articles on pedagogy in the field, or presentations on pedagogy and basic or advanced curricular content within the field

Dual, combined standard for teaching excellence

Excellence in teaching, as defined by ASLP, encompasses both of the following: (1) the faculty member must remain current in his or her content area(s) of teaching expertise in support of the content and design of the faculty member's teaching activities; and (2) the faculty member must maintain high standards of quality in teaching activities. Both the currency of the faculty member's teaching-related content expertise and the quality of teaching, mentorship and instructional activities must be evidenced, to achieve standards of excellence in teaching.

The department recognizes that teaching excellence is best defined as a process, and not a product. Short-term, isolated metrics of currency of expertise and quality of teaching for purposes of annual review may belie degree of long-term, active development of the faculty member's expertise and long-term, active development of teaching quality in support of sustained teaching excellence that is considered holistically for the promotion and tenure process.

As noted in the section on scope of teaching activities in Appendix A, each type of teaching activity may present with its own approach and its own challenges to the faculty member to remain current in his or her area(s) of expertise and to continuously develop and strive for high-quality teaching. The faculty member is responsible for defining the quality of their teaching relative to the challenges inherent in the teaching approach they use. For example, large course sections may represent challenges different from small course sections; online or hybrid courses may represent challenges different from in-person courses; new course preparations may represent challenges different from repeated course teachings; and classroom courses represent challenges different from clinical supervision or thesis mentorship. *Yet, despite differences in the scope of teaching venues and their relative challenges, the faculty member holds ultimate responsibility to maintain expertise in their teaching content area(s), to strive for and attain high quality in teaching, and to document evidence for their teaching activities accordingly. Likewise, the entities reviewing the teaching activities of the faculty, both for purposes of promotion and tenure and for purposes of annual review, are held responsible to consider the full scope of the faculty member's teaching activities and the gestalt of documentation the faculty member provides, in commitment to a holistic and valid evaluation process.* To this end, the current Appendix A and the accompanying Appendices B, C, and D together provide details to guide and set the standards for the review process regarding teaching activities for promotion/tenure and annual review.

Evidence that faculty member remains current in content of teaching expertise. It is expected that all faculty remain current in their area(s) of expertise and apply this to their teaching. Evidence that course content remains up-to-date must be provided by the faculty member and is evaluated accordingly. An

overview of this evidence may be highlighted in the faculty essay. Detailed evidence may include, but is not limited to:

- documentation of the coherence and comprehensiveness of content of newly designed courses as reflected in the course syllabus and materials, whether this be a course that is new to the faculty member, new to the department or both;
- documentation of the coherence and comprehensiveness of the content of clinical teaching (clinical supervision) in a clinical area new to the faculty member;
- documentation of incorporation of the faculty member's current research lines and research findings into course content
- documentation of the inclusion of the research and evidence base that supports the content and design of classroom courses and clinical teaching;
- documentation of incorporation of new and updated editions of course textbooks into a course;
- documentation of faculty participation in continuing education activities, either formal or informal, across teaching content domains;
- documentation that the faculty member has obtained reviews of and input to their course content from other faculty peers, intramural or extramural, who are experts in the content of the course;
- adjustments of and additions to previously-taught course content over time, in response to new developments in the field, as reflected on the course syllabus, in course materials, or both; and
- comments on student course evaluations related to students' appreciation of the inclusion of current, cutting-edge content in their courses.

Evidence that faculty member maintains high quality of teaching. It is also expected that faculty maintain high standards of quality in teaching. It is the position of ASLP, in keeping with the position of HPS, that: (a) results of student course evaluations alone do not constitute sufficient evidence of teaching quality; and (b) that numerically high student course evaluations are not the *sine qua non* of evidence of high-quality teaching, as there are multiple indicators of teaching quality that may converge from the perspectives of multiple entities as part of the holistic picture of overall teaching quality. Thus, degree of quality of teaching is evaluated based on the preponderance of evidence of teaching quality as a whole, rather than being evaluated on the basis of only one or a few pieces of evidence.

For the promotion and tenure process, teaching quality is assessed as outlined in the main section of the current document, in the sub-section corresponding to the faculty type under review. For the annual merit review process, teaching quality is assessed as outlined in Appendix B.

The evidence of teaching quality falls into two categories: required evidence and additional optional evidence. Required metrics of teaching quality that must be included as part of the dossier for review for promotion and tenure, and for annual review, are:

- results of peer assessments of teaching associated with the period under review, following departmental guidelines as outlined in Appendix C and D.
- complete results of university-administered student course evaluations for all courses in the period under review, without exclusions

- Quantitative overall summative rating of each course
- Quantitative overall challenge and engagement index of each course
- Complete set of qualitative comments submitted by students

Additional documentation of teaching quality and efforts to augment teaching quality may include, but is not limited to:

- description and documentation of steps taken in effort to improve course quality, e.g. documentation of innovative teaching methods and course design, documentation of methods to develop and assess students' critical thinking and problem solving.
- evidence of student support and remediation beyond office hours (e.g., developing and implementing remediation plans, and providing additional instructional materials and clinical experiences resulting in enhanced learning of difficult concepts); often these efforts are fundamental for student retention.
- discussion in the essay of mitigating factors that may have impacted other metrics of teaching quality
- discussion in the essay of how student feedback and peer assessments of teaching were incorporated into course re-design, to improve course quality
- examples of course materials that reflect uniqueness, innovation, or rigor in course design
- an overview or summary of the required peer assessment and student course evaluation results, in the faculty essay, which may include meta-commentary on patterns in these data
- evidence based on keynote addresses for which the primary purpose is continuing education, as may be determined in part by the nature of the audience for the keynote
- documentation of teaching eminence recognition, such as teaching award nominations and teaching awards
- description of updates to course content, in support of teaching quality
- description of updates to course design, in support of teaching quality
- evidence intramural or extramural grants for teaching enhancement or teaching initiatives, which may include a description of the teaching activities that the funding supports
- indicators of mentorship outcomes, such as: theses and dissertations completed by mentored students; student pursuit of research careers; post-graduate professional placements related to mentorship activities; and other research products, awards, and successes of mentored students
- metrics of course rigor and student engagement, which may include the distribution of final course grades earned by students in the course
- metrics of course teaching outcomes, such as group pre-post testing or course group performance on nationally standardized testing
- evidence of teaching-relevant books, book chapters, workbooks, and peer-reviewed publications.
 - Note: If the publication is produced as part of the faculty member's research on pedagogical or curricular topics in the field, such publications must be documented under research activities, and evidence must be provided that this is indeed research-related in keeping with HPS standards, e.g. data collection required IRB approval. See Appendix E.

APPENDIX B

Rubric for Annual Performance Review of Teaching and Instructional Activities

Rating Score: 4.5 – 5.0

Qualifier: Superior

Characteristics: Evidence of superior classroom teaching and mentoring that exceeds departmental expectations. The candidate must demonstrate a performance profile that meets the criteria in the first four areas below, and in at least two of the remaining areas below:

1. On the university-administered student course evaluations for all courses taught. The Summative median score above 4.3 on a 5-point scale in which 5 is highest.
2. On the university-administered student course evaluations, the Challenge and Engagement Index above 5.0 on a 7-point scale in which 7 is highest.
3. One or more peer reviews for each evaluation period indicates a median rating of greater than 4.3 (on a 5-point Likert scale) on the department classroom observation rating form.
4. Candidates' self-assessments and appraisals teaching performance that describe innovative teaching methods, methods to assess critical thinking and problem solving, and evidence that course content is up-to-date, with an end result of an upward-sloping trajectory of teaching quality indicating successful efforts to improve teaching.
5. Evidence of teaching honors and awards bestowed by the university and professional organizations or nominations for teaching awards.
6. Evidence of keynote addresses and other invited professional presentations.
7. Evidence of intra- and extramural funding for teaching initiatives.
8. Evidence of student mentorship, such as directing research projects, involving students in classroom teaching, readying students for leadership positions, and awards.
9. Evidence of books, book chapters, workbooks, and teaching-related peer-reviewed publications.
10. Engaging in student support and remediation beyond office hours (e.g., developing and implementing remediation plans, providing additional instructional materials, and supervising additional clinical experiences).

Rating Score: 4.0 – 4.4

Qualifier: Excellent

Characteristics: Evidence of excellent classroom teaching and mentoring that often exceeds departmental expectations. The candidate must demonstrate excellence in first four areas below, and in at least two of the remaining areas below:

1. On the university-administered student course evaluations for all courses taught. The Summative median score above 4.0 on a 5-point scale in which 5 is highest.
2. On the university-administered student course evaluations, the Challenge and Engagement Index above 4.5 on a 7-point scale in which 7 is highest.

3. One or more peer reviews for each evaluation period indicates a mean rating of greater than 4.0 (on a 5-point Likert scale) on the department classroom observation rating form.
4. Candidates' self-assessments and appraisals teaching performance that describe innovative teaching methods, methods to assess critical thinking and problem solving, evidence that course content is up-to-date and efforts to improve teaching.
5. Evidence of teaching honors and awards bestowed by the university and professional organizations or nominations for teaching awards.
6. Evidence of keynote addresses and other invited professional presentations.
7. Evidence of intra- and extramural funding for teaching initiatives.
8. Evidence of student mentorship, such as directing research projects, involving students in classroom teaching, readying students for leadership positions, and awards.
9. Evidence of books, book chapters, workbooks, and teaching-related peer-reviewed publications.
10. Engaging in student support and remediation beyond office hours (e.g., developing and implementing remediation plans, providing additional instructional materials, and supervising additional clinical experiences).

Rating Score: 3.5 – 3.9

Qualifier: Commendable

Characteristics: Evidence of good classroom teaching and mentoring that meets departmental expectations. The candidate must demonstrate excellence in three of the first four areas below, and in at least two of the remaining areas below:

1. On the university-administered student course evaluations for all courses taught. The Summative median score above 3.5 on a 5-point scale in which 5 is highest.
2. On the university-administered student course evaluations, the Challenge and Engagement Index above 4.5 on a 7-point scale in which 7 is highest.
3. One or more peer reviews for each evaluation period indicates a mean rating of greater than 3.5 (on a 5-point Likert scale) on the department classroom observation rating form.
4. Candidates' self-assessments and appraisals teaching performance that describe innovative teaching methods, methods to assess critical thinking and problem solving, evidence that course content is up-to-date and efforts to improve teaching.
5. Evidence of teaching honors and awards bestowed by the university and professional organizations or nominations for teaching awards.
6. Evidence of keynote addresses and other invited professional presentations.
7. Evidence of intra- and extramural funding for teaching initiatives.
8. Evidence of student mentorship, such as directing research projects, involving students in classroom teaching, readying students for leadership positions, and awards.
9. Evidence of books, book chapters, workbooks, and teaching-related peer-reviewed publications.
10. Engaging in student support and remediation beyond office hours (e.g., developing and implementing remediation plans, providing additional instructional materials, and supervising additional clinical experiences).

Rating Score: 3.0 – 3.4

Qualifier: Acceptable

Characteristics: Evidence of acceptable classroom teaching and mentoring that meets departmental expectations. The candidate must demonstrate excellence in two of the first four areas below, and in at least two of the remaining areas below:

1. On the university-administered student course evaluations for all courses taught. The Summative median score above 3.0 on a 5-point scale in which 5 is highest.
2. On the university-administered student course evaluations, the Challenge and Engagement Index above 4.0 on a 7-point scale in which 7 is highest.
3. One or more peer reviews for each evaluation period indicates a mean rating of greater than 3.5 (on a 5-point Likert scale) on the department classroom observation rating form.
4. Candidates' self-assessments and appraisals teaching performance that describe innovative teaching methods, methods to assess critical thinking and problem solving, evidence that course content is up-to-date and efforts to improve teaching.
5. Evidence of teaching honors and awards bestowed by the university and professional organizations or nominations for teaching awards.
6. Evidence of keynote addresses and other invited professional presentations.
7. Evidence of intra- and extramural funding for teaching initiatives.
8. Evidence of student mentorship, such as directing research projects, involving students in classroom teaching, readying students for leadership positions, and awards.
9. Evidence of books, book chapters, workbooks, and teaching-related peer-reviewed publications.
10. Engaging in student support and remediation beyond office hours (e.g., developing and implementing remediation plans, providing additional instructional materials, and supervising additional clinical experiences).

Rating Score: Below 3.0

Qualifier: Unsatisfactory, needs improvement.

Does not meet departmental expectations, needs intervention and additional training.

Appendix C

UNT Department of Audiology & Speech-Language Pathology

Faculty Peer Evaluation: Classroom Teaching Observation Rating Form

Note: Peer reviews will be conducted by associate or full professors or faculty outside the department as designated by the Personnel Affairs Committee. Untenured faculty will be evaluated by tenured faculty in one course per academic year. Tenured faculty will be evaluated by full professors in one course over any given three-year period. The evaluation will be documented with the ASLP Faculty Peer Evaluation Teaching form (see Appendices C and Appendix D).

Instructor: _____ Course: _____

Number of Students Present: _____ Date: _____

Evaluator: _____

Instructions: Listed below are teaching content areas. Respond to each of the statements below by circling the number that most closely corresponds to your observation.

5 = Excellent

4 = Very Satisfactory

3 = Satisfactory

2 = Needs Improvement

1 = Poor

NA = Not Applicable

I. Importance and Suitability of Content

1. The material presented is important for this group of students.	5	4	3	2	1	NA
2. When appropriate, appropriate citations were provided to support statements.	5	4	3	2	1	NA
3. A sufficient amount of material was included in the teaching activity.	5	4	3	2	1	NA
4. Content represents current thinking in this discipline.	5	4	3	2	1	NA
5. Material is relevant to course objectives and assigned readings.	5	4	3	2	1	NA

II. Organization of Content

1. Prepared for class and used time efficiently.						
2. Stated the purpose of the teaching activity.	5	4	3	2	1	NA
3. Arranged and discussed the content in a systematic and organized manner.	5	4	3	2	1	NA
4. Asked questions periodically to determine student comprehension.	5	4	3	2	1	NA

5. Provided examples to clarify abstract and difficult ideas.	5	4	3	2	1	NA
6. Summarized the main ideas.	5	4	3	2	1	NA

III. Presentation Style

1. Rate of speech was neither too fast nor too slow.	5	4	3	2	1	NA
2. Maintained eye contact with the class.	5	4	3	2	1	NA
3. Listened carefully to student comments and questions.	5	4	3	2	1	NA
4. Demonstrates enthusiasm for the subject matter.	5	4	3	2	1	NA
5. Demonstrates command of subject matter.	5	4	3	2	1	NA
6. Uses instructional aids to facilitate important points.	5	4	3	2	1	NA
7. Demonstrates appropriate classroom management techniques to ensure class productivity.	5	4	3	2	1	NA

IV. Clarity of Presentation and Class Activity

1. Defined new terms, concepts, and principles.	5	4	3	2	1	NA
2. Used relevant examples to explain major ideas.	5	4	3	2	1	NA
3. Used clear and simple directions and examples.	5	4	3	2	1	NA
4. Provided occasional summaries and restatements of important ideas.	5	4	3	2	1	NA
5. Used alternative explanations, when necessary.	5	4	3	2	1	NA

V. Questioning Ability

1. Asked questions and used other classroom assessment techniques to determine student understanding.	5	4	3	2	1	NA
2. Repeated questions and answers, when necessary, so everyone involved in the activity can hear.	5	4	3	2	1	NA
3. Received student questions respectfully.	5	4	3	2	1	NA
4. Asked a variety of types of questions (rhetorical, open and closed ended).	5	4	3	2	1	NA
5. Addresses questions to volunteer and non-volunteer students.	5	4	3	2	1	NA

VI. Establishing Positive Learning Environment

1. Greeted students.	5	4	3	2	1	NA
2. Used questions to gain student attention.	5	4	3	2	1	NA
3. Encouraged student questions and contributions.	5	4	3	2	1	NA
4. Engaged students in teaching activities.	5	4	3	2	1	NA

Adapted from Braskamp & Ory (1994)

Median Rating: _____

Comments:

Appendix D

UNT Department of Audiology & Speech-Language Pathology

Faculty Peer Evaluation: Clinical Teaching Observation Rating Form

Note: Peer reviews will be conducted by associate or full professors or faculty outside the department as designated by the Personnel Affairs Committee. Untenured faculty will be evaluated by tenured faculty in one course per academic year. Tenured faculty will be evaluated by full professors in one course over any given three-year period. The evaluation will be documented with the ASLP Faculty Peer Evaluation Teaching form (see Appendix C and Appendix D).

Instructor: _____ Course: _____

Number of Students Present: _____ Date: _____

Evaluator: _____

Observation of (circle one):

Student Meeting Group Meeting Therapy Session Diagnostic Evaluation

Instructions: Listed below are teaching content areas. Respond to each of the statements below by circling the number that most closely corresponds to your observation.

5 = Strongly Agree

4 = Agree

3 = Neutral

2 = Disagree

1 = Strongly Disagree

NA = Not Applicable

1. Supervisor was prepared and organized for clinical teaching activities.	5	4	3	2	1	NA
2. Supervisor encouraged student independence, while providing direct clinical instruction and guidance commensurate with the student clinician's level of clinic training.	5	4	3	2	1	NA
3. Supervisor used non-direct patient care time efficiently.	5	4	3	2	1	NA
4. Supervisor maintained active engagement throughout the supervisory activity.	5	4	3	2	1	NA
5. Supervisor communicated and collaborated with student clinician to ensure evidence-based clinical procedures and best practices are understood and used.	5	4	3	2	1	NA

6. Supervisor offered and/or provided ongoing feedback regarding student's performance.	5	4	3	2	1	NA
7. Supervisor's explanation of clinical methods, strategies and approaches were clearly and effectively communicated during supervisory activities.	5	4	3	2	1	NA
8. Supervisor effectively responded to student clinician's questions, confusions and/or need for clarifications during supervisory activity.	5	4	3	2	1	NA
9. Supervisor asked questions to ensure student clinician is actively participating, understanding and integrating knowledge and skills.	5	4	3	2	1	NA
10. Supervisor engaged the student clinician by inviting student input, opinions and added professional information during supervisory activity.	5	4	3	2	1	NA
11. Supervisor's interaction reflected a genuine concern and tailoring of information to student's clinical education level, clinical advancement and her/his personal clinical strengths and abilities.	5	4	3	2	1	NA
12. Supervisor offered evidence-based methodologies to ensure best practices by the student clinician.	5	4	3	2	1	NA
13. Supervisor guided the student clinician in developing a well-organized plan for clinical activities.	5	4	3	2	1	NA
14. Supervisor clearly specified expectations of the student clinician.	5	4	3	2	1	NA
15. Supervisor was on time for clinical teaching activities.	5	4	3	2	1	NA

Median Rating: _____

Comments:

Appendix E
Independence, Innovation, Quality and Impact of
Research and Scholarly Activity:
Standards/Expectations, Scope, and Documentation

Standards/Expectations

Tenure-track faculty members in the department are expected to actively engage in a coherent program of research and scholarship that reflects: (1) independence of scholarly thought and innovation on the part of the faculty member; and (2) high quality and high impact within the field of scholarship. For tenure-track probationary faculty, this program of research should be sustainable, and for tenured faculty, this program of research and scholarship should be sustained.

The department recognizes that, in the disciplines and sub-disciplines of Audiology and Speech-Language Pathology, transdisciplinary and collaborative research activity is the norm; steady progress in building transdisciplinary research collaborations and emergence of research products from these collaborations are highly valued in advancing the scientific enterprise. Transdisciplinary and collaborative research may include research conducted in collaboration with industry, public or private organizations, communities or any combination thereof. Candidates for promotion and tenure are encouraged to document and describe how establishment and advancement of key intra- and trans-disciplinary research collaborations serve to advance the programmatic and coherent development of their lines of research as it contributes to the discipline. Special cases of authorship order should also be documented by the faculty member, such as: order of authorship in which the head and leader of a collaborative or mentored research team purposefully chooses a position of last authorship as a professional nod to the contributions of the team as a whole; or order of authorship that is purposefully alphabetical, to denote the equal significance and importance of the contribution of each authored member of the research team.

In alignment with the teaching mission of the university and in recognition of the importance of mentoring future generations of researchers in their scholarship, research mentorship of students is prioritized and afforded extra weight in tenure and promotion deliberations accordingly, in certain cases. Specifically, publications with student co-authors are afforded extra weight, counting as 1.25 publications instead of 1.00 publication in publication counts. This would include earned research co-authorship by both current students and former students that contributed to the research. Students mentored in research may be at any stage in their academic career and from any discipline related to the research program of the mentoring faculty member. Mentored students may include but are not limited to high-school students in the UNT's Texas Academy of Math and Science (TAMS), undergraduate students, master's students, clinical doctoral students (e.g. AuD students) and research-based doctoral students (e.g. PhD students). Likewise, expectations of weighting of order of authorship as a metric of research independence of the faculty member may be adjusted to accommodate important contributions of mentored student authors, which may include presentations

and publications emanating from a student's research and scholarship on independent studies, theses, and dissertations. In all cases, the faculty member is responsible for documentation of adherence to ethical standards for co-authorship, including when students are co-authors with faculty on publications. Ethical definitions of the basis for earned authorship, as defined by professional organizations of the discipline such as the American Speech-Language-Hearing Association and the International Committee of Medical Journal Editors, will set the standards for earned authorship for each co-author on published works, regardless of student status or non-student status of potential co-authors. The faculty member is responsible for documentation of adherence to these ethical standards when students are co-authors with faculty on publications.

Coherence of programmatic research is paramount in promotion and tenure deliberations and should be described as part of the faculty essay. The department acknowledges that co-authored publications may deviate from a faculty member's programmatic lines of research in service to mentorship of students in research, which should be taken into account: Mentorship of student independent studies, theses, and dissertations may result in student publications with a faculty member on a topic that is peripheral to the faculty member's programmatic line or lines of research and scholarship. This seeming reduction of the coherence of the faculty member's programmatic research and scholarship should not be counted against the faculty member when consider the faculty member's merits for promotion.

Scope

ASLP recognizes a faculty member's involvement in any and all types of research and scholarly activity. Scholarly publications and scholarly presentations and research and scholarly grant activity fall into the scope of research and scholarly activities, as specified in Sections II-A-2 and II-B-2 of the current document.

The department further recognizes that excellence in research and scholarly activities is a process of excellence that is mirrored in products of excellence over time. A trajectory of growth in development of a coherent research program over multiple years may serve as a more sensitive prognostic of eligibility for promotion and tenure, as compared to raw numerical indicators of quality or impact in any given year. Assessment of faculty research and scholarship must take into consideration that scholarship and programmatic research naturally builds in a step-wise fashion, which natural progression may vary from field to field, or from sub-field to sub-field, for example: research and scholarship disseminated through presentations and peer-reviewed conference proceedings may be further consolidated and disseminated through subsequent publication in peer-reviewed journals, scholarly book chapters or books; previous presentations and publications may be integrated together and more widely disseminated for increased impact through invited presentations and publications on specialty topics of critical interest to the field; theoretical frameworks under development during earlier phases of published experimental research in journals may be integrated and achieve even greater impact in shaping advancements in the field through journal-based scholarly reviews, meta-analysis and scholarly theoretical treatises in books and book chapters; grant support awarded based on successful past research may in turn support future research.

Each publication is entered as one publication into publication counts, as a reflection of research and scholarly impact. Exceptions to this count must be justified by the faculty member relative to departmental standards and the realities of the scholarly enterprise. For example, publications with students as defined under “Standards/Expectations” above may be weighted as 1.25 publications. As another example, scholarly books which are highly valued in certain sub-disciplines may arguably represent the productivity and scholarly impact of 1-3 journal articles depending on the list of authorship, the prestige of the press, and type of book as documented by the faculty member. Scholarly activities may be associated with research that is quantitative, qualitative or both quantitative and qualitative. The department recognizes that quality and impact of research and scholarship on advancements in the field is determined by the fit of the design of the research and scholarship to the topic under investigation, and not by the type of design per se. For example, well designed case studies and multiple baseline designs may be better suited to multi-factorial clinical intervention research than would large-n experimental designs; large-n designs may be best suited to experimental research that call for systematic manipulation of small numbers of factors to advance theoretical modeling; meta-analysis or systematic literature review may be instrumental in shaping the future advancements within a discipline which is at a scientific turning point in its history; scholarly books and chapters in scholarly books written by experts in a particular field serve to frame theory and methodology in support of advancements in the field at large; and survey data and epidemiological studies may advance research engagement of populations of interest and advance applied research with key clinical populations.

For promotion to the rank of associate professor with tenure, tenure-track assistant professors in ASLP are expected publish the equivalent of ten peer-reviewed works of research or scholarship, at least five of which should be first-authored or first-authored-equivalent. The ten works of research publications must include 7-8 peer-reviewed journal articles. Associate professors seeking promotion to professor should have produced an additional body of work comparable to the pre-tenure research and scholarly activity documented for promotion and tenure to the rank of associate professor. For promotion to the rank of professor, associate professors in ASLP are expected to publish the equivalent of twenty peer-reviewed works of research or scholarship, and at least ten of these should be completed since promotion to associate professor. At least ten of the twenty publications should be first-authored or first-authored-equivalent. The twenty publications must include 14-16 peer-reviewed journal articles.

Additional publications to meet the equivalency of ten peer-reviewed publications for tenure and promotion to the rank of associate professor, and twenty peer-reviewed publications for promotion to the rank of professor may include but are not limited to:

- research-focused book chapters
- scholarly books
- conference proceedings
- web-based research database contributions, especially those whose significance is bolstered by international dissemination and uptake and vetted through grant funding
- scientific inventions or creations, which may include devices or clinical tools that are products of the research process, as reflected in patents and copyrights.

Grant support is essential to the research enterprise and deserves special consideration and documentation in promotion and tenure deliberations. Given the nature of the research enterprise in our respective fields and sub-fields, research-based grant and/or contract support is essential for successfully conducting programmatic lines of research and provides additional evidence of the candidate's commitment to and success in development of a body of programmatic research. Indeed, the increasingly transdisciplinary and collaborative nature of the scientific enterprise often requires complementary contributions of a team of researchers across a variety of administrative research roles, which may include roles of principal investigator, co-principal investigator, investigator and contractor. *While sheer monetary amount on any given grant may often be positively associated with successful development of programmatic lines of research, the department acknowledges that this is not always the case in our associated fields of scholarship.* Indeed, certain lines of programmatic, transdisciplinary and collaborative research and research mentorship may require less overall funding in support of high-quality, high-impact research, as compared to other lines of research. Extramural grants that are awarded following a process of peer-review by in-field colleagues may serve as one indicator of the quality of a faculty member's programmatic line of research. In comparison, intramural research grants or foundation grants are not typically vetted through peer-review by in-field colleagues, yet they often provide seed funding or funding for piloting, in support of future extramural, peer-reviewed grants, or they may fully support a programmatic line of research if sufficient in size for that particular line of research. *Ultimately, the faculty member must provide evidence of research productivity resulting from any research grants, regardless of grant amount and regardless of whether awards are based on peer-review by in-field peers.* Research productivity resulting from grants should (1) contribute to the faculty member's programmatic line of research, (2) provide pilot data for larger grants, and longer-term (3) result in journal publications, book publications, published contributions of well-designed databases made accessible to the larger research community in support of scientific advancements in the field. It is also acknowledged that certain funding agencies may require that research publications resulting from support of their agency must appear in free, publicly accessible venues; in these cases, publication mandates of the funding agency must be taken into consideration when discerning the quality and impact of the associated research venue, as free and publicly accessible venues may differ from for-profit publication venues in associated quantitative metrics of research quality and impact.

Documentation

The faculty member is expected to submit documentation of research and scholarly activities for promotion and tenure considerations and for annual merit reviews. In practical terms, all elements of the promotion and tenure dossier, promotion dossier, or the annual activities report (as required and administrated by the UNT office of the provost through the Faculty Information System or other administrative mechanisms) hold potential to document the faculty member's adherence to departmental standards for promotion, tenure and promotion, and annual review. This documentation may include but is not limited to a faculty personal statement, curriculum vitae, and other elements within the dossier.

Faculty members are encouraged to provide documentation of each of the following categories, in keeping with departmental standards:

- independence of scholarly thought, innovation, quality and impact.
- the sustainable or sustained nature of the scholarly activities over time.

Independence of scholarly thought. Evidence of independence of scholarly thought must be submitted by the faculty member for promotion and tenure reviews and annual merit reviews. An overview of this evidence may be highlighted in the faculty essay. Detailed evidence may include, but is not limited to:

- descriptions of the over-arching coherence of the faculty member's programmatic lines of research
- documentation of order of authorship on publications that reflects leadership in the research enterprise. Typically, this is reflected as first-authorship. For unique cases of first-author equivalence, when the faculty member's name is not literally placed in the first position yet still reflects a unique and robust contribution, it is the responsibility of the faculty member to document that fact, e.g., in instances of alphabetically authored trans-disciplinary research as noted earlier in the current Appendix E.
- evidence as primary investigator (PI) or co-PI status on a grant or contract
- publications in venues of high relevance and specificity to a specific sub-field or specialty area

Scholarly innovation. Evidence of innovation of research and scholarly activities must be submitted by the faculty member for promotion and tenure reviews and annual merit reviews. An overview of this evidence may be highlighted in the faculty essay. Detailed evidence may include, but is not limited to:

- descriptions in the faculty essay of the unique contributions represented by the faculty member's programmatic line(s) of research, in wording accessible to the educated layperson
- evidence of unique contributions to transdisciplinary and collaborative research efforts

High quality. Evidence of high quality of research and scholarly activities must be submitted by the faculty member for promotion and tenure reviews and annual merit reviews. An overview of this evidence may be highlighted in the faculty essay. Detailed evidence may include, but is not limited to:

- documentation of peer review of scholarship
- evidence of scholarly contributions that are solicited or invited by groups and leaders in the field

High impact. Evidence of high impact of research and scholarly activities must be submitted by the faculty member for promotion and tenure reviews and annual merit reviews. An overview of this evidence may be highlighted in the faculty essay. Detailed evidence may include, but is not limited to:

- documentation of the number of publications and presentations; as noted earlier in the current Appendix E, special cases of weight of counts of publications may apply (student co-authored publications or scholarly books)
- journal impact value, circulation rate, acceptance rate or other citation indices (e.g., SCImago Journal Rank -SJR indicator)

- publications in venues of high relevance and specificity to a specific sub-field or specialty area
- indices of the breadth of scholarly dissemination, such as dissemination in high-quality national and international venues, which may be documented in part by the global representation of expertise in edited books
- indices of the breadth and depth of scholarly adoption and uptake by others in the discipline, such as citation indices for publications
- evaluations provided by conference attendees

Sustainable or sustained nature. Evidence of the sustainable nature of scholarly activities (for probationary tenure-track faculty) or of the sustained nature of scholarly activities (for tenured tenure-track faculty) must be submitted by the faculty member for promotion and tenure reviews. An overview of this evidence may be highlighted in the faculty essay. Detailed evidence may include, but is not limited to:

- descriptions of the programmatic and coherent nature of the gestalt of the faculty member's research and scholarly activity over an extended period of time, as realized through the faculty member's publications and presentations
- documentation of extramural, foundation, and intramural grant awards in support of research, since these are typically awarded based on past research and support future research
- evidence of research productivity and impact resulting from any research grants (e.g., publications, presentations, database contributions).

Notably, a cross-section of multiple dimensions of quality and impact of research and scholarship may be consolidated and reflected as unitary indices of tiered departmental ratings of publication venues, especially for journal publications, albeit not exclusively so. Such ratings may be especially helpful as converging evidence of research quality and impact.

- On December 13, 2018, the UNT Library Scholarly Impact Service (SIS) team recommended that the department and its faculty rank the quality and impact of journals in quartiles using multiple metrics, because faculty in Audiology & Speech-Language Pathology publish in a wide variety of publication venues that use different types of metrics. Based on the above recommendation, the department will use the ranking in quartiles published in resources such as <https://www.scimagojr.com/journalrank.php> (search by journal name, e.g., Speech and hearing journals, neuroscience journals, etc.) to assess the quality and impact of a journal publication. If a journal venue is not on the resource site, the faculty member must provide information about the quality of the journal by providing equivalency with one of the metrics used in the resource (e.g. H-index).
- Journal rankings will be updated and adopted by the department on an annual basis, based on the changes provided by the resource or resources suggested by the UNT Library, in a flexible and dynamic fashion, and will be made available to faculty through a departmental mechanism separate from the promotion and tenure document; journal rankings will not be fixed or specified within the departmental guidelines and standards relating to promotion, tenure and annual evaluation as this would require annual updates of the promotion and tenure document, which would be neither feasible nor desirable.

APPENDIX F

Rubric for Annual Performance Review of Research and Scholarly Activity

Note: Rating standards are based on the assumption that the typical research workload averages 40% of the total workload of tenure-track faculty.

Rating Score: 4.5-5.0

Qualifier: Superior

Characteristics: Consistently exceeds the departmental expectations

- Superior record of multiple publications. An average of more than two publications per year.
- The publications are mostly highly-ranked journals according to current department standards
- External funding.
- Delivered more than one regional, state, national and international presentations a year on average.

Rating Score: 4.0-4.4

Qualifier: Excellent

Characteristics: Consistently exceeds the departmental expectations

- Excellent record of multiple publications. An average of two publications per year.
- The publications are mostly highly-ranked journals according to current department standards
- External funding.
- Delivered one regional, state, national and international presentations a year on average.

Rating Score: 3.5-3.9

Qualifier: Commendable

Characteristics: Consistently meets and often exceeds the departmental expectations

- Good record of multiple publications. An average of more than 1.5 publications per year.
- The publications are mostly highly-ranked journals according to current department standards
- External or internal funding.
- Delivered one regional, state, national and international presentations a year on average.

Rating Score: 3.0-3.4

Qualifier: Acceptable

Characteristics: Consistently meets the departmental expectations

- Good record of multiple publications. An average of 1.5 publications per year.
- The publications are mostly highly-ranked journals according to current department standards

- External or internal funding.
- Delivered one regional, state, national and international presentations a year on average.

Rating Score: Below 3.0

Qualifier: Unsatisfactory, needs improvement.

Characteristics: Does not meet departmental expectations in all areas of research. Frequently does not meet minimum departmental expectations, no evidence of improvement in scholarly activities

- Published an average of one or less than one article per year
- Delivered less than one regional, state, national and international presentations a year on the average.
- Did not attain internal/external funding

APPENDIX G

Scope, Documentation and Evaluation of Service Activities

Scope

For both tenure-track and non-tenure track faculty, the department reviews contributions to the department, college, university, discipline, profession, and community.

Examples of activities include serving as department chair, directing undergraduate or graduate programs, and serving as a member of or chairing, committees, conferences, councils, Faculty Senate, task forces, and working groups. Examples of service to the profession include serving as an editor of a journal, an editorial consultant for a journal, or a reviewer for state, national or international journals. External service may also include serving as a faculty liaison for a student professional organization as well as service on committees or boards of directors for local, state, national, or international professional organizations.

Other examples include advising and recruiting students, developing programs, mentoring faculty and students, sponsoring student organizations, consultations, presenting service workshops and service lectures, providing clinical services, as well as serving as journal editor, ad-hoc reviewer for journals and books, grant reviewer, and holding office in local, state, national, and international organizations.

Documentation

To evaluate candidates' service, the RPTC Committee and ASLP chair consider faculty members' documented activities, outcomes, external judgments, eminence measures, and self-assessments and appraisals.

Evaluation

For purposes of promotion and tenure, as well as for purposes of annual review, the department assesses contributions in service by evaluating responsibilities, requirements, rigor, and products associated with the service and the candidates' position or role in the service activity. External judgments in the form of written correspondences from participants, clients, sponsoring organizations, colleagues, administrators, and external reviewers may help the department evaluate the quality of the candidates' service. Eminence measures—such as honors and awards, invited presentations, holding office or administrative positions within the department, college, university, and professional organizations—also contribute to the department's evaluation of the quality of service. For post-promotion faculty, degree of national or international service is also considered. In addition, the department considers candidates' self-assessments and appraisals of their performance.

For purposes of annual reviews, the departmental Personnel Affairs Committee assigns scores using a rubric (Appendix H) to reflect the significance of each faculty member's service. To demonstrate excellence in the area of service, candidates must show a robust combination of service activities that are consistent with their faculty rank as defined in Sections II-A-3, I-B-3 and II-C in the current document.

APPENDIX H

Rubric for Annual Performance Review of Service Activities

Rating Score: 4.5-5.0

Qualifier: Superior

Characteristics: Consistently exceeds departmental expectations associated with faculty rank; excellent quality and high-quantity service. Measurable impact on the department, college, university, community, and professional community.

Evidence may include but not limited to:

- formal recognition of extraordinary service by the university, college, unit, or professional group;
- president of a state/national/international organization;
- service as an officer of the UNT Faculty Senate;
- extraordinary committee service (quantity and quality) to the university, college, or unit;
- extraordinary service (quantity and quality) to public organizations;
- significant external, non-research fund raising;
- directing a successful accreditation application process (including SACS accreditation efforts);
- designing and initiating a new degree program;
- service as editor of a refereed journal;
- service as president of a regional/state organization or major officer of a national/international organization;

Rating Score: 4.0-4.4

Qualifier: Excellent

Characteristics: Frequently exceeds departmental expectations associated with faculty rank; high-quality and high-quantity service. Impact on the department, college and university. Service for community and professional community.

Evidence may include but not limited to:

- service as a member of the UNT Faculty Senate;
- excellent committee service (quantity and quality) to the university, college, or unit;
- excellent service (quantity and quality) to public organizations;
- organizes external non-research fund raising;
- directs a clinic or a program successfully
- service as an editorial board member of a refereed journal;
- service as an officer of a state/national/international organization;
- service on several major committees or task forces
- service as the chair of the Charter committee(s)
- service as the chair of the faculty search committee(s)
- service on external review team to evaluate grant proposals for research, training or demonstration projects (such as NSF, NIH, or ASHA)

Rating Score: 3.5-3.9

Qualifier: Commendable

Characteristics: Often exceed departmental expectations associated with faculty rank; quality service to the department, and at least one of the following: college, university, community, and professional community.

Evidence may include but not limited to:

- service as director of a center or institute involved in external fundraising
- service as editor of newsletter for a professional organization
- service to public organizations
- service as unit/area coordinator
- exceptional consulting related to one's discipline
- design and initiation of new academic concentration
- development and implementation of innovative student recruitment program
- service as faculty sponsor of a student organization requiring consulting/supervision
- service on university or college review team to evaluate grant proposals for research, training or demonstration projects;
- service as manuscript reviewer for multiple manuscripts for two or more journals.
- coordination of a cooperative agreement with community college/public agency/business & industry

Rating Score: 3.0-3.4

Qualifier: Acceptable

Characteristics: Meets departmental expectations associated with faculty rank; service to the department as well as college or university

Evidence may include but not limited to:

- regular attendance at and participation in departmental faculty meetings
- service and active participation on at least two departmental committees, task force, or other service- related assignment in the department
- service as minor officer or committee chair in an organization
- service as paper discussant or session chair at a conference
- service on two or more minor committees or task forces as a committee member
- service on public commissions or advisory
- service as an ad hoc manuscript reviewer for a refereed journal.
- development/presentation of professional programs or workshops;
- consulting related to one's discipline
- serving on a community board/committee related to one's professional discipline

Rating Score: Below 3.0

Qualifier: Unsatisfactory relative to faculty rank, needs improvement

Characteristics: Frequently does not meet minimum departmental expectations, minimal effort to accept service activities, service is of low quality, no evidence of improvement in service activities.

Preamble

The Department of Behavior Analysis adheres to the personnel policies for promotion, tenure, and post-tenure review found in relevant sections of the UNT Policy Manual and other policies related to the evaluation of tenure-track and tenured faculty (06.004) as well as full-time, non-tenure track faculty (06.005). The standards, criteria, and processes presented in this document are intended to supplement the UNT guidelines.

This document describes the standards and criteria by which the Department of Behavior Analysis will evaluate its faculty for promotion, tenure, and post-tenure review. The document describes these standards in the context of three broad areas in which faculty may directly contribute: teaching, scholarship, and service. Each section is complimented by a corresponding rubric that details further the criteria established for process and outcome measures of both quantity and quality indicators. Quality indicators have been further subdivided into categories of developing, proficient, and expert. The document further outlines the responsibilities of candidates seeking promotion and/or tenure as well as those sustaining their current rank, the Department Chair, and the Departmental review committee. The examples and rubrics provided in this document can serve as a guide for tenure-track; tenured; and full-time, non-tenure-track faculty to prepare materials for tenure and/or promotion. In the case of post-tenure review, the document provides criteria by which faculty can ensure continued productivity and contribution to the mission of the Department of Behavior Analysis. The Department of Behavior Analysis evaluates faculty members' performance in an integrated and holistic manner by which truly exemplary performance in one category can compensate for performance in other categories.

Teaching

The Department of Behavior Analysis expects excellence in teaching and seeks to promote a culture of continuous improvement in pedagogic practices. The Department also recognizes that effective pedagogy is not necessarily contained solely within the classroom or in formalized and structured seminars. As such, the Department also recognizes and encourages sustained supervision and mentoring of students as an important part of the faculty member's teaching repertoire and responsibilities. Faculty members in the Department of Behavior Analysis engage in teaching when they design and teach structured courses and seminars; coordinate and lead research and teaching labs; and mentor students across several different research- and practice-based activities such as advising students on thesis and dissertation research, supervising students in practice and internships, etc.

Teaching activities can be assessed along three dimensions - content, process, and outcome - that can be evaluated according to quality- and quantity-based measures. The teaching activities that correspond to each dimension, followed by the types of evidence that can be gathered to support the assessment of the quality and quantity of teaching excellence are as follows.

Content

The content dimension of teaching excellence refers to the structural features of the course as well as the relevance, timeliness, and organization of course materials. The *content* of faculty member's teaching is evident in their overall course design. Evidence of teaching content excellence is documented in course syllabi, the faculty member's curriculum vitae, and/or the Faculty Information System (FIS). Quantity-based measures of teaching excellence pertaining to content include the number of new preparations and the number of substantive course revisions. Quality-based indicators of teaching excellence related to content include ensuring course- and unit- level student learning outcomes are developed for each course, selecting and including relevant readings and instructional materials in teaching activities, and aligning course content with the requirements of the discipline's regulatory bodies (e.g., the Association for Behavior Analysis and Behavior Analysis Certification Board) and

associated standards (e.g., program accreditation, verified course sequences [e.g., Board Certified Behavior Analyst and/or Culturo-Behavior Science] specifications when appropriate.

Process

The teaching process includes those activities that faculty members engage in to deliver the aforementioned content. The teaching process includes instructional delivery inside and outside of the classroom; the associated activities arranged for students to engage with the material and to meet the course- and unit- level objectives; and the organization and coordination of faculty-advised teaching and research labs, practica, internship activities, and other activities that involve mentoring students. Evidence of teaching process excellence is documented on course syllabi, the faculty member's curriculum vitae, the faculty member's statement of teaching philosophy, and/or the FIS. Quantity-based measures of teaching process excellence involve the organization and implementation of teaching, supervision, and mentoring activities inside and outside of the traditional classroom (e.g., practicum sites, faculty-led research labs, etc.). Quality-based measures of the teaching process excellence include the quality of instructional delivery, the use of evidence-based and innovative instructional strategies, the alignment of course- and unit-level objectives to course activities and assessments, and reflection and iterative growth of one's teaching process.

Outcome

Teaching outcomes refer to the overall impact of the faculty member's teaching activities. Teaching outcomes include indicators that are important to the student, the department, the college, the university, and the discipline. Evidence of teaching outcome excellence is documented on the faculty member's curriculum vitae, on the FIS, and on student satisfaction assessments and survey instruments. The diversity of training opportunities and experiences available to students is a hallmark of our degree programs that serves as a marker for excellence within the discipline and a strong attractor for high quality students seeking such diversity of training opportunities in their academic and professional development. Quantity-based measures have been designed with this consideration in mind. Quantity-based measures of teaching outcome excellence include the total number of students enrolled in regularly scheduled courses; the total number of semester credit hours generated through student participation and enrollment in regular courses as well as theses, dissertation, special problem, practica, and internship courses; the number of student thesis, dissertation, and comprehensive examination committees on which one serves; the number of students supervised in discipline-regulated practical and research-based training experiences (e.g., BACB practicum supervision, CBS course sequence experiential component, etc.) or other practical training experiences related to the discipline; and the number of presentations and publications with student co-authors. The quantity-based outcome measures will be considered within a context that considers enrollment, the faculty member's rank, the faculty member's focus/specialty area, the faculty member's workload assignment, and the faculty member's accomplishments in other domains. Quality-based measures of teaching outcome excellence include SPOT scores and additional social validity measures. Other quality-based measures of teaching outcome excellence include presentations and/or publications related to excellence in pedagogy; however, this metric does not apply to non-tenure track faculty in Lecturer positions.

Evaluation Process & Measures

Teaching excellence will be assessed on an annual basis (unless otherwise indicated), prior to promotion and/or tenure and post-tenure or promotion for all Assistant, Associate, and Full Professors; all Assistant, Associate, and Research Professors; all Assistant, Associate, and Clinical Professors; as well as Senior and Principal Lecturers in the Department of Behavior Analysis. Evidence of teaching effectiveness will be gathered from several sources included (but not limited to) course syllabi, the

faculty member's curriculum vitae and/or the FIS, the faculty member's statement of teaching philosophy, and measures of student satisfaction. Information gathered from each of these sources will be scored according to the criteria specified on the Teaching Excellence Evaluation Rubric. Each dimension of teaching effectiveness (content, process, and outcome) will be scored as Developing, Proficient, or Expert according to the quality and quantity indicators previously described and further detailed on the Teaching Excellence Evaluation Rubric. Finally, an overall Teaching Excellence categorical and numeric score will be calculated and recorded.

The evaluation of Teaching Excellence will be completed by the individual faculty member and the internal peer review processes will be completed by the Department of Behavior Analysis (see attached rubric).

Responsibilities of the individual faculty member. In addition to their course syllabi (ideally uploaded to the FIS), the individual faculty member should gather the following information related to teaching excellence each calendar year:

Content-based measures:

1. The number of new course preparations
2. The number of course revisions each calendar year

Process-based measures:

1. A faculty-led research lab description and activity update,
2. A list and description of university, community, and disciplinary collaborations resulting in opportunities for students (e.g., practicum sites, internships, etc.),
3. A statement of teaching philosophy

Outcome-based measures:

1. The number of students enrolled in, and semester credit hours generated by regularly scheduled courses,
2. The number of students and semester credit hours generated through student participation and enrollment in theses, dissertations, special problems, practicum, and internship courses,
3. The number of student theses, dissertation, and comprehensive examination committees on which one serves,
4. The number of students supervised in discipline-regulated practical and research-based training experiences (e.g., BACB practicum supervision, CBS course sequence experiential component, etc.), or other practical training experiences related to the discipline,
5. The number of presentations and publications that include student co-authors
6. SPOT scores
7. The number of presentations and/or publications related to excellence in pedagogy (Tenure track faculty only)
8. Additional social validity measures

Additional measures:

1. Recognition of exemplary teaching and/or mentoring within or outside of the university
2. The number of invited presentations related to pedagogical methods or

- outcomes
3. The faculty member's teaching portfolio

Responsibilities of the Department (internal peer review). The Department of Behavior Analysis will gather evidence of teaching process effectiveness via internal peer review during bi-annual program retreats during which individual faculty member's course syllabi will be discussed and evaluated according to the Teaching Excellence Evaluation Rubric. The Department will gather the following information related to teaching excellence via internal peer review each calendar year:

Content-based measures:

1. Course- and unit- level student learning outcomes are included in each course,
2. Course readings and instructional materials are relevant to the course content,
3. Course content aligns with the requirements of the discipline's regulatory bodies (e.g., the Association for Behavior Analysis and Behavior Analyst Certification Board) and associated standards (e.g., program accreditation, verified course sequences [e.g., Board Certified Behavior Analyst and/or Culturo-Behavior Science] specifications when appropriate.

Process-based measures:

1. Faculty member's use of evidence-based and innovative instructional strategies,
2. Course- and unit-level objectives correspond to course activities and assessments.

Criteria for Demonstrating Teaching Excellence

All faculty members are expected to demonstrate excellence in Teaching as indicated by favorable evaluations across the teaching content-, process-, and outcome-based measures described here within. If a faculty member exhibits a sustained pattern of non-excellence in teaching (across two or more evaluation periods), the department chair, faculty mentor, and faculty member will convene to develop and initiate a professional development plan.

The specific criteria for promotion from one rank to the next is delineated below for Assistant, Associate, and Full Professors; Lecturers, Senior Lecturers, and Principal Lecturers; Clinical Assistant, Clinical Associate, and Clinical Professors; and Research Assistant, Research Associate, and Research Professors:

Teaching Criteria for Promotion from Assistant to Associate Professor

Promotion from Assistant to Associate Professor requires candidates to demonstrate sustained excellence in teaching in Years 2 through 6 of the probationary period. Evidence of sustained excellence in teaching occurs in the design and delivery of structured courses and seminars; coordination and implementation of research and teaching labs; mentoring students across several different research- and practice-based activities such as advising students on thesis and dissertation research, supervising students in practice and internships, etc. The Department expects candidates moving from Assistant to Associate Professor to be evaluated as at least proficient in the three dimensions (content, process, and outcome) along which teaching performance is assessed. As indicated in the rubric, a rating of proficient requires measurable course- and/or unit-level objectives that relate to the official course description and/or course content in their syllabi for all regularly scheduled teaching assignments. Additionally, course content must align with the course description, course

outcomes, and/or disciplinary requirements (as appropriate). Teaching practices should be well planned and organized, ensuring that students are consistently engaged with the material and have opportunities to practice skills when appropriate, and that course activities are linked to course objectives and assessment activities. Mean student evaluations of teaching should fall within the good to excellent range. Candidates for promotion and tenure should also provide evidence of reflection and iterative growth in their teaching activities.

Teaching Criteria for Promotion from Associate to Full Professor

Promotion from Associate to Full Professor requires candidates to demonstrate continued excellence in teaching during their tenure as Associate Professor. Evidence of continued excellence in teaching occurs in the design and delivery of structured courses and seminars; coordination and implementation of research and teaching labs; mentoring students across several different research- and practice-based activities such as advising students on thesis and dissertation research, supervising students in practica and internships, etc. The Department expects candidates moving from Associate to Full Professor to be evaluated as expert in at least two of the three dimensions and to be evaluated as at least proficient in the remaining dimension (content, process, outcome) along which teaching performance is assessed. As indicated in the rubric, a rating of expert requires measurable course- and unit-level objectives in their regularly scheduled teaching assignments. Course content should relate to the official course description, course objectives, and disciplinary requirements (as appropriate) and be arranged from a component-composite perspective. Teaching practices should be well planned and organized, ensuring that students show high levels of engagement with the material. Additionally, mean student evaluations of teaching should fall within the good to excellent range. Candidates for promotion should also provide evidence of reflection and iterative growth in their teaching activities such that course activities, linked to course objectives and assessment activities are used to inform future course design. Candidates moving from Associate to Full Professor are also expected to explore new teaching strategies and to be innovative in their course design. Associate Professors are also expected to be instrumental in mentoring students and junior faculty in developing teaching excellence.

Teaching Criteria for Post-tenure Review

The Department expects continued demonstration of teaching, mentoring, and supervision excellence. Full and Associate Professors are expected to lead department initiatives for applications for teaching and training grants, mentor Assistant and Associate Professors, conduct peer reviews of student teaching, support, and lead program evaluation efforts, and co/team-teach both within and across disciplines.

Teaching Criteria for Promotion from Lecturer to Senior Lecturer

Promotion from Lecturer to Senior Lecturer requires candidates to demonstrate sustained excellence in teaching for at least three consecutive years (or have evidence of demonstrated excellence over an equivalent duration in prior teaching experience[s]). Evidence of sustained excellence in teaching occurs in the design and delivery of structured courses and seminars. The Department expects candidates moving from Lecturer to Senior Lecturer to be evaluated as at least proficient in the three dimensions (content, process, and outcome) along which teaching performance is assessed. As indicated in the rubric, a rating of proficient requires measurable course- and/or unit-level objectives that relate to the official course description and/or course content in their syllabi for all regularly scheduled teaching assignments. Additionally, course content must align with the course description, course outcomes, and/or disciplinary requirements (as appropriate). Teaching practices should be well planned and organized, ensuring that students are consistently engaged with the material and have opportunities to practice skills when appropriate, and that course activities are linked to course

objectives and assessment activities. Mean student evaluations of teaching should fall within the good to excellent range. Candidates for promotion should also provide evidence of reflection and iterative growth in their teaching activities.

Teaching Criteria for Promotion from Senior to Principal Lecturer

Promotion from Senior to Principal Lecturer requires candidates to demonstrate continued excellence in teaching for at least five consecutive years, including at least three years at the senior lecturer rank and/or the equivalent professional teaching experience. Evidence of continued excellence in teaching occurs in the design and delivery of structured courses and seminars. In addition, candidates for promotion should provide evidence of reflection and iterative growth in teaching activities such that course activities are linked to course objectives and assessment activities that are used to inform future course design, and that course design includes innovative and evidence-based strategies. The Department expects candidates moving from Senior to Principal Lecturer to be evaluated as expert in at least two of the three dimensions and as at least proficient in the remaining dimension (content, process, outcome) along which teaching performance is assessed. As indicated in the rubric, a rating of expert requires measurable course- and unit-level objectives in their regularly scheduled teaching assignments. Course content should relate to the official course description, course objectives, and disciplinary requirements (as appropriate) and be arranged from a component-composite perspective. Teaching practices should be well planned and organized, ensuring that students show high levels of engagement with the material. Additionally, mean student evaluations of teaching should fall within the good to excellent range.

Teaching Criteria for Continuing Principal Lecturers

The Department expects continued demonstration of teaching, mentoring, and supervision excellence. In addition to maintaining the performance necessary for promotion to Principal Lecturer, Principal Lecturers are also expected to explore new teaching strategies and to be innovative in their course design, which might include efforts to design, implement, and test novel and innovative teaching strategies. Further, Principal Lecturers are expected to be instrumental in mentoring Lecturers and Senior Lecturers in developing teaching excellence, assisting them with understanding the role of their courses in the larger degree program, providing training and support to incorporate innovative and evidence-based teaching strategies, and conducting peer reviews of Lecturer and Senior Lecturer teaching (when appropriate). Moreover, Principal Lecturers are expected to support and lead program evaluation efforts, considering not only the design and effectiveness of their own courses but also how courses contribute to the degree program as a whole.

Teaching Criteria for Promotion from Clinical Assistant Professor to Clinical Associate Professor

Clinical faculty's primary role in the Department of Behavior Analysis is in teaching structured courses in any of the four degree programs offered by the Department. Promotion from Clinical Assistant Professor to Clinical Associate Professor requires candidates to demonstrate sustained excellence in teaching for at least three consecutive years (or have evidence of demonstrated excellence over an equivalent duration in prior teaching experience[s]). Evidence of sustained excellence in teaching occurs in the design and delivery of structured courses and seminars. The Department expects candidates moving from Clinical Assistant Professor to Clinical Associate Professor to be evaluated as at least proficient in the three dimensions (content, process, and outcome) along which teaching performance will be assessed. As indicated in the rubric, a rating of proficient requires measurable course- and/or unit-level objectives that relate to the official course description and/or course content in their syllabi for all regularly scheduled teaching assignments. Additionally, course content must align with the course description, course outcomes, and/or disciplinary requirements (as

appropriate). Teaching practices should be well planned and organized, ensuring that students are consistently engaged with the material and have opportunities to practice skills when appropriate, and that course activities are linked to course objectives and assessment activities. Mean student evaluations of teaching should fall within the good to excellent range. Candidates for promotion should also provide evidence of reflection and iterative growth in their teaching activities.

Teaching Criteria for Promotion from Clinical Associate Professor to Clinical Professor

Promotion from Clinical Associate Professor to Clinical Professor requires candidates to demonstrate continued excellence in teaching for at least five consecutive years, including at least three years at the Clinical Associate Professor rank and/or equivalent professional teaching experience. Evidence of continued excellence in teaching occurs in the design and delivery of structured courses and seminars. In addition, candidates for promotion should provide evidence of reflection and iterative growth in teaching activities such that course activities are linked to course objectives and assessment activities that are used to inform future course design, and that course design includes innovative and evidence-based strategies. The Department expects candidates moving from Clinical Associate Professor to Clinical Professor to be evaluated as expert in at least two of the three dimensions and as at least proficient in the remaining dimension (content, process, outcome) along which teaching performance will be assessed. As indicated in the rubric, a rating of expert requires measurable course- and unit-level objectives in their regularly scheduled teaching assignments. Course content should relate to the official course description, course objectives, and disciplinary requirements (as appropriate) and be arranged from a component-composite perspective. Teaching practices should be well planned and organized, ensuring that students show high levels of engagement with the material. Additionally, mean student evaluations of teaching should fall within the good to excellent range.

Teaching Criteria for Continuing Clinical Professors

The Department expects continued demonstration of teaching, mentoring, and supervision excellence. In addition to maintaining the performance necessary for promotion to Clinical Professor, faculty in this rank are also expected to explore new teaching strategies and to be innovative in their course design, which might include efforts to design, implement, and test novel and innovative teaching strategies. Further, Clinical Professors are expected to be instrumental in mentoring other junior faculty in developing teaching excellence, assisting them with understanding the role of their courses in the larger degree program, providing training and support to incorporate innovative and evidence-based teaching strategies, and conducting peer reviews of clinical faculty (where appropriate). Moreover, Clinical Professors are expected to support and lead program evaluation efforts, considering not only the design and effectiveness of their own courses but also how courses contribute to the degree program as a whole.

Teaching Criteria for Promotion from Research Assistant Professor to Research Associate Professor

Promotion from Research Assistant Professor to Research Associate Professor requires candidates to demonstrate sustained excellence in teaching for at least three consecutive years (or have evidence of demonstrated excellence over an equivalent duration in prior teaching experience[s]). Evidence of sustained excellence in teaching occurs in the design and delivery of structured courses and seminars. The Department expects candidates moving from Research Assistant Professor to Research Associate Professor to be evaluated as at least proficient in the three dimensions (content, process, and outcome) along which teaching performance will be assessed. As indicated in the rubric, a rating of proficient requires measurable course- and/or unit-level objectives that relate to the official course description and/or course content in their syllabi for all regularly scheduled teaching assignments. Additionally, course content must align with the course description, course

outcomes, and/or disciplinary requirements (as appropriate). Teaching practices should be well planned and organized, ensuring that students are consistently engaged with the material and have opportunities to practice skills when appropriate, and that course activities are linked to course objectives and assessment activities. Mean student evaluations of teaching should fall within the good to excellent range. Candidates for promotion should also provide evidence of reflection and iterative growth in their teaching activities.

Teaching Criteria for Promotion from Research Associate Professor to Research Professor

Promotion from Research Associate Professor to Research Professor requires candidates to demonstrate continued excellence in teaching for at least five consecutive years, including at least three years at the Research Associate Professor rank and/or equivalent professional teaching experience. Evidence of continued excellence in teaching occurs in the design and delivery of structured courses and seminars. In addition, candidates for promotion should provide evidence of reflection and iterative growth in teaching activities such that course activities are linked to course objectives and assessment activities that are used to inform future course design, and that course design includes innovative and evidence-based strategies. The Department expects candidates moving from Research Associate Professor to Research Professor to be evaluated as expert in at least two of the three dimensions and as at least proficient in the remaining dimension (content, process, outcome) along which teaching performance will be assessed. As indicated in the rubric, a rating of expert requires measurable course- and unit-level objectives in their regularly scheduled teaching assignments. Course content should relate to the official course description, course objectives, and disciplinary requirements (as appropriate) and be arranged from a component-composite perspective. Teaching practices should be well planned and organized, ensuring that students show high levels of engagement with the material. Additionally, mean student evaluations of teaching should fall within the good to excellent range.

Teaching Criteria for Continuing Research Professors

The Department expects continued demonstration of teaching, mentoring, and supervision excellence. In addition to maintaining the performance necessary for promotion to Research Professor, faculty in this rank are also expected to explore new teaching strategies and to be innovative in their course design, which might include efforts to design, implement, and test novel and innovative teaching strategies. Further, Research Professors are expected to be instrumental in mentoring other junior faculty in developing teaching excellence, assisting them with understanding the role of their courses in the larger degree program, providing training and support to incorporate innovative and evidence-based teaching strategies, and conducting peer reviews of clinical faculty (where appropriate). Moreover, Research Professors are expected to support and lead program evaluation efforts, considering not only the design and effectiveness of their own courses but also how courses contribute to the degree program as a whole.

Scholarship

The Department of Behavior Analysis expects excellence in scholarship and seeks to promote a culture of systematic and continuous discovery, invention, application, and practice. The Department recognizes that scholarship is a wide and open-ended category and, therefore, strives to recognize a variety of activities as contributing to the scholarship mission of the unit if it can be shown to engage the conceptual framework of behavior analysis. Faculty members engage in scholarship when they conduct empirical research and/or conduct secondary data analyses, conceptual and theoretical investigations, or reviews of the empirical or conceptual literature. Faculty members also engage in scholarship when they share their research with a wider audience (e.g., the community or general public), engage in interdisciplinary collaborations in research, or engage in any other scholarly activities that contribute to

the development of new knowledge or the application of new or existing knowledge to solve socially relevant problems. The Department expects and encourages faculty members to create programmatic lines of research that involve students as collaborators and are potentially competitive for support via governmental agencies, foundations, or other community partners. Finally, the Department encourages and supports intra-, inter-, and trans-disciplinary collaboration at all levels where appropriate.

Scholarship activities can be assessed along two dimensions – process and outcome – that can be evaluated in terms of their quantity and quality. The scholarly activities that correspond to each dimension, followed by the types of evidence that will be gathered to support the assessment of the quality and quantity of scholarly excellence are as follows.

Process

The process dimension of scholarship refers to activities that lead to or facilitate the production of valued scholarly outcomes (see below). Examples include creating recurring opportunities for student involvement in projects, holding regular lab meetings, maintaining compliance with IRB and IACUC requirements, applying for grants and/or contracts, and any other activity that directly or indirectly contributes to the effectiveness of the faculty member's program of research. Evidence of excellence in scholarship process will be documented via FIS, and via a faculty member's research statement indicating process-related activities such as initiating or maintaining active IRB or IACUC protocols or applying for grants and/or contracts. Quantity-based measures of excellence in scholarly process include the number of publications (including student co-authored publications), the number of contracts and/or grant applications submitted through UNT's Office of Research and Innovation, the number of active IRB and/or IACUC protocols and the number of current research projects associated with each, the number of interdisciplinary collaborations, etc. Quality-based measures of excellence in the scholarly process include demonstration of a thematic connection in the activities in which faculty members allocate scholarship time and effort.

Outcomes

Scholarship outcomes refer to the products that result from the research process. Scholarship outcomes include three traditional categories grants, publications, and presentations. Other desired outcomes of scholarship activities include financial support for students and the development of a scholarly reputation. Evidence of scholarship outcome excellence is documented in the faculty member's curriculum vitae, the FIS, and in the faculty member's research statement. Quantity-based and quality-based measures for each of the three traditional categories are described below. Metrics are also described for the categories of student support and scholarly reputation. All stated metrics will be evaluated holistically and take qualitative and quantitative aspects of the faculty member's performance into account.

For Publications, quantity-based measures include the number of publications as well as the percentage of the faculty member's contribution to the work represented in the publication and the percentage of the faculty member's contribution to the publication itself. Quality-based measures in this category will include the journal's composite standing in a ranking system that uses a combination of factors in determining a journal's rank (e.g., e.g., www.scimagojr.com). If a journal is not ranked or indexed by the agreed upon ranking system, the faculty member can identify other factors such as relative impact factor, journal's acceptance rate, and/or the number of years the publication has been in operation to attest to the quality of the journal.

For Grants, quantity-based measures include the number of grant applications submitted through the Office of Research and Innovation and the number of grants and amount of money received. Quality-based measures include the faculty member's role on the grant application (PI, Co-PI,

subcontractor, etc.), the type of agency (foundation, state, federal), and evidence of thematically related applications, as well as whether the grant applications were selected for funding.

For Presentations, quantity-based measures include the number of presentations made and the number of symposia or panel discussions organized. Quality-based measures include the faculty member's role in the presentation (presenting or not, lead author or not), whether the presentation was invited, and the scope of the organization (regional, national, or international).

For the Student Support category, quantity-based measures include the number of students supported via grants or contracts secured by the faculty member and the number of student-driven grants submitted and/or funded.

For the scholarly reputation category, quantity-based measures include the number of editorial appointments; the number of invitations to speak or present a keynote address; the number of invitations to serve on boards, panels discussions, or other scholarly committees outside UNT; the number of invitations to serve on theses or dissertations outside the department; and any other outcome that the faculty member can defend as an indicator of their scholarly reputation.

Evaluation Process & Measures

Scholarship excellence will be assessed on an annual basis (unless otherwise indicated), prior to promotion and/or tenure and post-tenure or promotion for all Assistant, Associate, and Full Professors; all Assistant Clinical, Associate Clinical and Clinical Professors; and all Assistant Research, Associate Research, and Research Professors in the Department of Behavior Analysis. The expectations for scholarship will be commensurate with the type of appointment and the proportion of the workload allocated to scholarship. Evidence of scholarship effectiveness will be gathered from several sources including (but not limited to) the faculty member's curriculum vitae, the FIS, the faculty member's research statement and ancillary documents (as described above). Each dimension of scholarship effectiveness (process and outcome) will be scored as Developing, Proficient, or Expert according to the quality and quantity indicators previously described and further detailed on the Scholarship Excellence Evaluation Rubric. Finally, an overall Scholarship Excellence categorical and numeric score will be calculated and recorded.

The evaluation of Scholarship Excellence will be completed by the individual faculty member and internal peer review processes will be completed by the Department of Behavior Analysis.

Responsibilities of the individual faculty member. The individual faculty member should gather the following information related to scholarship excellence each calendar year:

Process-based measures:

1. Number of contracts/grants submitted through the Office of Research and Innovation
2. Number of IRB and/or IACUC protocols
3. Number of current research projects associated with each IRB and/or IACUC protocol (when appropriate if, for example, one IRB covers multiple studies)
4. Number of Behavior Analysis Research Colloquia (BARCs)

Outcome-based measures for publications:

1. Number of publications
2. The journal's rank as reported in external ranking system
3. Percentage of contribution and/or additional indicators as described above for each publication
4. Diversity of contribution (i.e., empirical, conceptual, review, other)

Outcome-based measures for grants/contracts:

1. Number of grants and/or contracts received
2. Per Grant, number of funded student lines earned through contracts and/or grants
3. Per Grant, the type of funding (e.g., grant/contract, internal/external)
4. Per Grant, the funding source (e.g., federal, state, local, foundation, other)
5. Per Grant, the faculty member's role with respect to the funding (Primary Investigator [PI], Co-PI, contributor, contractor, etc.)
6. The number of thematically related applications

Outcome-based measures for presentations:

1. Number of presentations
2. The type of presentation (e.g., invited and/or keynote, speaking and/or non-speaking role, faculty and/or student-led presentations, peer reviewed/non-peer reviewed)
3. The scope of the organization (regional, national, international)
4. The disciplinary reputation of the host organization

Outcome-based measures for scholarly reputation

1. Number and types of editorial positions held
2. Number of invited and keynote addresses (including those invitations that are declined)
3. Number of invitations to serve on boards, committees, or panels
4. Number of invitations to serve on theses and dissertations outside of the Department of Behavior Analysis
5. Number of other invitations that the faculty member sees as indicators of one's scholarly reputation

Outcome-based measures for student support

1. Number of students supported and the source of support

Additional measures:

1. Number of non-peer reviewed publications (e.g., invited contributions to scholarly, newsletters, blog posts, book chapters, books, edited books, etc.)

Responsibilities of the Department. The Department of Behavior Analysis will gather evidence of scholarly excellence via internal peer review during annual merit review during which individual faculty member's excellence will be discussed and evaluated according to the Scholarship Excellence Evaluation Rubric. The Department will gather the following information related to scholarly excellence via internal peer review each calendar year:

1. The faculty member's CV and/or FIS report
2. The faculty member's research statement
3. Additional/ancillary documents as provided by the individual faculty member

Criteria for Demonstrating Scholarly Excellence

All Assistant, Associate, and Full Professors; all Assistant Research, Associate Research, and Research faculty; and all Clinical Assistant Professors, Clinical Associate Professors, and Clinical Professors are expected to demonstrate excellence in Scholarship as indicated by favorable evaluations across the scholarship process-, and outcome-based measures described herein. If a faculty member

exhibits a sustained pattern of non-excellence in scholarship (across two or more evaluation periods), the department chair and faculty member will convene to develop and initiate a professional development plan.

The specific criteria by which Assistant, Associate, and Full Professors; all Assistant Research, Associate Research, and Research faculty; and all Clinical Assistant Professors, Clinical Associate Professors, and Clinical Professors will be evaluated are further delineated as follows:

Scholarship Criteria for Promotion from Assistant to Associate Professor

Promotion from Assistant to Associate Professor requires candidates to demonstrate sustained excellence in scholarship in their probationary period except for the first year in which faculty members are expected to establish laboratories and protocols. Evidence of sustained excellence in scholarship is found in activities that support or facilitate the development and maintenance of an effective program of research and in the conduct of research leading to valued scholarly outcomes. Candidates moving from Assistant to Associate Professor must be evaluated as at least proficient in the quality indicators that correspond to scholarship process and outcomes. As indicated in the rubric, faculty members must have established a programmatic and focused line of research with demonstrated mechanisms for student involvement, maintain active publication records (an average of 2 peer-reviewed publications per year over the probationary period, two-thirds of which must appear in journals ranked as “Q1” or “Q2” by an external ranking system (e.g., www.scimagojr.com), active presentation records (1 per year), and show evidence of efforts to obtain external funding to be rated proficient.

Scholarship Criteria for Promotion from Associate to Full Professor

Promotion from Associate to Full Professor requires candidates to demonstrate sustained excellence in scholarship during the entirety of their post-tenure appointment in the Department. Evidence of sustained excellence in scholarship is found in activities that support the continued maintenance of an effective and programmatic line of research or the development of new programs of research and in the conduct of research leading to valued scholarly outcomes. Candidates moving from Associate to Full Professor must be evaluated as at least expert in the areas of scholarship processes and outcomes. As indicated in the rubric, faculty members must have developed a national or international scholarly reputation for research in their area of specialization, have established a programmatic and focused line of research with demonstrated mechanisms for student involvement, maintain active publication records (an average of 2 peer-reviewed publications per year, two-thirds of which must appear in journals ranked as “Q1” or “Q2” by an external ranking system (e.g., www.scimagojr.com), presentation records (>1 per year), and have secured foundation, state, or federal level funding in support of their research agendas totaling a minimum of \$25,000.00 from a combination of external sources. Evaluation of a candidate’s portfolio will be conducted in a holistic manner which will evaluate publications, grants, presentations, and other professional activities in an integrated manner.

Scholarship Criteria for Post-tenure Review

The Department expects continued excellence in scholarship processes and outcomes during the post-tenure appointment. Associate and Full Professors are expected to not only sustain the aforementioned requirements indicated for promotion to their rank but also to advance their established research agendas, continue affirming their scholarly reputation, advance the discipline, and continue to seek external funding. In terms of established rubrics, the Department expects Associate and Full professors to retain expert status on at least one of the quality indicators that correspond to scholarship process and outcomes. In addition, the Department expects Associate and Full professors to be guides and mentors for junior faculty in the Department, supporting Assistant Professors and other non-tenured faculty in moving their scholarship endeavors forward toward excellence (e.g., co-

authoring publications, serving as co-PIs on grant applications, developing joint contracts, coordinating shared scholarly endeavors such as co-editing books and chapters, coordinating special sections/issues of journals, etc.). Evaluation of a candidate's portfolio will be conducted in a holistic manner which will evaluate publications, grants, presentations, and other professional activities in an integrated manner.

Scholarship Criteria for Promotion from Research Assistant Professor to Research Associate Professor

Promotion from Research Assistant to Research Associate Professor requires candidates to demonstrate sustained excellence in scholarship in their initial three-year probationary period. Evidence of sustained excellence in scholarship is found in activities that support or facilitate the development and maintenance of an effective program of research and in the conduct of research leading to valued scholarly outcomes. Candidates moving from Research Assistant to Research Associate Professor must be evaluated as at least proficient in the quality indicators that correspond to scholarship process and outcomes. As indicated in the rubric, faculty members must have established a programmatic and focused line of research with demonstrated mechanisms for student involvement, maintain active publication record (an average of 3 peer-reviewed publications per year, two-thirds of which must appear in journals ranked as "Q1" or "Q2" by an external ranking system (e.g., www.scimagojr.com)), presentation records (1 per year), and show evidence of efforts to obtain external funding (1 federal, state, or foundation grant application per year) to be rated proficient. Evaluation of a candidate's portfolio will be conducted in a holistic manner which will evaluate publications, grants, presentations, and other professional activities in an integrated manner.

Scholarship Criteria for Promotion from Research Associate Professor to Research Professor

Promotion from Research Associate Professor to Research Professor requires candidates to demonstrate sustained excellence in scholarship for a period of five years at the rank of Research Associate Professor or have equivalent prior relevant experience. Evidence of sustained excellence in scholarship is found in activities that support or facilitate the development and maintenance of an effective program of research and in the conduct of research leading to valued scholarly outcomes. Candidates moving from Research Associate Professor to Research Professor must be evaluated as expert in the areas of scholarship processes and outcomes. As indicated in the rubric, faculty members must have developed a national or international scholarly reputation for research in their area of specialization, have established a programmatic and focused line of research with demonstrated mechanisms for student involvement, maintain active publication records (an average of 3 peer-reviewed publications per year, two-thirds of which must appear in journals ranked as "Q1" or "Q2" by an external ranking system (e.g., www.scimagojr.com)), presentation records (>1 per year), and have secured external funding processed through the Office of Research and Innovation in support of their research agendas exceeding \$50,000.00. Evaluation of a candidate's portfolio will be conducted in a holistic manner which will evaluate publications, grants, presentations, and other professional activities in an integrated manner.

Scholarship Criteria for Continuing Research Associate Professor or Research Professor

The Department expects continued excellence in scholarship processes and outcomes during the post-tenure appointment. Research Associate Professors and Research Professors are expected to not only sustain the aforementioned requirements indicated for promotion to their rank but also to advance their established research agendas, continue affirming their scholarly reputation, advance the discipline, and continue to seek external funding. In terms of established rubrics, the Department expects Research Associate Professors and Research Professors to retain expert status on at least one of the quality indicators that correspond to scholarship process and outcomes. In addition, the Department expects Research Associate Professors and Research Professors to be guides and mentors for junior

faculty in the Department, supporting Assistant Professors and other non-tenured faculty in moving their scholarship endeavors forward toward excellence (e.g., co-authoring publications, servicing as co-PIs on grant applications, developing joint contracts, coordinating shared scholarly endeavors such as co-editing books and chapters, coordinating special sections/issues of journals, etc.). Evaluation of a candidate's portfolio will be conducted in a holistic manner which will evaluate publications, grants, presentations, and other professional activities in an integrated manner.

Scholarship Criteria for Promotion from Clinical Assistant Professor to Clinical Associate Professor

Clinical faculty fulfil an important instructional role in the Department of Behavior Analysis. As such, clinical faculty are not expected to develop the independent lines of research characteristic of tenure-track and Research faculty. Given the focus on instruction and pedagogy, the scholarship clinical faculty engage in is likely to include strategies to improve teaching practices and student outcomes. The expectation is that research productivity will be commensurate with the amount of effort allocated toward research and scholarship. Promotion from Clinical Assistant Professor to Clinical Associate Professor requires candidates to demonstrate sustained excellence in scholarship in their initial three-year probationary period. Evidence of sustained excellence in scholarship is found in activities that support or facilitate existing research programs in the department or in the generation of new knowledge related to pedagogy or professional practice. Candidates moving from Clinical Assistant to Clinical Associate Professor must be evaluated as at least proficient in the quality indicators that correspond to scholarship processes and outcomes. As indicated in the rubric, clinical faculty members must maintain an active publication (an average of one peer-reviewed publication every 2 years) and presentation record (an average of one peer-reviewed presentation every two years). There is not an expectation that Clinical faculty will develop an independent line of research or to secure grant or contract funding from external agencies. Evaluation of a candidate's portfolio will be conducted in a holistic manner which will evaluate publications, grants, presentations, and other professional activities in an integrated manner.

Scholarship Criteria for Promotion from Clinical Associate Professor to Clinical Professor

Promotion from Clinical Associate Professor to Clinical Professor requires candidates to demonstrate sustained excellence in scholarship for a period of five years at the rank of Clinical Associate Professor or have equivalent prior relevant experience. Evidence of sustained excellence in scholarship is found in activities that support or facilitate the development and maintenance of an effective program of research or in the generation of new knowledge related to pedagogy or professional practice. Candidates moving from Clinical Associate Professor to Clinical Professor must be evaluated as at least proficient in the quality indicators that correspond to scholarship processes and outcomes. As indicated in the rubric, faculty members must maintain an active publication (an average of one peer-reviewed publication every 2 years) and presentation record (an average of one peer-reviewed presentation every 2 years). There is not an expectation that Clinical faculty will develop an independent line of research or to secure grant or contract funding from external agencies. Evaluation of a candidate's portfolio will be conducted in a holistic manner which will evaluate publications, grants, presentations, and other professional activities in an integrated manner.

Scholarship Criteria for Continuing Clinical Associate Professor or Clinical Professor

The Department expects continued excellence in scholarship processes and outcomes during the post-tenure appointment. Clinical Associate Professors and Clinical Professors are expected to not only sustain the aforementioned requirements indicated for promotion to their rank but also to support and facilitate research agendas, advance the discipline, and continue affirming their scholarly reputation when appropriate. In terms of established rubrics, the Department expects Clinical Associate Professors

and Clinical Professors to retain proficient status in at least one of the quality indicators that correspond to scholarship process and outcomes. In addition, the Department expects Clinical Associate Professors and Clinical Professors to be guides and mentors for junior faculty in the Department, supporting Assistant Professors and other non-tenured faculty in moving their scholarship endeavors forward toward excellence (e.g., co-authoring publications and coordinating shared scholarly endeavors such as co-editing books and chapters on pedagogy). Evaluation of a candidate's portfolio will be conducted in a holistic manner which will evaluate publications, grants, presentations, and other professional activities in an integrated manner.

Service

The Department of Behavior Analysis expects excellence in service and seeks to promote a culture of active participation in the business of the Department, the College, and the University. In addition, the Department expects the faculty to be actively involved in shepherding the discipline and serving other external constituencies when possible and reasonable. Faculty members engage in service when they allocate otherwise uncompensated effort toward an institutional, disciplinary, or community task, priority, or initiative.

The service activities of faculty members in the Department of Behavior Analysis will be categorized into one of three all-encompassing and mutually exclusive categories: Institutional, Disciplinary, and Community. Activities in each of the three categories will be evaluated along quantitative and qualitative dimensions.

Institutional

Service activities that contribute to the operation of the Department, the College, or the University are categorized as Institutional. Examples include serving on standing or ad-hoc department-level committees, serving as coordinators of degree programs, taking the lead on ad-hoc departmental initiatives, serving on standing or ad-hoc college or university level committees, and other similar otherwise uncompensated efforts that contribute to the operations of the university and its components. Evidence of excellence in Service is documented in the faculty member's curriculum vitae, the FIS, and a self-descriptive statement about service commitments. Additional evidence of excellence in Service may be found via letters of acknowledgement, official commendations, certificates of participation, or any other documentation attesting to the faculty member's uncompensated contribution to the mission of the group. Quantity-based measures of service excellence in this domain include the number of departmental, college or university level committees in which the faculty member participates. Quality-based measures in this domain include leadership roles on the committees or the overall impact of the activities on the mission of the group. Activities that are directly compensated, above expenses-incurred, may not be counted as contributions to this category.

Disciplinary

Service activities that contribute to the maintained operation or growth of the discipline are categorized as Disciplinary. Examples include serving on editorial boards; disciplinary boards, committees, or task forces for disciplinary bodies such as the Association for Behavior Analysis, International or its chapters; and/or as subject matter experts or leading ad-hoc initiatives for local, state, regional, national, or international organizations committed to behavior analysis. Many other uncompensated activities may be categorized as disciplinary if the activities can be seen to contribute, directly or indirectly, to the growth or maintenance of the discipline. Evidence of excellence in Service is documented in the faculty member's curriculum vitae, the FIS, and a self-descriptive statement about the service commitments. Additional evidence of excellence in Service may be found via letters of acknowledgement, official commendations, certificates of participation, or any other documentation

attesting to the faculty member's uncompensated contribution to the mission of the group. Quantity-based measures of service excellence in this domain include the number of commitments the faculty member has to disciplinary bodies (e.g., journals, local, state, regional, national, and international organizations) and other institutions committed to the growth and sustainability of behavior analysis. Quality-based measures in this domain include the coherence of the faculty member's long-term research and practice goals with their choice of service assignments in the disciplinary category. Other measures include the potential impact of the activity on the growth and sustainability of the discipline. Activities that are directly compensated, above expenses-incurred, may not be counted as contributions to this category.

Community-Oriented

Service activities that contribute to organizations not connected to UNT or to disciplinary organizations are categorized as Community-Oriented. Examples include activities such as consulting and developing infrastructure and materials for groups and organizations for which such service is intrinsically related to the professional competence of the faculty member. Evidence of excellence in Service is documented in the faculty member's curriculum vitae, the FIS, and a self-descriptive statement about the service commitments. Additional evidence of excellence in Service may be found via letters of acknowledgement, official commendations, certificates of participation, or any other documentation attesting to the faculty member's uncompensated contribution to the mission of the group. Quantity-based measures of service excellence in this domain include the number of performance-commitments the faculty member has with community partners. Quality-based measures in this domain include the coherence of the faculty member's expertise or career-development plans with their choice of service assignments in the Community-Oriented category. Other measures include the potential impact of the activity on the growth and sustainability of the discipline. Activities that are directly compensated, above expenses-incurred, may not be counted as contributions to this category.

Evaluation Process & Measures

Service excellence will be assessed on an annual basis (unless otherwise indicated), prior to promotion and/or tenure or promotion for all Assistant, Associate, and Full Professors; Senior and Principal Lecturers; Clinical Assistant, Clinical Associate, and Clinical Professors; and non-tenured Research faculty in the Department of Behavior Analysis. Evidence of service contributions will be gathered from several sources including, but not limited to, the faculty member's curriculum vitae, the FIS, and a self-descriptive statement about the service commitments. Information gathered from each of these sources will be scored according to the criteria specified on the Service Excellence Evaluation Rubric. Service will be scored as Developing, Proficient, or Expert according to the quality and quantity indicators previously described and further detailed on the Service Excellence Evaluation Rubric. The quantity-based measures will provide an assessment of the individual faculty member's level of involvement in each activity while the quality-based measures will provide an assessment of the importance and impact of the service to the individual faculty members professional development, and the mission of the institution (university, college, department), discipline, and/or community.

Responsibilities of the individual faculty member.

Faculty members should prepare/update a statement of service that includes a brief statement regarding their roles and responsibilities in the service commitment(s) and the impact(s) or potential impact(s) of the endeavor(s) on the related institutions or organizations. In the case of disciplinary service, the faculty member's statement should indicate the alignment between their long-term research or practice aspirations and their choice of service assignment(s). In the case of community-oriented service, the faculty member's statement should indicate the alignment between their

established expertise or career-development plans and their choice of service assignment(s). In addition, the individual faculty members should gather the following information related to service excellence each calendar year:

Institutional service

Quantity

1. Number of service commitments at departmental, college, or university level.

Quality

2. A description of roles and responsibilities in the commitments
3. A brief statement of impact

Disciplinary service

Quantity

1. Number of service commitments to disciplinary constituencies

Quality

2. A description of roles and responsibilities in the commitments
3. A brief statement of impact

Community-oriented service

Quantity

1. Number of community partners

Quality

2. A description of roles and responsibilities in the commitments
3. A brief statement of impact

Other evidence of service excellence

1. Letters of commendation
2. Recognition and rewards
3. Citations or awards received
4. Media-based (e.g., newspapers, social media, tv, etc.) articles and announcements featuring the service activity

Responsibilities of the Department. The Department of Behavior Analysis will gather evidence of service excellence via internal peer review during the annual merit review process during which individual faculty member’s service performance will be discussed and evaluated according to the Service Excellence Evaluation Rubric and via the faculty member’s self-statement related to service activities. The Department will gather the following information related to service excellence via internal peer review and faculty self-reports each calendar year:

Quantity-based measures:

1. Number of service commitments across the institution, discipline, and community

Quality-based measures:

1. Self-statement regarding roles and responsibilities for each service assignment
2. A description of the impact or potential impact of the service activities

Criteria for Demonstrating Service Excellence

All faculty members are expected to demonstrate excellence in Service as indicated by favorable evaluations across the measures described above. If a faculty member exhibits a sustained pattern of non-excellence in service (across two or more evaluation periods), the department chair, faculty mentor, and faculty member will convene to develop and implement a professional development plan.

The specific criteria by which Assistant, Associate, and Full Professors; Lecturers, Senior, and Principal Lecturers; Clinical Assistant, Clinical Associate, and Clinical Professors; Research Assistant, Research Associate and Research Professors will be evaluated are further delineated as follows:

Service Criteria for Promotion from Assistant to Associate Professor

Promotion from Assistant to Associate Professor requires candidates to demonstrate sustained excellence in service during their probationary period excluding the first year of their employment. Faculty members engage in service when they allocate otherwise uncompensated effort toward an institutional, disciplinary or community task, priority, or initiative. The Department expects candidates moving from Assistant to Associate Professor to be evaluated as at least proficient in two of the three domains of service (institutional, disciplinary, and community-oriented) with a high impact activity in at least one of the three domains in which they are evaluated. Service activities in the disciplinary and community-oriented domains should be strategically related to long term research trajectory or plans for career development.

Service Criteria for Promotion from Associate to Full Professor

Promotion from Associate to Full Professor requires candidates to demonstrate sustained excellence in service during the entirety of their post-tenure period prior to application for full professor. Faculty members engage in service when they allocate otherwise uncompensated effort toward an institutional, disciplinary or community task, priority, or initiative. The Department expects candidates moving from Associate to Full Professor to be evaluated as at least expert in two of the three domains of service (institutional, disciplinary, and community-oriented) with high impact activities in at least two of the three domains and leadership role(s) in at least one of the three domains in which they are evaluated. Service activities in the disciplinary and community-oriented domains should continue to be strategically related to long term research trajectory or plans for career development.

Service Criteria for Post-tenure Review

The Department expects sustained excellence in service during the faculty member's tenure as Associate or Full Professor. Faculty members engage in service when they allocate otherwise uncompensated effort toward an institutional, disciplinary or community task, priority, or initiative. The Department expects candidates, post-tenure at the level of Associate or Full Professor, to be evaluated as at least expert in one of the three domains of service (institutional, disciplinary, and community-oriented) along which they will be evaluated with a high impact activity in at least one of the three domains and a leadership role(s) in at least one of the three domains in which they are evaluated. Service activities in the disciplinary and community-oriented domains should be strategically related to long term research trajectory or plans for career development.

Service Criteria for Promotion from Lecturer to Senior Lecturer, Research Assistant Professor to Research Associate Professor, and Clinical Assistant Professor to Clinical Associate Professor

Promotion from Lecturer to Senior Lecturer, from Clinical Assistant Professor to Clinical Associate Professor, or from Research Assistant Professor to Research Associate Professor requires

candidates to demonstrate sustained excellence in service for at least three consecutive years. Faculty members engage in service when they allocate otherwise uncompensated effort toward an institutional task, priority, or initiative. The Department expects candidates moving from Lecturer to Senior Lecturer or Clinical Assistant Professor to Clinical Associate Professor to be evaluated as at least proficient in the Institutional domain of service only. The Department expects candidates moving from Research Assistant Professor to Research Associate Professor to be evaluated as at least proficient in the Disciplinary domain of service only.

Service Criteria for Promotion from Senior Lecturer to Principal Lecturer, Research Associate Professor to Research Professor, and Clinical Associate Professor to Clinical Professor

Promotion from Senior Lecturer to Principal Lecturer, from Clinical Associate Professor to Clinical Professor, or from Research Associate Professor to Research Professor requires candidates to demonstrate sustained excellence in service for at least five consecutive years, including at least three years at the Senior Lecturer, Clinical Associate Professor, or Research Associate Professor ranks. Faculty members engage in service when they allocate otherwise uncompensated effort toward an institutional task, priority, or initiative. The Department expects candidates moving from Senior Lecturer to Principal Lecturer or from Clinical Associate Professor to Clinical Professor to be evaluated as at least expert in the Institutional domain of service only. The Department expects candidates moving from Research Associate Professor to Research Professor to be evaluated as at least expert in the Disciplinary domain of service only.

Service Criteria for Continuing Senior and Principal Lecturers, Associate Research and Research Professors, and Associate Clinical and Clinical Professors

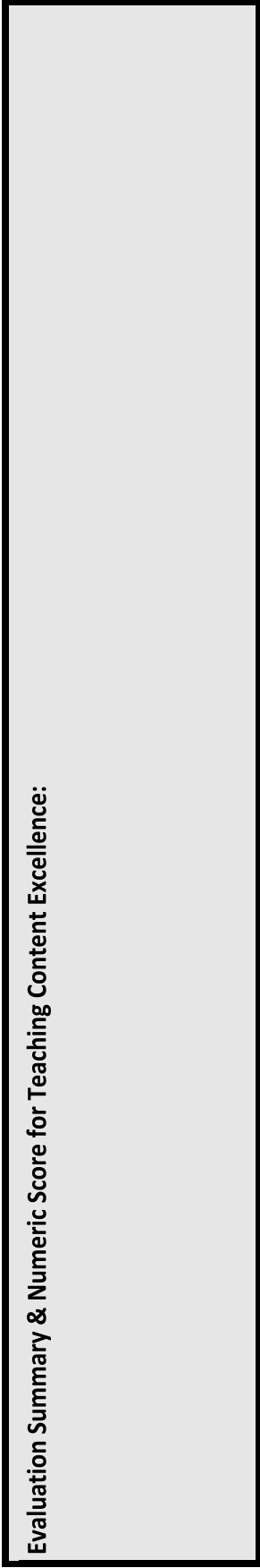
The Department expects sustained excellence in service during the faculty member's tenure as Senior or Principal Lecturer, Associate Research or Research Professor, or Associate Clinical or Clinical Professor. Non-tenured faculty members engage in service when they allocate otherwise uncompensated effort toward an institutional task, priority, or initiative. The Department expects candidates at the Senior and Principal Lecturer or Associate Clinical Professor or Clinical Professor levels to be evaluated as at least expert in the Institutional domain of service only. The Department expects candidates at the Associate Research Professor or Research Professor levels to be evaluated as at least expert in the Disciplinary domain of service only.

Evaluation of Teaching Excellence: Teaching activities can be evaluated according to three dimensions - content, process, and outcome - that can be evaluated according to quality- and quantity-based measures. Quantity-based indicators of teaching excellence provide an overarching context by which the candidate's teaching excellence might be evaluated while quality-based indicators can be assessed from a developmental framework ranging from developing to expert.

Teaching Content: Quantity-Based Indicator(s)			
Number of new course preparations and course revisions		_____ New Preparations	_____ Course Revisions
Teaching Content: Quality-Based Indicator(s)			
	Developing (0-1)	Proficient (2-3)	Expert (4-5)
Course- and/or unit-level outcomes are developed for each course	<ul style="list-style-type: none"> Course-level outcomes are not included in one or more course syllabi AND/OR Course-level outcomes are included but are not measurable in one or more syllabi AND/OR Course-level outcomes are included but do not relate to official course description or course content in one or more syllabi 	<ul style="list-style-type: none"> Course-level outcomes are included in course syllabi Course-level outcomes are measurable Course-level outcomes are included and relate to official course description and/or course content AND/OR Unit-level outcomes are included in course syllabi (or are available to students) Unit-level outcomes are measurable Unit-level outcomes are included and relate to official course description and/or course content 	<ul style="list-style-type: none"> Course- and unit-level outcomes are included in course syllabi (or are available to students) Course- and unit-level outcomes are measurable Course- and unit-level outcomes are included and relate to official course description and/or course content AND A component-composite relation between unit- and course-level outcomes is evident
Course content aligns with the course description, course outcomes, and disciplinary requirements (as appropriate)	<ul style="list-style-type: none"> Course content in one or more syllabi do not align with the course description AND/OR Course content one or more syllabi do not align with the course outcomes AND/OR Course content one or more syllabi do not align with the disciplinary requirements (as appropriate) 	<ul style="list-style-type: none"> Course content aligns with the course description AND/OR Course content aligns with the course outcomes AND/OR Course content aligns with the disciplinary requirements (as appropriate) 	<ul style="list-style-type: none"> Course content aligns with the course description AND Course content aligns with the course outcomes AND Course content aligns with the disciplinary requirements (as appropriate)

Evaluation of Teaching Excellence: Teaching activities can be evaluated according to three dimensions - content, process, and outcome - that can be evaluated according to quality- and quantity-based measures. Quantity-based indicators of teaching excellence provide an overarching context by which the candidate's teaching excellence might be evaluated while quality-based indicators can be assessed from a developmental framework ranging from developing to expert.

Evaluation Summary & Numeric Score for Teaching Content Excellence:



Evaluation of Teaching Excellence: Teaching activities can be evaluated according to three dimensions - content, process, and outcome - that can be evaluated according to quality- and quantity-based measures. Quantity-based indicators of teaching excellence provide an overarching context by which the candidate's teaching excellence might be evaluated while quality-based indicators can be assessed from a developmental framework ranging from developing to expert.

Teaching Process: Quality-Based Indicator(s)			
Teaching, supervision, and mentoring activities are organized and implemented inside and outside of the classroom (e.g., practicum, faculty-led research labs, etc.)	<p>_____ Does not engage in teaching, supervision, and/or mentoring activities inside the classroom</p> <p>_____ Engages in teaching, supervision, and/or mentoring activities inside and outside of the classroom</p> <p>_____ Consistently engages in teaching, supervision, and mentoring activities inside and outside of the classroom</p>		
Teaching Process: Quality-Based Indicator(s)			
	Developing (0-1)	Proficient (2-3)	Expert (4-5)
Instructional Design & Delivery	<ul style="list-style-type: none"> Teaching practices are not sufficiently planned or organized, or are poorly implemented Practices are not well executed, little development in methods despite evidence of need Students lack opportunities to practice the skills embedded in course goals Student engagement is variable 	<ul style="list-style-type: none"> Teaching practices are well planned and organized Standard course practices carried out; follows conventions within discipline and institution Students have some opportunities to practice skills embedded in course goals Students consistently engaged 	<ul style="list-style-type: none"> Activities are well planned, integrated, and reflect commitment to providing meaningful assignments and assessments Uses effective, high-impact or innovative methods to improve understanding In- and out-of-class activities provide opportunities for practice and feedback on important skills and concepts Students show high levels of engagement
Course activities and assessments are linked to course- and unit-level objectives	<ul style="list-style-type: none"> Course activities and assessments are not linked to course- and unit-level objectives OR Course activities are not linked to course- and unit-level objectives OR Course assessments are not linked to course- and unit-level objectives 	<ul style="list-style-type: none"> Course activities are linked to course- and unit-level objectives OR Course assessments are linked to course- and unit-level objectives 	<ul style="list-style-type: none"> Course activities and assessments are linked to course- and unit-level objectives

Evaluation of Teaching Excellence: Teaching activities can be evaluated according to three dimensions - content, process, and outcome - that can be evaluated according to quality- and quantity-based measures. Quantity-based indicators of teaching excellence provide an overarching context by which the candidate's teaching excellence might be evaluated while quality-based indicators can be assessed from a developmental framework ranging from developing to expert.

<p>Reflection & Iterative Growth</p>	<ul style="list-style-type: none"> No indication of having reflected upon or learned from prior teaching or feedback 	<ul style="list-style-type: none"> Continued competent teaching, possibly with minor reflection based on input from peers and/or students Articulates some lessons learned from prior teaching and feedback 	<ul style="list-style-type: none"> Regularly adjusts teaching based on reflections on student learning, within or across semesters Examines student performance following adjustments Reports improved student achievement of learning goals based on past course modifications
<p>Evaluation Summary & Numeric Score for Teaching Process Excellence:</p>			

Evaluation of Teaching Excellence: Teaching activities can be evaluated according to three dimensions - content, process, and outcome - that can be evaluated according to quality- and quantity-based measures. Quantity-based indicators of teaching excellence provide an overarching context by which the candidate's teaching excellence might be evaluated while quality-based indicators can be assessed from a developmental framework ranging from developing to expert.

Teaching Outcome: Quantity-Based Indicator(s)	
Faculty Member-Specific Information	_____ rank _____ focus/specialty area _____ workload percentage – teaching
Number of students enrolled in regularly scheduled courses and semester credit hours generated	_____ number of regularly scheduled courses _____ total enrollment after add/drop dates _____ total semester credit hours generated through regularly scheduled courses
Number of students and semester credit hours generated through thesis, dissertation, special problems, practicum, and internship courses	_____ thesis _____ dissertation _____ special problems _____ practicum _____ internship
Number of student committees	_____ thesis _____ dissertation _____ comprehensive examination
Number of students supervised	_____ discipline-regulated practical training experiences _____ research-based training experiences
Number of presentations and publications that include student co-authors	_____ presentations _____ publications

Evaluation of Teaching Excellence: Teaching activities can be evaluated according to three dimensions - content, process, and outcome - that can be evaluated according to quality- and quantity-based measures. Quantity-based indicators of teaching excellence provide an overarching context by which the candidate's teaching excellence might be evaluated while quality-based indicators can be assessed from a developmental framework ranging from developing to expert.

Teaching Outcome: Quality-Based Indicator(s)			
	Developing (0-1)	Proficient (2-3)	Expert (4-5)
<p>SPOT scores</p>	<ul style="list-style-type: none"> Mean of less than 3.5 	<ul style="list-style-type: none"> Mean of 3.5 to 4 	<ul style="list-style-type: none"> Mean of 4 or greater
<p>Presentations and/or publications related to excellence in pedagogy</p> <p><i>Note: this does not apply to non-tenure track faculty including Lecturers, Clinical faculty, and Research faculty</i></p>	<ul style="list-style-type: none"> No interaction with broader community about teaching <p>AND/OR</p> <ul style="list-style-type: none"> Not relevant or would detract from the faculty member's primary line of research 	<ul style="list-style-type: none"> Interacts with the broader community about teaching through teaching-related presentations <p>_____ Local _____ State</p> <p>_____ National _____ International</p> <p>Other _____</p>	<ul style="list-style-type: none"> Scholarship of teaching and learning is the faculty member's primary line of research <p>AND/OR</p> <ul style="list-style-type: none"> Interacts with the broader community about teaching through teaching-related publications <p>Journals and impact factors _____</p> <p>Journals and number of subscribers _____</p> <p>Publication and number of citations _____</p>
<p>Evaluation Summary & Numeric Score for Teaching Outcome Excellence:</p>			

Evaluation of Teaching Excellence: Teaching activities can be evaluated according to three dimensions - content, process, and outcome - that can be evaluated according to quality- and quantity-based measures. Quantity-based indicators of teaching excellence provide an overarching context by which the candidate's teaching excellence might be evaluated while quality-based indicators can be assessed from a developmental framework ranging from developing to expert.

Additional Indicator(s) of Teaching Excellence	
Recognition of exemplary teaching and/or mentoring within or outside of the university	
Invited presentations related to pedagogical methods or outcomes	
Maintains an updated teaching portfolio	
Other	
Evaluation Summary & Multiplier for Additional Indicators of Teaching Excellence:	

Evaluation of Teaching Excellence: Teaching activities can be evaluated according to three dimensions - content, process, and outcome - that can be evaluated according to quality- and quantity-based measures. Quantity-based indicators of teaching excellence provide an overarching context by which the candidate's teaching excellence might be evaluated while quality-based indicators can be assessed from a developmental framework ranging from developing to expert.

Overall Numeric Score for Teaching Excellence: _____

Evaluation Summary & Rationale:

Faculty member name and signature:

Date:

Department chair name and signature:

Date:

Evaluation of Scholarly Excellence: Scholarly activities can be evaluated according to outcome and process; processes establish best practices for attaining outcomes. This rubric should be utilized in a manner informed by the sub-specialty and unique demands/aspiration of the faculty member's application. The department expects that various specialties will require various emphases on areas within outcome and process rubrics; evaluators are encouraged to scale their evaluation in this manner to emphasize the subsections most important for the faculty member's sub-specialty. **Quality (numeric) indicators are based on a workload of 40% scholarship. The grid also indicates additional requirements for non-tenure track Research Faculty that are based on their larger allocation of workload to Scholarship.

Scholarship: Quantity-Based Indicator(s)	
Faculty Member-Specific Information	<p>_____ rank</p> <p>_____ focus/specialty area</p> <p>_____ workload percentage – scholarship</p>
Outcome Measures	
	<p>_____ Number of publications</p> <p>_____ Number of grants and/or contracts received</p> <p>_____ Number of presentations</p> <p>_____ Number of externally funded student lines</p> <p>_____ Number of student co-authored publications</p> <p>_____ Number of invitations (present, panel, board member, etc.)</p> <p>_____ Number of student-driven grants submitted</p>
Publications - for each publication note the journal impact factor or alternative, the number of citations, the percentage of contribution, the type of contribution	<ul style="list-style-type: none"> • Provide full citation for each publication indicating year of publication, journal name, volume, issue, and page numbers. • Provide the current impact factor for each journal (or for the year of the publication) • Provide the number of citations and other measures of impact • Describe the type (empirical, conceptual, etc) and amount (percent) of contribution for each publication

Evaluation of Scholarly Excellence: Scholarly activities can be evaluated according to outcome and process; processes establish best practices for attaining outcomes. This rubric should be utilized in a manner informed by the sub-specialty and unique demands/aspiration of the faculty member's application. The department expects that various specialities will require various emphases on areas within outcome and process rubrics; evaluators are encouraged to scale their evaluation in this manner to emphasize the subsections most important for the faculty member's sub-specialty. **Quality (numeric) indicators are based on a workload of 40% scholarship. The grid also indicates additional requirements for non-tenure track Research Faculty that are based on their larger allocation of workload to Scholarship.

<p>Grants - for each grant/contract received indicate the type of funding, the funding source, the faculty member's role, the continuity of funding</p>	<ul style="list-style-type: none"> • Provide full title of the grant submission and the date the grant was submitted • Identify the mechanism and the agency to which the grant was submitted • Identify your role on the grant and indicate the amount for which you are responsible, total amount and the duration of the grant
<p>Presentations - for each presentation note the type of presentation, the presentation audience, and the disciplinary reputation of the presentation venue</p>	<ul style="list-style-type: none"> • Full title of presentation, the date of presentation, and the conference in which the talk is presented. • Indicate the type of presentation (poster, address, panel discussion) • Identify role in presentation (presenter or supporting) • Provide some indication of the reputation of the conference
<p>Scholarly reputation – list the number and type of editorial positions, number of invitations (presentations, board memberships, panels, guest teacher, outside thesis or dissertation member</p>	<ul style="list-style-type: none"> • List editorial roles; list other leadership roles in the discipline • List number of invitations to present or speak • List invitations to serve as outside members of theses or dissertations • Provide any other information that is indicative of a positive scholarly reputation in the discipline

Evaluation of Scholarly Excellence: Scholarly activities can be evaluated according to outcome and process; processes establish best practices for attaining outcomes. This rubric should be utilized in a manner informed by the sub-specialty and unique demands/aspiration of the faculty member's application. The department expects that various specialities will require various emphases on areas within outcome and process rubrics; evaluators are encouraged to scale their evaluation in this manner to emphasize the subsections most important for the faculty member's sub-specialty. **Quality (numeric) indicators are based on a workload of 40% scholarship. The grid also indicates additional requirements for non-tenure track Research Faculty that are based on their larger allocation of workload to Scholarship.

Process Measures
<p>___ Number of contracts/grants submitted</p> <p>___ Number of active IRB and/or IACUC protocols and associated research projects</p> <p>___ Number of Behavior Analysis Research Colloquia (BARCs).</p> <p>___ List other activities that directly or indirectly support research agenda (e.g., intra-, inter-, or trans-disciplinary collaborations)</p>
Evaluation Summary & Numeric Score for Quantity-Based Indicators of Scholarship Excellence:

Evaluation of Scholarly Excellence: Scholarly activities can be evaluated according to outcome and process; processes establish best practices for attaining outcomes. This rubric should be utilized in a manner informed by the sub-specialty and unique demands/aspiration of the faculty member's application. The department expects that various specialities will require various emphases on areas within outcome and process rubrics; evaluators are encouraged to scale their evaluation in this manner to emphasize the subsections most important for the faculty member's sub-specialty. **Quality (numeric) indicators are based on a workload of 40% scholarship. The grid also indicates additional requirements for non-tenure track Research Faculty that are based on their larger allocation of workload to Scholarship.

**Scholarship: Quality-Based Indicator(s)			
	Developing (0-1)	Proficient (2-3)	Expert (4-5)
Process	<ul style="list-style-type: none"> There is not a thematic connection evident in the breadth and scope of scholarly activities There are no connections between contracts and/or grant applications, active IRB and/or IACUC protocols and/or current research projects AND/OR There are no connections between the aforementioned activities and the focus of the research lab(s) 	<ul style="list-style-type: none"> There is an emerging thematic connection among scholarly activities There is a connection between contracts and/or grant applications, active IRB and/or IACUC protocols and/or current research projects OR There is a connection between the aforementioned activities and the focus of the research lab(s) 	<ul style="list-style-type: none"> There is a thematic connection among scholarly activities There is a connection among contracts and/or grant applications, active IRB and/or IACUC protocols and/or current research projects AND There is a connection between the aforementioned activities and the focus of the research lab(s)
Outcome: Publications <i>Tenure-track faculty</i>	<ul style="list-style-type: none"> Less than 2 peer-reviewed journal publications per year OR Only peer-reviewed journal publications are manuscripts under review OR Peer-reviewed journal publications are in only low-quality journals, are not cited by others, and/or include only secondary analyses of the literature 	<ul style="list-style-type: none"> Maintains an active publication record (average 2 per year) that includes empirical and review papers in addition to secondary analyses AND Publications are in journals ranked as being in the top 50% (at least Q2) in external ranking system OR Publications are in high quality, established journals as measured by acceptance rates and age of publishing company 	<ul style="list-style-type: none"> Maintains an active publication record (>2 average per year) that includes empirical and review papers in addition to secondary analyses AND Publications are in journals ranked as being in the top 50% (at least Q2) in external ranking system OR Publications are in high quality, established journals as measured by acceptance rates and age of publishing company
<i>Provisions for Research Faculty indicated with *</i>	<p><u>Research Faculty</u></p> <ul style="list-style-type: none"> *Less than 3 peer-reviewed journal publications per year 	<p><u>Research Faculty</u></p> <ul style="list-style-type: none"> *Maintains an active publication record (3 per year) that includes empirical and review papers in addition to secondary analyses 	<p><u>Research Faculty</u></p> <ul style="list-style-type: none"> *Maintains an active publication record (>3 per year) that includes empirical and review papers in addition to secondary analyses

Evaluation of Scholarly Excellence: Scholarly activities can be evaluated according to outcome and process; processes establish best practices for attaining outcomes. This rubric should be utilized in a manner informed by the sub-specialty and unique demands/aspiration of the faculty member's application. The department expects that various specialities will require various emphases on areas within outcome and process rubrics; evaluators are encouraged to scale their evaluation in this manner to emphasize the subsections most important for the faculty member's sub-specialty. **Quality (numeric) indicators are based on a workload of 40% scholarship. The grid also indicates additional requirements for non-tenure track Research Faculty that are based on their larger allocation of workload to Scholarship.

Provisions for Clinical Faculty indicated with **	Clinical Faculty	Clinical Faculty	Clinical Faculty
<p>Outcome: Grants</p> <p>Provisions specific to research faculty are indicated with *</p> <p>There are no grant-related expectations for clinical faculty</p>	<p>Clinical Faculty</p> <ul style="list-style-type: none"> **Less than 1 peer-reviewed journal publications every two years <p>OR</p> <ul style="list-style-type: none"> No applications for external funding were submitted No attempts were made to secure contract funding Did not attend grant workshops or trainings or cultivate mentorship opportunities related to securing external funding 	<p>Clinical Faculty</p> <ul style="list-style-type: none"> **Maintains an active publication record (1 pub every two years) that includes empirical and review papers in addition to secondary analyses <p>OR</p> <ul style="list-style-type: none"> Regularly attends grant workshops or trainings and cultivates mentorship opportunities related to securing external funding An active agenda to obtain external funding through grant applications or attempts to secure contract funding is evident <p>Research Faculty</p> <ul style="list-style-type: none"> * Submit at least one grant application per year to an external agency 	<p>Clinical Faculty</p> <ul style="list-style-type: none"> **Maintains an active publication record (>1 pub every two years) that includes empirical and review papers in addition to secondary analyses <p>AND</p> <ul style="list-style-type: none"> An active agenda to obtain external funding through grant applications or attempts to secure contract funding is evident (grants are submitted)? One or more of these applications or contracts was funded <p>Research Faculty</p> <ul style="list-style-type: none"> * Submit more than one grant application per year OR one or more of the applications are successful.
<p>Outcome: Presentations</p> <p>These provisions are the same for tenure-track faculty and non-tenure track research faculty</p>	<ul style="list-style-type: none"> No presentations were made or organized Presentations were restricted in scope of the organization or role (e.g., non-speaking/presenting role) 	<p>Clinical Faculty</p> <ul style="list-style-type: none"> An active presentation agenda is evident (at least 1 per year) Presentations include speaking/presenting roles Presentations represent a diversity in the scope of the organization (e.g., regional, national, international) <p>OR</p> <ul style="list-style-type: none"> Presentations represent a diversity in the scope of the organization (e.g., regional, national, international) <p>Research Faculty</p> <ul style="list-style-type: none"> * Submit more than one grant application per year OR one or more of the applications are successful. 	<p>Clinical Faculty</p> <ul style="list-style-type: none"> An active presentation agenda is evident (> 1 per year) Presentations include speaking/presenting roles Presentations represent a diversity in the scope of the organization (e.g., regional, national, international) <p>OR</p> <ul style="list-style-type: none"> Presentations are largely invited and/or keynote presentations

Evaluation of Scholarly Excellence: Scholarly activities can be evaluated according to outcome and process; processes establish best practices for attaining outcomes. This rubric should be utilized in a manner informed by the sub-specialty and unique demands/aspiration of the faculty member's application. The department expects that various specialities will require various emphases on areas within outcome and process rubrics; evaluators are encouraged to scale their evaluation in this manner to emphasize the subsections most important for the faculty member's sub-specialty. **Quality (numeric) indicators are based on a workload of 40% scholarship. The grid also indicates additional requirements for non-tenure track Research Faculty that are based on their larger allocation of workload to Scholarship.

Evaluation Summary & Numeric Score for Quality-Based Indicators of Scholarship Excellence:



Evaluation of Scholarly Excellence: Scholarly activities can be evaluated according to outcome and process; processes establish best practices for attaining outcomes. This rubric should be utilized in a manner informed by the sub-specialty and unique demands/aspiration of the faculty member's application. The department expects that various specialties will require various emphases on areas within outcome and process rubrics; evaluators are encouraged to scale their evaluation in this manner to emphasize the subsections most important for the faculty member's sub-specialty. **Quality (numeric) indicators are based on a workload of 40% scholarship. The grid also indicates additional requirements for non-tenure track Research Faculty that are based on their larger allocation of workload to Scholarship.

Additional Indicator(s) of Scholarly Excellence	
Non-peer reviewed publications (e.g., invited contributions to scholarly, newsletters, blog posts, book chapters, books, edited books, etc.)	
Other	
Evaluation Summary & Multiplier for Additional Indicators of Scholarly Excellence:	

Overall Numeric Score for Scholarship Excellence: _____

Evaluation Summary & Rationale:

Evaluation of Scholarly Excellence: Scholarly activities can be evaluated according to outcome and process; processes establish best practices for attaining outcomes. This rubric should be utilized in a manner informed by the sub-specialty and unique demands/aspiration of the faculty member's application. The department expects that various specialties will require various emphases on areas within outcome and process rubrics; evaluators are encouraged to scale their evaluation in this manner to emphasize the subsections most important for the faculty member's sub-specialty. **Quality (numeric) indicators are based on a workload of 40% scholarship. The grid also indicates additional requirements for non-tenure track Research Faculty that are based on their larger allocation of workload to Scholarship.

Faculty member name and signature:	Date:
Department chair name and signature:	Date:

Evaluation of Service Excellence: Service activities can be evaluated according to quality- and quantity-based measures. Quantity-based indicators of service excellence provide an overarching assessment of the level of involvement by which the candidate's service excellence might be evaluated while quality-based indicators provide an overarching assessment of the significance and scope of impact of the work. In combination, service can be assessed from a developmental framework ranging from developing to expert.

Service: Quantity-Based Indicator(s)	
Faculty Member-Specific Information	<p style="text-align: center;">_____rank _____focus/specialty area _____workload percentage – service</p>
Number of service activities and positions held	<p><u>Institutional:</u> _____ University Positions: _____ _____ College Positions: _____ _____ Department Positions: _____</p> <p><u>Disciplinary:</u> _____ Editorial Activity Positions: _____ _____ Activity related to Associations, conferences, etc. Position: _____</p> <p><u>Community-oriented:</u> _____ Activities Positions: _____ _____ Board Memberships Positions: _____</p>

Evaluation of Service Excellence: Service activities can be evaluated according to quality- and quantity-based measures. Quantity-based indicators of service excellence provide an overarching assessment of the level of involvement by which the candidate's service excellence might be evaluated while quality-based indicators provide an overarching assessment of the significance and scope of impact of the work. In combination, service can be assessed from a developmental framework ranging from developing to expert.

Institutional Service: Quality-Based Indicator(s)			
	Developing (0-1)	Proficient (2-3)	Expert (4-5)
<p>Institutional relevance and impact</p> <p><i>Service requirements for Lecturers and Clinical Faculty are evaluated according to this domain only</i></p>	<ul style="list-style-type: none"> Does not engage in service activities at the institutional (i.e., university, college, and/or department) level OR Engages service activities at the institutional level as a member of committee(s) AND Institutional activities are not relevant or impactful to the institutional mission and/or accomplishments OR Institutional activities are relevant to the institutional mission and/or accomplishments but are not impactful 	<ul style="list-style-type: none"> Engages in service activities at all three institutional levels as member of committee(s) AND Institutional activities are relevant and impactful to the institutional mission and/or accomplishments OR Engages in service activities at the institutional level as a leader of the committee(s) AND Institutional activities are relevant and impactful to the institutional mission and/or accomplishments 	<ul style="list-style-type: none"> Engages in multiple service activities at the institutional level as a leader of the committee(s) AND Institutional activities are relevant and impactful to the institutional mission and/or accomplishments
<p>Evaluation Summary & Numeric Score for Institutional Service Excellence:</p>			

Evaluation of Service Excellence: Service activities can be evaluated according to quality- and quantity-based measures. Quantity-based indicators of service excellence provide an overarching assessment of the level of involvement by which the candidate's service excellence might be evaluated while quality-based indicators provide an overarching assessment of the significance and scope of impact of the work. In combination, service can be assessed from a developmental framework ranging from developing to expert.

Disciplinary Service: Quality-Based Indicator(s)			
	Developing (0-1)	Proficient (2-3)	Expert (4-5)
<p>Disciplinary relevance and impact</p> <p><i>Service requirements Research Faculty are evaluated according to this domain only</i></p>	<ul style="list-style-type: none"> Does not engage in service activities at the disciplinary level OR Engages service activities at the disciplinary level as a member of committee(s) AND Disciplinary activities are not relevant or impactful to the disciplinary organization's mission and/or accomplishments OR Disciplinary activities are not connected to the faculty member's long term professional interests OR Disciplinary activities are impactful but not relevant to the disciplinary organization's mission and/or accomplishments 	<ul style="list-style-type: none"> Engages in service activities at the disciplinary level as a member of the committee(s) AND Disciplinary activities are relevant and impactful to the disciplinary organization's mission and/or accomplishments OR Disciplinary activities are connected to the faculty member's long term professional interests AND Disciplinary activities are relevant and impactful to the disciplinary organization's mission and/or accomplishments 	<ul style="list-style-type: none"> Engages in multiple service activities at the disciplinary level as a leader of the committee(s) AND Disciplinary activities are relevant and impactful to the disciplinary organization's mission and/or accomplishments AND Disciplinary activities are not connected to the faculty member's long term professional interests
<p>Evaluation Summary & Numeric Score for Disciplinary Service Excellence:</p>			

Evaluation of Service Excellence: Service activities can be evaluated according to quality- and quantity-based measures. Quantity-based indicators of service excellence provide an overarching assessment of the level of involvement by which the candidate's service excellence might be evaluated while quality-based indicators provide an overarching assessment of the significance and scope of impact of the work. In combination, service can be assessed from a developmental framework ranging from developing to expert.

Community Service: Quality-Based Indicator(s)			
	Developing (0-1)	Proficient (2-3)	Expert (4-5)
Community relevance and impact	<ul style="list-style-type: none"> Does not engage in service activities at the community level OR Engages service activities at the community level as a member of committee(s) AND Community-based activities are not relevant or impactful to the community organization's mission and/or accomplishments OR Community-based activities are not connected to the faculty member's expertise or to plans for career development • OR Community-based activities are impactful but not relevant to the disciplinary organization's mission and/or accomplishments 	<ul style="list-style-type: none"> Engages in service activities at the community level as a member of the committee(s) AND Community-based activities are connected to the faculty member's expertise or to plans for career development AND Community-based activities are relevant and impactful to the community organization's mission and/or accomplishments OR Engages in service activities in the community as a leader of the committee(s) AND <u>Community-based activities are relevant, impactful to the community organization's mission and/or accomplishments</u> 	<ul style="list-style-type: none"> Engages in multiple service activities in the community as a leader of the committee(s) AND Disciplinary activities are relevant and impactful to the community organization's mission and/or accomplishments Community-based activities are connected to the faculty member's expertise or to plans for career development

Evaluation Summary & Numeric Score for Community Service Excellence:

Evaluation of Service Excellence: Service activities can be evaluated according to quality- and quantity-based measures. Quantity-based indicators of service excellence provide an overarching assessment of the level of involvement by which the candidate's service excellence might be evaluated while quality-based indicators provide an overarching assessment of the significance and scope of impact of the work. In combination, service can be assessed from a developmental framework ranging from developing to expert.

Other evidence of Service Excellence	
Letters of commendation regarding service activity participation	
Recognition and rewards for service activities	
Citations or awards received for service activities	
Media-based (e.g., newspapers, social media, tv, etc.) articles and announcements featuring service activities	
Other	
Evaluation Summary & Multiplier for Additional Indicators of Service Excellence:	

Evaluation of Service Excellence: Service activities can be evaluated according to quality- and quantity-based measures. Quantity-based indicators of service excellence provide an overarching assessment of the level of involvement by which the candidate's service excellence might be evaluated while quality-based indicators provide an overarching assessment of the significance and scope of impact of the work. In combination, service can be assessed from a developmental framework ranging from developing to expert.

Overall Numeric Score for Service Excellence: _____

Evaluation Summary & Rationale:

Faculty member name and signature:

Date:

Department chair name and signature:

Date:

CRITERIA FOR PROMOTION AND TENURE

Department of Biomedical Engineering University of North Texas

Version: November 2018

This document presents departmental guidelines for the tenure and promotion process in a manner consistent with the policies outlined in the UNT Policy 06.004 titled “Faculty Reappointment, Tenure and Promotion” (https://policy.unt.edu/sites/default/files/06.004_FacultyReappointmentTenurePromotion_2017.pdf).

I. Introduction

UNT Policy 06.004 describes the University policy on the granting of tenure and academic promotions. Tenure is the only substantive protection afforded for academic freedom and is perhaps the most critical decision involved in faculty development. Granting of tenure is a selective process that recognizes the individual as a continuing member of the faculty based on performance during a trial period. The importance of this decision to the university dictates that positive action in awarding tenure be taken only when there is no reasonable doubt of the individual’s ability to make a long-term contribution to the goals of the university.

Recommendations for tenure are based on critical review of explicit evidence accumulated during a probationary period concerning the faculty member’s performance in the functions of teaching, research or other scholarly or creative activities, and service.

Granting of tenure requires excellence in the functions of teaching, scholarly activities, and professional service. Contributions in one or two areas alone will not qualify an individual for tenure. There must be sufficient contributions in all three areas.

II. Tenure Process

It is the view of the Department of Biomedical Engineering (BMEN) that the careful selection and hiring of faculty are the most critical steps in the tenure process. New faculty members are believed to have the potential and motivation to become successful contributors to the BMEN department and to navigate the tenure process successfully. All faculty will be made aware of department, college and university requirements regarding promotion and tenure upon hire.

The Department of Biomedical Engineering is committed to providing an environment in which tenure-track faculty can succeed. A tenured BMEN and/or another department faculty member will be assigned to mentor each tenure-track faculty member upon the faculty member’s arrival and throughout the faculty member’s tenure process. Incoming faculty members are responsible

for the appropriate use of available resources to achieve the university, college, department, and personal goals necessary for tenure.

Criteria for the tenure and promotion evaluation process are listed below. Because this list is not intended to be definitive, professional judgment is required to inform the evaluation process.

The department Promotion Reappointment and Tenure Committee (PRTC) and the department chair have the responsibility of making the judgment of the individual contributions of faculty members.

III. Guidelines for Tenure and Promotion to Associate Professor

The granting of tenure to an assistant professor will result in promotion to the rank of associate professor. The rank of associate professor may also be granted upon hiring by the department, college and university. In the case of faculty members who entered as associate professors without tenure, tenure may be awarded with or without promotion to full professor.

A. Teaching

1. Criteria

Effective teaching is a minimum expectation for the granting of tenure, and no recommendation for tenure should be made in case of any reasonable doubt. Therefore, it is expected that faculty members seeking tenure should demonstrate effective teaching of undergraduate and graduate courses. Faculty members being considered for tenure are expected to mentor graduate students as major professor and undergraduate students in senior design projects. In addition, the faculty member's dossier for tenure should include the candidate's contributions to the department's teaching mission and program accreditation.

Candidates are typically expected to meet the following minimum criteria over the probationary period:

- Have taught at least one undergraduate required course and one graduate course as a demonstration of broad teaching ability.
-
- Received an overall teaching evaluation result that is at least 3.5 or above average (on a 5-point scale) of the College of Engineering teaching evaluations for tenured/tenure-track faculty; over the last 3 probationary years (to allow for improvement before tenure application) and positive observations by peer(s).
- Have graduated at least two graduate students as major professor.
- Be actively advising at least two graduate students as major professor at the time of application for promotion and/or tenure.
- Have served as faculty advisor for an average of at least one undergraduate student per year, including senior design, TAMS, REU, SUPER, and McNair students.

2. Evidence

A faculty member may choose from the following list of teaching activities and include relevant documentation to demonstrate his/her teaching effectiveness.

- Student evaluations
- Peer evaluations
- Course syllabi and materials for which the faculty member is responsible throughout his or her employment at the university
- A record of new course development
- Funded educational grants
- Supervision of undergraduate students (such as senior design projects, TAMS, REUs, SUPER, and McNair students), graduate students, and other professionals
- Membership on master's thesis and doctoral dissertation committees
- Graduation of Master and Ph.D. students as major professor
- Participation in activities related to improving effective classroom teaching
- Teaching awards
- Other evidence to demonstrate excellent teaching

B. Research and Scholarly Activities

Scholarly activity is defined as the intellectual contribution of the department's faculty for the creation of new knowledge and the application, transfer, and interpretation of knowledge to the improvement of science and technology of the type that would lead to a favorable external peer review. The desired outcomes of the scholarly process includes peer-reviewed publications, presentations (conference and seminars), patents, book chapters, books, and other products of scholarly pursuits. Externally funded research is a major expectation. Amounts listed on the Promotion and Tenure (P&T) documents shall be identical to those on record in the Office of Research and Innovation (ORI).

1. Criteria

Faculty must show continuous growth and development through research, publishing, or other creative activities. A recommendation for tenure must be based on a record of high quality performance in this area and, so far as is possible, some indication of long-term motivation and interest. It is expected that faculty members seeking tenure will have externally supported grants that cover research expenditures, e.g., graduate students and postdocs support, travel, lab equipment, summer faculty salaries, and course buyouts.

Candidates are typically expected to meet the following minimum criteria for consideration of tenure during their time at UNT:

Grantsmanship: Achieving tenure requires the faculty member to demonstrate sustained ability to secure externally funded grants or contracts to support graduate students and/or post-doctoral researchers. External funding can be from Federal, State, Foundation, or Industrial sources. Total amounts are based on percentage recognition listed with ORI. Achieving tenure

requires securing as a PI *at least* one *multi-year* grant that generates indirect costs. As part of adding value to the university, college and the department, the total external competitive funding secured through all these grants is expected to be at least [higher amount of \$400,000 or 1.5 x the total startup funding (equipment, laboratory usage/renovation costs, etc.)]. The department chair will determine the amount to be used and convey the information to the PRTC. One of the successful grants may be from a non-traditional research grant, such as REU, RET, or MRI; however, these will be capped at a total of \$100,000. The proposal writing effort should be more than or equal to 10 proposals submitted with more than 5 as PI; this ensures collaborative efforts within and outside the department.

Products:

have published at least 12 peer-reviewed research publications in journals/ /books/book chapters and of these, at least 5 with students advised, and at least 5 as corresponding author. The journal publications can also be in the status of accepted/in press. Quality of scholarly work will be evaluated based on factors such as acceptance rates, impact factor, H-index or other appropriate measures. It is the faculty member's responsibility to provide evidence of the quality of scholarship. Evaluation of scholarly work will use the same criteria whether works are published in digital or print formats and whether they are made accessible online to the public at no cost or are accessible only through individual or institutional purchase. Products may also include awarded patents. Licensing of a patent is an important impact of invention.

Presentations: have made more than 2 presentations at professional conferences.

2. Evidence

There are many ways a faculty members may demonstrate their accomplishments in research and scholarly activities such as the following:

- Peer-reviewed journal articles and conference papers, books, book chapters, and patents.
- Citation of research publications by others
- Funded research grants and research grant proposal submissions
- Presentations in workshops and seminars
- Technical reports or other internal documented research
- Professional activities of a substantive academic or research nature
- Publication awards
- Other evidence to demonstrate excellent research

C. Service and Professional Accomplishment

Service includes internal activities (committees at the department, college and university levels) and external activities (professional society, editing, panel/proposal reviews, and community). These service activities are also of importance for the granting of tenure.

1. Criteria

An adequate involvement in professional societies and service related to the mission of the university likewise serves as one criterion for recommendation of tenure. However, service related assignments are typically reduced during the probationary period for Assistant Professors.

Candidates are typically expected to meet the following minimum criteria over the probationary period:

- Have served on at least one committee per year in the Department, or the College, or the University;
- Have participated in at least one technical committee of a Professional Society or conference;
- Have served as a reviewer for at least one professional journal per year on average

2. Evidence

Faculty members may document any of the following service activities:

a. University Service

- Contributions to the department and program
- Inter-departmental collaborations
- Committee assignments
- Advising student organizations
- Student recruitment
- Outreach

b. Professional Service

- Offices held in international, national and regional academic and professional organizations
- Major committee assignments in the above organizations
- Editorial activities
- Organization of conferences
- Reviewer for journals and conference proceedings
- Reviewer for grant proposals

D. Integrity and Ethics

The granting of tenure with promotion to Associate Professor is the beginning of a long-term professional association with the University. The recommendation must carry with it the assurance, so far as can be determined, that the individual practices professional integrity; that he or she adheres to high standards of professional ethics; that he or she understands the nature of membership in a community of scholars and has the ability and desire to work as a member of a group while retaining all rights of individual expression; and that he or she feels a sense

of responsibility for the well-being of the University and a commitment to work for the accomplishment of its goals.

IV. Guidelines for Promotion to Professor

The demonstration of strong, sustained performance applies to the faculty member's time at UNT Department of Biomedical Engineering.

1. Scholarship

- a. Published an average of three refereed publications per year. Published an average of 2 research papers per year as corresponding author, with UNT students as co-authors.
- b. The journal publications can also be in the status of accepted/in press. Quality of scholarly work will be evaluated based on factors such as acceptance rates, impact factor, H-index or other appropriate measures. It is the faculty member's responsibility to provide evidence of the quality of scholarship. Evaluation of scholarly work will use the same criteria whether works are published in digital or print formats and whether they are made accessible online to the public at no cost or are accessible only through individual or institutional purchase. Products may also include awarded patents. Licensing of a patent is an important impact of invention.
- c. The faculty member needs to demonstrate sustained ability to secure externally funded grants or contracts to support graduate students and/or post-doctoral researchers. External funding can be from Federal, State, Foundation, or Industrial sources. Total amounts are based on percentage recognition listed with ORI. As part of adding value to the university, college and the department, the total external competitive funding secured through all these grants is expected to be at least [higher amount of \$600,000 or 2.0 x the total startup funding (equipment, laboratory usage/renovation costs, etc.)] over the post-tenure period at UNT. The department chair will determine the amount to be used and convey the information to the PRTC. One of the successful grants may be from a non-traditional research grant, such as REU, RET, or MRI; however, these will be capped at a total of \$100,000. The proposal writing effort should be more than or equal to 10 proposals submitted with more than 5 as PI; this ensures collaborative efforts within and outside the department.
- d. Had a cumulative of eight in any combination of patents, scholarly presentations, scholarship-related awards for them or their students.

2. Teaching

- a. Received an overall teaching evaluation result that is at least 3.5 or above average (on a 5-point scale) of the College of Engineering teaching evaluations for tenured/tenure-track faculty.
- b. Taught at least one undergraduate required course, one undergraduate elective, and one graduate course as a demonstration of broad teaching ability.
- c. Graduated at least an average of 2 Master's students for every three years and 1 Ph.D. students every five years with at least three students supported by external sources of funding. Graduation of a Ph.D. student in lieu of a Master's student is encouraged.
- d. Served as faculty advisor for an average of at least one senior design student team per year.

3. Service

- a. Serving on at least two departmental committees as an active member, and at least one committee chair with significant contributions to the tasks of the committees.
- b. Serving on at least one college committee as an active member, and having at least one leadership role with significant contributions to the tasks of the committees.
- c. Being a member or fellow of at least one professional society related to biomedical engineering.
- d. Being a chair in at least one technical committee of a professional society.
- e. Serving on an editorial board or as an associate editor of at least one technical journal related to biomedical engineering.

V. Guidelines for Promotion of Lecturers

A. Promotion to Senior Lecturer

A Lecturer will be eligible for promotion to the rank of Senior Lecturer if the individual has completed as a Lecturer at least three years (six semesters) of full time college level teaching at UNT's College of Engineering, and has a very good or excellent record of teaching for the past three years.

1. Teaching

A record of teaching at the undergraduate and graduate (if applicable) levels that reveal:

- Success in receiving improved approval from students and/or peers in course organization, clarity of presentations, and overall instructional efficacy. Received an overall teaching evaluation result that is at least 4.0 on a 5-point scale.
- Initiative and creativity in new course and curriculum development and existing course/program upgrades.
- Initiative and active participation in continuous improvement of laboratory equipment/experiments.
- Recognition of effective teaching and student mentoring.
- Advising/facilitation of student organizations.
- Interest and demonstrated collegial participation in maintaining program accreditation.
- Participation in departmental grant activities for curriculum development and laboratory improvement.

2. Service

- Adequate involvement in professional contributions to the department, the college, the university, the professional societies, and the community.
- Continuous involvement in professional growth and developmental activities.
- Other special assignments including, but not limited to, outreach activities for industry or international relations for student educational opportunities.
- Research and scholarly activities such as pedagogical works published in educational conferences or refereed journals appropriate in the candidate's professional field are highly encouraged but not required.
- Active participation in activities such as student advising, alumni relations and recruiting.

3. Evidence

The same list of activities as outlined in the teaching category of the criteria for tenure and promotion shall apply.

B. Promotion to Principal Lecturer

A lecturer who has been promoted to Senior Lecturer, will be eligible for promotion to the rank of Principal Lecturer if the individual has at least five consecutive years of

college-level teaching experience including at least three years (six semesters) of full time college level teaching at UNT's College of Engineering, has a very good or excellent record of teaching for the past three years, has a demonstrated very good or excellent record of service to the department's educational activities, and has a demonstrated record of continuous professional development.

In general, the criteria and guidelines stipulated in Section V.A "Promotion to Senior Lecturer" will be followed with considerably higher expectations of the candidates considered to the rank of Principal Lecturer. Successful candidates will exhibit a substantial record of achievements in teaching and service activities.

Tenure and Promotion Policies
Department of Computer Science and Engineering
University of North Texas
Adopted January 20, 2016
Revised April 8, 2016

Revised November 14, 2018

1 General Considerations

1.1 Adherence to University and College Policies

The University Policy on Faculty Reappointment, Tenure, and Promotion (UNT policy 06.004) found at https://policy.unt.edu/sites/default/files/06.004_FacultyReappointmentTenurePromotion_2017.pdf is the principal document governing academic promotions at UNT. Additionally, the Department will adhere to the College of Engineering criteria and policies for tenure and/or promotion (available on line at <http://www.eng.unt.edu>).

1.2 Issues on Collegiality and Community of Scholars

As described in the UNT Policy, a faculty candidate considered for tenure/promotion is expected to understand the importance of the nature of membership in a “Community of Scholars”. In particular, the candidate is expected to adhere to high standards of integrity and professional ethics, have the ability and desire to work as a member of a group while retaining all rights of individual expression, and feel a sense of responsibility for the well-being of the University of North Texas and a commitment to work for the accomplishment of its goals.

2 Criteria for Tenure and Promotion to Associate Professor

Different individuals will demonstrate different strengths in qualifying for tenure/promotion; thus, tenure/promotion recommendations must be made on a case-by-case basis. However, in all cases, the overriding standard shall be the quality of performance both in terms of accomplishments at the time of consideration and potential for continued success.

Evaluation of a faculty member for tenure/promotion to Associate Professor shall focus on the areas of teaching, scholarly activity, and service. Of special importance are the provisions in the University policy calling for “sustained excellence in the domains of teaching and scholarship along with evidence of sustained effectiveness in the domain of service.”

2.1 Teaching

The candidate for tenure/promotion must demonstrate competence in teaching and the capacity for growth and improvement. Quality teaching is a minimum expectation, and includes the ability to convey subject matter to students, to maintain academic standards, and to stimulate the interest of students. Nonetheless, it presents the most formidable measurement problems of any of the three evaluative categories.

Among the factors that the Personnel Affairs Committee will consider are student evaluations of instruction, particularly student comments, supervision and graduation of graduate students, participation in accreditation activities related to the courses the candidate has taught, revision of old courses, introduction of new courses, publication of textbooks, teaching grants, and awards for teaching. A Teaching Portfolio which documents these accomplishments is highly recommended. Candidates are typically expected to meet the following minimum standards.

- Teaching performance is no more than 10% below the departmental 3 year norm in the final 3 probationary years (to allow for improvement)
- To have taught at least one undergraduate required course, one undergraduate elective, and one graduate course
- To have advised at least 2 PhD students through their PhD dissertation proposal.

2.2 Scholarly and Creative Activities

A candidate for tenure shall have demonstrated competence to carry out research of high quality and scholarly significance. Evidence of an established research program that has grown and matured with the professional development of the candidate is expected. A key part of an established research program is the publication of high quality refereed research papers, as well as external funding to support the faculty candidate's research. Although training of students falls under the category of teaching, publications with students and funding of students would be expected. While the departmental PAC encourages funding from all possible sources, it would highly acknowledge the importance of funding from the federal sources. In some sub-disciplines of Computer Science and Engineering, journal publications are regarded higher than conference papers, while other disciplines may value conference papers highly. In all cases, there is the expectation that publications will adhere to the highest standards of scholarly significance.

Candidates are typically expected to meet the following minimum standards.

- Published 2 high quality journal and/or peer-reviewed conference publications per year, both of which are considered highly rated in the candidate's field, (as documented by the candidate, for example, H-index, acceptance rate, citations, and/or impact factor), and published at least 5 papers with students.
- Have no two year period in the final 3 probationary years without a publication (assures continuity).

- Have received funding from external sources totaling \$300,000 (share as recognition percentage), with at least \$150,000 as a PI (major portion coming from a traditional research grant).

2.3 Departmental, University, and Community Service

Service to the department and, whenever appropriate, to the college and the university is expected of all candidates. Although such service will not serve as a primary basis for promotion, it is expected that the candidate shoulders his or her share of departmental responsibilities. Finally, memberships of Editorial Boards of high quality journals and professional organizations, memberships of Program Committees or invited talks at high quality conferences and universities, are an indication of the visibility of a faculty member and are encouraged by the departmental PAC.

3 Criteria for Promotion to Full Professor

In general, all the criteria and guidelines stipulated in Sections 1 and 2 will be followed with considerably higher expectations of the candidates considered for tenure/promotion to Full Professor. The entire professional career, with emphasis on the time since the last promotion will be used in evaluating faculty for promotion. Candidates are typically expected to meet the following standards.

- After promotion to Associate Professor and/or tenure, published at least 10 high quality journal and/or peer-reviewed conference publications which are considered highly rated in the candidate's field (as documented by the candidate, for example, H-index, acceptance rate, citations, and/or impact factor), and published at least 5 papers with students.

- Have advised and graduated at least 2 Ph. D. students since becoming an Associate Professor at UNT.

- Have no two year period without a publication in the 3 years prior to evaluation for evaluation (assures continuity).

- After promotion to Associate Professor and/or tenure, have received funding from external sources totaling \$500,000 (share as recognition percentage), with at least \$250,000 as a PI (major portion coming from a traditional research grant).

4 Criteria for Promotion of Lecturers

Promotions of lecturers will follow the policies of the College of Engineering (<https://engineering.unt.edu/sites/default/files/CENGLecturerPolicy.pdf>).

4.1 Promotion to Senior Lecturer

Promotion to Senior Lecturer implies a record of teaching at the undergraduate and graduate (if applicable) levels that reveals:

1. Success in receiving improved approval from students and or peers in course organization, clarity of presentations, and overall instructional efficacy.

2. Initiative and creativity in new course and curriculum development and existing course/program upgrades.

3. Initiative and active participation in continuous improvement of laboratory equipment/experiments.

4. Interest and demonstrated collegial participation in maintaining program accreditation.

5. Active participation in activities such as student advising, alumni relations, recruiting and facilitation of student organizations.

6. Participation in departmental grant activities for curriculum development and laboratory improvement (if any such activities were undertaken).

Expectations for service include:

1. Adequate involvement in professional contributions to the department, the college, the university, the professional societies, and the community.

2. Continuous involvement in professional growth and developmental activities.

Research and scholarly activities such as pedagogical works published in educational conferences or refereed journals appropriate in the candidate's professional field are highly encouraged but not required.

4.2 Promotion to Principal Lecturer

In general, the criteria and guidelines stipulated in Section 4.1 "Promotion to Senior Lecturer" will be followed with considerably higher expectations of the candidates considered for the rank of Principal Lecturer. Successful candidates exhibit a substantial record of achievements in teaching and service activities. The entire professional career will be used in evaluating faculty for promotion, with emphasis on the time since the last promotion. In addition, the candidates must demonstrate a sense of responsibility for the well-being of other members of the Department and a commitment to help the Department accomplish its goals. The PAC highly values leadership abilities in mentoring junior faculty members achieve excellence.

CRITERIA FOR PROMOTION AND TENURE

Department of Electrical Engineering University of North Texas

Version: 2018

This document presents departmental guidelines for the tenure and promotion process in a manner consistent with the policies outlined in the UNT Policy 06.004 titled “Faculty Reappointment, Tenure, and Promotion” (<https://policy.unt.edu/policy/06-004>).

I. Introduction

UNT Policy 15.0.1 describes the University policy on the granting of tenure and academic promotions. Tenure is the only substantive protection afforded for academic freedom and is perhaps the most critical decision involved in faculty development. Granting of tenure is a selective process that recognizes the individual as a continuing member of the faculty based on performance during a trial period. The importance of this decision to the university dictates that positive action in awarding tenure be taken only when there is no reasonable doubt of the individual’s ability to make a long-term contribution to the goals of the university.

Recommendations for tenure are based on critical review of explicit evidence accumulated during a probationary period concerning the faculty member’s performance in the functions of teaching, research or other scholarly or creative activities, and service. In case of Assistant Professors, the recommendation for granting tenure may be accompanied by promotion to the rank of Associate Professor.

Granting of tenure requires excellence in the functions of teaching, scholarly activities, and professional service. Contributions in one area alone will not qualify an individual for tenure. Effective teaching is a minimum expectation for tenure. Scholarly activity of even extraordinary quality will not compensate for ineffective teaching. Excellence in service activities will not compensate for underperformance in either of the other two areas.

II. Quantifications

The department Reappointment, Promotion and Tenure Committee (RPTC) and the department chair have the responsibility of making the very difficult judgment of the individual contributions of faculty members. Any attempt to quantify the qualitative factors of effective teaching, scholarly and / or professional performance, and service serves only as guidance. Because judgment of the quality of a contribution is difficult to quantify, a holistic view will be used to evaluate the faculty member’s contributions in all three areas.

III. Guidelines for Tenure and Promotion to Associate Professor

A. Teaching

1. Criteria

Effective teaching is a minimum expectation for the granting of tenure, and no recommendation for tenure should be made in case of any reasonable doubt. Scholarly production, even of exceptional quality, will not compensate for indifferent teaching. Therefore, it is expected that faculty members seeking tenure should demonstrate effective teaching of undergraduate and graduate courses. Faculty members being considered for tenure are expected to mentor graduate students as major professor and undergraduate students in senior design projects. In addition, the faculty member's dossier for tenure should include the candidate's contributions to the department's teaching mission and program accreditation.

Candidates are typically expected to meet the following minimum criteria over the probationary period:

- Have taught at least two different undergraduate courses and one graduate course as a demonstration of broad teaching ability;
- Be actively advising or have graduated at least three graduate students as major professor, among whom at least one is a Ph.D. student;
- Have served as faculty advisor for an average of at least one undergraduate student per year, such as senior design, TAMS, REU, SUPER, and McNair students.

2. Evidence

A faculty member can choose from the following list of teaching activities and include relevant documentation to demonstrate his/her teaching effectiveness.

- Student evaluations
- Peer evaluations
- Course syllabi and materials for which the faculty member is responsible throughout his or her employment at the university
- A record of new course development
- Funded educational grants
- Supervision of undergraduate students (such as senior design projects, TAMS, REUs, SUPER, and McNair students), graduate students, and other professionals
- Membership on master's thesis and doctoral dissertation committees
- Graduation of Master and Ph.D. students as major professor
- Participation in activities related to improving effective classroom teaching
- Teaching awards
- Other evidence to demonstrate excellent teaching

B. Research and Creative Activities

1. Criteria

In a university, members of the faculty must show continuous growth and development through research, writing, or other creative activities. A recommendation for tenure must be based on a record of high quality performance in this area and, so far as is possible, some indication of long-term motivation and interest. It is expected that faculty members seeking tenure will have externally supported grants that cover research expenditures, e.g., graduate students and postdocs support, travel, lab equipment, summer faculty salaries, and course buyouts.

Unusually effective teaching will not compensate for lack of scholarly or professional accomplishments. A natural outgrowth of scholarly work in our professional programs is the publication of ideas and research findings, which results in various refereed academic and professional journals and conference proceedings as well as in books and monographs. Faculty members being considered for tenure are expected to have co-authored with students in research publications. It is important for faculty to show continuous research progress by publishing in refereed journals and presenting their research in conferences and workshops.

It is the faculty member's responsibility to provide evidence of the quality of scholarship. Quality indicators for scholarly work include but are not limited to acceptance rates, impact factor, h-index or other measures appropriate to the research areas. Candidates are typically expected to meet the following minimum criteria over the probationary period:

- Have published an average of two research publications per year, including books, book chapters, peer-reviewed journal papers, refereed conference papers, and patents (licensing of a patent is an important impact of invention);
- Have experienced no gap between publications longer than two years;
- Have received an average of at least \$50,000 per year in external funding. Have received at least one competitive grant from an external source as a Principal Investigator (PI) that generates indirect costs.

2. Evidence

There are many ways a faculty members can demonstrate their accomplishments in research and scholarly activities such as the following:

- Peer-reviewed journal articles and conference papers, books, book chapters, and patents (licensing of a patent is an important impact of invention).
- Citation of research publications by others
- Funded research grants and research grant proposal submissions
- Presentations in workshops and seminars
- Technical reports or other internal documented research
- Professional activities of a substantive academic or research nature
- Publication awards
- Other evidence to demonstrate excellent research

C. Service and Professional Accomplishment

1. Criteria

An adequate involvement in professional societies and service related to the mission of the university likewise serves as one criterion for recommendation of tenure. However, service related assignments are typically reduced during the probationary period for Assistant Professors.

Candidates are typically expected to meet the following minimum criteria over the probationary period:

- Have served on at least one committee per year in the Department, or the College, or the University;
- Have participated in at least one technical committee of a Professional Society or conference;
- Have served as a reviewer for at least one professional journal per year on average

2. Evidence

Faculty members may document any of the following service activities:

a. University Service

- Contributions to the department and program
- Inter-departmental collaborations
- Committee assignments
- Advising student organizations
- Student recruitment
- Outreach

b. Professional Service

- Offices held in international, national and regional academic and professional organizations
- Major committee assignments in the above organizations
- Editorial activities
- Organization of conferences
- Reviewer for journals and conference proceedings
- Reviewer for grant proposals

D. Integrity and Ethics

The granting of tenure with promotion to Associate Professor is the beginning of a long-term professional association with the University. The recommendation must carry with it the assurance, so far as can be determined, that the individual practices professional integrity; that he or she adheres to high standards of professional ethics; that he or she understands the nature

of membership in a community of scholars and has the ability and desire to work as a member of a group while retaining all rights of individual expression; and that he or she feels a sense of responsibility for the well-being of the University and a commitment to work for the accomplishment of its goals.

IV. Guidelines for Promotion to Professor

A. Criteria

Professor is the highest level in rank that a university confers on its faculty. Therefore, promotion to Professor will be recommended only if the candidate has an outstanding record in teaching, research and service. The candidate must achieve a national or international reputation as a scholar. The recommendation of promotion to Professor will be primarily based on post-tenure scholarship, teaching, and service.

Candidates are typically expected to meet the following minimum criteria:

1. Teaching

- Have taught at least two different undergraduate courses and two different graduate courses as a demonstration of broad teaching ability;
- Be actively advising or have graduated at least five graduate students as major professor, among which at least two are Ph.D. students and two have graduated;
- Have served as faculty advisor for an average of at least one undergraduate student per year, such as senior design, TAMS, REU, SUPER, and McNair students.

2. Research and Creativity

It is the faculty member's responsibility to provide evidence of the quality of scholarship. Quality indicators for scholarly work include but are not limited to acceptance rates, impact factor, h-index or other measures appropriate to the research areas.

- Have published an average of two research publications per year over the post-tenure period, including books, book chapters, peer-reviewed journal papers, refereed conference papers, and patents (licensing of a patent is an important impact of invention), and published at least 4 papers with students;
- Have experienced no gap between publications longer than two years;
- Have received at least \$350,000 in external funding over the post-tenure period. Have received at least one competitive grant from an external source as a Principal Investigator (PI) that generates indirect costs.

3. Service and Professional Accomplishment

- Have served on at least one committee per year in the Department, or the College, or the University, among which at least one is as the committee chair;
- Being an active member of at least one professional society;
- Have served on an editorial board or as an associate editor of at least one professional journal.

B. Evidence

- A record of success in teaching, a record of participation on thesis and/or dissertation committees, and direction of the work of master's and doctoral candidates, where applicable.
- Established record of productive research/creative work of national and international visibility, supported by a record of substantial publications or their equivalent. The record should predict continuing high productivity in research/creative work throughout the individual's career.
- Substantive contributions in the area of university and professional service activity as listed in Section III.C.2 of this document.

V. Guidelines for Promotion of Lecturers

A. Promotion to Senior Lecturer

A Lecturer will be eligible for promotion to the rank of Senior Lecturer if the individual has completed as a Lecturer at least three years (six semesters) of full time college level teaching at UNT's College of Engineering, and has a very good or excellent record of teaching for the past three years.

1. Teaching

A record of teaching at the undergraduate and graduate (if applicable) levels that reveal:

- Success in receiving improved approval from students and/or peers in course organization, clarity of presentations, and overall instructional efficacy.
- Initiative and creativity in new course and curriculum development and existing course/program upgrades.
- Initiative and active participation in continuous improvement of laboratory equipment/experiments.
- Recognition of effective teaching and student mentoring.
- Active participation in activities such as student advising, alumni relations, recruiting and facilitation of student organizations.
- Interest and demonstrated collegial participation in maintaining program accreditation.
- Participation in departmental grant activities for curriculum development and laboratory improvement.

2. Service

- Adequate involvement in professional contributions to the department, the college, the university, the professional societies, and the community.
- Continuous involvement in professional growth and developmental activities.
- Other special assignments including, but not limited to, outreach activities for industry or international relations for student educational opportunities.
- Research and scholarly activities such as pedagogical works published in educational conferences or refereed journals appropriate in the candidate's professional field are highly encouraged but not required.

3. Evidence

The same list of activities as outlined in the teaching category of the criteria for tenure and promotion shall apply.

B. Promotion to Principal Lecturer

A Senior Lecturer will be eligible for promotion to the rank of Principal Lecturer if the individual has completed as a Senior Lecturer at least three years (six semesters) of full time college level teaching at UNT's College of Engineering, has a very good or excellent record of teaching for the past three years, has a demonstrated very good or excellent record of

service to the department's educational activities, and has a demonstrated record of continuous professional development.

In general, the criteria and guidelines stipulated in Section V.A "Promotion to Senior Lecturer" will be followed with considerably higher expectations of the candidates considered to the rank of Principal Lecturer. Successful candidates will exhibit a substantial record of achievements in teaching and service activities.

BYLAWS OF THE DEPARTMENT OF ENGINEERING TECHNOLOGY

*College of Engineering
University of North Texas*

Preamble

To provide for and ensure individual participation in departmental affairs, the engineering technology faculty adopts these Bylaws for the governance of the department. The capacity of each faculty member to make a unique contribution to the collective efforts of the department is hereby acknowledged and affirmed. To facilitate the realization of those efforts, the affairs of the department shall be conducted through the various agents of the department herein described.

ARTICLE I DEPARTMENTAL ORGANIZATION AND MEETINGS

Section 1. The departmental faculty (faculty) shall include all full-time members who hold tenured, tenure-track, and lecturer academic appointments in the Department of Engineering Technology.

Section 2. Departmental affairs shall be conducted by the following agents of the department:

- a. Chairperson
- b. Associate Chairperson
- c. Undergraduate Program Curriculum Committee (UPC)
- d. Graduate Program Curriculum Committee (GPC)
- e. Personnel Affairs Committee (PAC)
- f. Committee on Awards (COA)
- g. Ad-hoc committees, including the Promotion & Tenure Committee (PTC)
- h. Departmental representatives to College and University Committees

Section 3. Regular meetings of the departmental faculty shall be called by the Chairperson at least once each semester. An agenda of major items shall be provided with notification of faculty meetings. Additional meetings may be called by the Chairperson or upon request of at least one-third of the departmental faculty.

Section 4. Any issue affecting the department, excluding matters of tenure, promotion, and merit may be brought to a vote by petition of at least one-third of the faculty. Such matters referred to the faculty by petition shall be announced in writing to all voting members at least one week in advance of a called meeting. A quorum for meetings called to vote on petitioned issues shall be two-thirds of the departmental faculty.

Section 5. Faculty membership to College and University Committees such as the Faculty Council, College PAC, Faculty Senate and other ad-hoc committees shall be by nomination and election. Faculty may serve the corresponding term(s) as stipulated in the committee membership guideline.

ARTICLE II THE DEPARTMENT CHAIRPERSON

Section 1. The Department Chairperson is the chief executive officer. As such, this individual is responsible for specific duties assigned by the University Administration.

Section 2. The Department Chairperson shall act for the department in all matters requiring official communication with the University Administration.

Section 3. The Department Chairperson shall consult with the faculty when establishing and implementing administrative or educational policies.

Section 4. The Department Chairperson shall be an ex-officio, non-voting member of all Department Committees with the exception of the PAC and the PTC.

ARTICLE III THE DEPARTMENT ASSOCIATE CHAIRPERSON

Section 1. The Department Associate Chairperson is appointed by the Department Chairperson and works with faculty, departmental committees, administrative staff, and others to provide assistance and leadership with a variety of administrative duties assigned by the Department Chairperson.

Section 2. The Department Associate Chairperson shall have signature authority and represent ETEC at meetings in the absence of the Chairperson.

**ARTICLE IV PERSONNEL AFFAIRS COMMITTEE (PAC)
PROMOTION & TENURE COMMITTEE (PTC)**

Section 1. The PAC and PTC shall be established in accordance with University Policies.

Section 2. The PAC shall consist of all tenured faculty members of the department who do not simultaneously hold an administrative position as defined by the University. The PTC follows the Departmental, College and University Promotion & Tenure Guidelines and shall be formed from a subset of at least five PAC faculty members at the appropriate rank to evaluate P&T candidates. If the PTC composition requires it, additional faculty members external to ETEC will be recommended by the PAC, and approved by the department chair, college dean, and provost.

Section 3. The PAC shall assist the Department Chair in the annual faculty evaluation using the procedure detailed in these Bylaws. In addition, the PAC conducts the affairs of Article XI Grievance.

Section 4. The PAC Chair will be elected from the membership of the committee.

**ARTICLE V PROGRAM COORDINATORS
UNDERGRADUATE PROGRAM CURRICULUM COMMITTEE (UPC)**

Section 1. Faculty of each academic program shall elect a faculty Program Coordinator who will be appointed by the department chairperson by September 1. The Program Coordinators are appointed to serve for a 2-year term and may serve multiple consecutive terms.

Section 2. Each academic program shall have an Undergraduate Program Committee (UPC) composed of all faculty members of the respective program. The Program Coordinators serve as chairs of the corresponding UPC.

Section 3. The UPCs are primarily responsible for all undergraduate program curriculum updates including the addition, expansion, deletion, or revision of departmental courses in accordance with established student outcomes. Program curriculum updates shall be presented to the departmental faculty and submitted to the Department Chairperson for approval prior to submission to the College Curriculum Committee. The Program Coordinators also assist the department chair in course scheduling.

ARTICLE VI COMMITTEE ON AWARDS (COA)

Section 1. The COA shall be composed of one faculty member from each program. Members are appointed to serve for a 2-year term and may serve multiple consecutive terms.

Section 2. The Chair of the COA shall be elected by the Committee.

Section 3. The COA coordinates the nominations and selection of individuals for awards.

ARTICLE VII GRADUATE PROGRAM CURRICULUM COMMITTEE (GPC)

Section 1. The GPC shall be composed of at least one faculty member elected from each track area who is actively involved with the graduate program in teaching and graduate student mentoring as Major Professor. Members are appointed to serve for a 2-year term and may serve multiple consecutive terms.

Section 2. The Associate Chair serves as chair of the GPC.

Section 3. The GPC is responsible for all graduate curriculum updates including the addition, expansion, deletion, or revision of courses. Curriculum updates shall be presented to the full departmental faculty for discussion and approval, and submitted to the Department Chairperson for approval prior to submission to the College Curriculum Committee. The GPC is also responsible for interacting with the College of Engineering and the Toulouse Graduate School on all matters related to graduate student affairs, and for carrying out the departmental evaluation and admission process of graduate student applications.

ARTICLE VIII TERM OF ELECTED COMMITTEE CHAIRS

Section 1. Elected committee chairs shall serve for a term of two years and shall be elected by September 1 each year.

Section 2. Elected committee chairs may serve multiple successive terms.

ARTICLE IX MINUTES OF MEETINGS

Section 1. Minutes of the general faculty meetings shall be made a matter of departmental record and available to the faculty. Approved minutes will be provided electronically to the faculty and filed with the department Administrative Assistant for archiving.

ARTICLE X RECALL

Section 1. Recall of any elected department committee chair may be accomplished by a majority vote of the committee membership.

ARTICLE XI GRIEVANCE

Section 1. For reappointment, promotion, and tenure appeals, the department follows the procedures described in UNT Policy 15.0.1. Academic Workload and Merit Evaluation due process for faculty complaints are addressed in UNT Policy 15.1.9.

Section 2. Any member of the departmental faculty, as defined in ARTICLE I, Section 1, may initiate a grievance procedure at the Department level on any matter except for tenure, reappointment, or promotion. The procedure is outlined in Sections 3-6; unless specified, time windows to be at least five working days from the next deadline as appropriate to meet stated UNT Policies.

Section 3. The faculty member may request a hearing before the Department Personnel Affairs Committee. Such request must be formal and presented to the Department Chair.

Section 4. The Department Chair will schedule a hearing for the purpose of clarification of issues. The faculty member may bring an advocate to the hearing. The Department Chair will notify the faculty member of the date, day and time of the hearing. The faculty member will have a minimum of five working days from the notification of the hearing until the scheduled hearing.

Section 5. The PAC will notify the Department Chair, in writing, of its findings within five working days of the hearing.

Section 6. The Department Chair will notify the faculty member and the Dean of the findings within fourteen working days of the hearing.

ARTICLE XII IMPLEMENTATION

Section 1. These Bylaws shall become effective when presented to the departmental faculty by the Chairperson and accepted by two-thirds of the faculty.

ARTICLE XIII REVISING THE BYLAWS

Section 1. Amendments to these Bylaws shall be by vote of two-thirds of the department faculty taken by paper ballots.

Section 2. Proposed amendments to the Bylaws shall be presented in writing to the Department Chairperson and shall contain the signatures of at least twenty-five percent of the faculty members. Within seven working days of the date of such a proposal, it shall be presented to the faculty in writing and discussed at a regular or called faculty meeting. Balloting on the proposed amendment shall be held within seven working days after presentation.

ARTICLE XIV BYLAWS WHICH SHALL TAKE PRECEDENCE

In the event that there exists a conflict between bylaws, the bylaw which is most supported by the College of Engineering or the University Policy Manual shall have precedence. In the event that there is no predominance of support from either document, the bylaw which, if given precedence, would affect the greater number of faculty in a positive manner should be selected, unless there is compelling reason to do differently as determined by the appropriate Faculty Committee.

ARTICLE XV ROBERT'S RULES OF ORDER

In the absence of specific provisions to the contrary, the rules of procedure described in Robert's Rules of Order (10th or most recent edition) shall be followed in all meetings of the Faculty and by committees, boards, and other deliberative bodies.

Bylaws

The Strategic Plan of the Department of Engineering Technology (ETEC) and its Vision and Mission statements align with the goals and objectives of UNT and the College of Engineering (CENG). The sections below outline ETEC's annual faculty merit review process and promotion and tenure criteria. The Department believes that its faculty should encompass the intellectual diversity required for excellence in Teaching, Research and Scholarship, and Service (TRS). Hence, faculty selection and retention are two very important responsibilities of the faculty of ETEC.

A. Required Documentation: Annual Merit Review

The required documentation for the annual merit review is designed to cover the previous three calendar years (Jan-Dec) and follows the guidelines listed in *Appendix AMER*. The annual Faculty Workload Report (FWR) (*Appendix FWR*) is part of the review and reflects an expected or planned distribution of effort in TRS as agreed upon by the faculty member and the department chair.

B. Required Documentation: Promotion and Tenure

The required documentation for promotion and tenure is a cumulative record of TRS and follows the guidelines published by CENG and UNT. See *Appendix Promotion & Tenure*.

Tenure-track Faculty in the Probationary Period

Tenure-track faculty members in the probationary period undergo annual evaluations of their progress toward promotion/tenure separately from the annual merit review. The required documentation is cumulative and follows the guidelines published by CENG under "*Untenured Faculty Annual Evaluation*". The intent of this annual review is to offer the faculty member constructive feedback by the PAC and department chair based on a cumulative dossier toward meeting the requirements for promotion/tenure.

C. Annual Merit Evaluation: Overall Rubric

The overall goal of the annual merit review process is to provide a fair evaluation for each faculty member conducive to professional growth in TRS and for the continuous improvement of the quality and performance of the department. Faculty members naturally strive to achieve and maintain a balanced performance in TRS according to the annual FWR. The spirit of the annual merit evaluation is to offer a constructive and objective view of the faculty member's TRS performance. The statements pertaining to the annual merit review process are guidelines and serve as a basis for merit review and recommendations by the department chair for potential merit raises in ETEC. Merit raises recognize contributions averaged over the most recent three-year period. Outcomes of the annual merit performance reviews are integral to promotion/tenure. *The PAC and department chair will only consider efforts and accomplishments that are supported by documentation.*

A numerical score alone is insufficient; hence, the evaluation also has qualitative statements that assist the faculty member in identifying ways and opportunities for improvement; provide feedback to encourage professional growth in needed areas conducive to promotion/tenure; and offer observations concerning any other activity that benefits the faculty member, the program, and the department.

The overall numerical evaluation is based on a four point assessment scale given in Table C1. For example, using a FWR (T,R,S)=(40%,40%,20%) and partial scores (T,R,S)=(1.5,2.25,3.75) yields a total score of $(0.6+0.9+0.75=2.25/4.0)$

	% Workload (FWR)	1.0: Unsatisfactory (U) ----- 1.5: Need Improvement (NI)	Meet Expectations (ME)	Exceed Expectations (EE)	Composite Score
	--	1.0, 1.5	2.0, 2.25 2.5, 2.75	3.0, 3.25, 3.5 3.75, 4.0	---
Teaching	40%	1.5			0.6 / 1.6
Scholarly/Research	40%		2.25		0.9 / 1.6
Service	20%			3.75	0.75 / 0.8
Total	100%	---	---	---	2.25 / 4.0

Table C1. Four-Point Assessment Scale (with example)

D. Evaluation of Teaching Performance

The annual evaluation helps assess the need for improving the faculty member’s teaching effectiveness in support of ETEC’s educational mission, the program’s ETAC/ABET accreditation, and the faculty member’s own growth toward teaching excellence. To that end, the department chair makes every effort to balance the faculty workload, and provide instructional assistance to faculty in the form of student TAs and graders contingent on the availability of resources and based on enrollment figures and department-wide workloads. In addition to the items in the College AMER guidelines under “Area I. Instructional Activities”, the faculty member may include other measures of teaching effectiveness; describe efforts in improving pedagogy such as peer observations, team-teaching, or participation in teaching workshops; and describe accomplishments such as publications and funding related to pedagogy.

Teaching Performance Indicators Faculty shall meet all the minimal teaching requirements:

1. Meeting class as scheduled and using class time to cover relevant course material;
2. Maintaining updated course materials;
3. Maintaining adequate office hours for course load and number of students;
4. Maintaining in the UNT Faculty Profile System a course syllabus which includes information such as course objectives, course content, grade components, and course policies.
5. Mentoring students under the constraints of the faculty Workload:
 - a. Undergraduate student mentoring via Capstone or undergraduate research
 - b. Graduate student mentoring and graduation as Major Professor
6. Participating in assessment efforts toward accreditation and organized curriculum improvement

Documented attributes conducive to meeting or exceeding expectations include (not limited to):

1. Course evaluations and student comments;
2. Undergraduate and graduate student mentoring;
3. Other performance submitted by the faculty including (not limited to)
 - a. peer observations;
 - b. participation in pedagogical workshops;

- c. teaching/research synergies such as funded educational projects;
- d. teaching/service synergies such as advising student-professional organizations, serving as teaching mentors, or establishing certificate programs.

ETEC Teaching Rubric: see Appendix T-Rubric

E. Evaluation of Research and Scholarly Performance

In order to promote and disseminate knowledge, faculty engage in scholarly, creative, and professional activities of the type that would be consistent with a favorable external peer review. Activities include (not limited to) intellectual contributions to the creation of new knowledge (basic scholarship); to the application, transfer, and interpretation of knowledge to the improvement of science, technology, and engineering processes; or to engineering technology pedagogy and education. The definition of evaluation criteria in research and scholarly performance emphasize the close association of the faculty and curricula with industry, recognizing professional practices, such as consulting and applied research, as essential parts of engineering technology faculty professional activity.

Excellence is characterized by a record of independent and collaborative work, and an indication of national or international impact and recognition evidenced by evaluative factors such as (not limited to):

1. Leadership in securing funded research from any external source including industry, federal and state agencies, and foundations.
2. A body of work published in archival, refereed journals and conference proceedings appropriate in the candidate's professional field.
3. Established interaction with professional peers as evidenced by technical presentations in national and international conferences, or other venues.
4. A record of student mentoring leading to published scholarly work.

The desired outcome includes primarily peer-reviewed publications and external funding received through the Office of Sponsored Research. However, all other university, college, and departmental support should also be noted. Keeping with the mission of scholarship in Engineering Technology, faculty are encouraged to highlight any and all applied research activities exhibiting industrial participation or collaboration. Refer to the guidelines in the College AMER under "Area II. Scholarly and Creative Activities".

ETEC Research Rubric: see Appendix R-Rubric

F. Evaluation of Service Performance

Excellence in service is characterized by a substantial record of recognized high quality, professional, and collegial contributions to the department, the college, the university, professional societies, and the community. The annual evaluation helps assess the faculty member's contribution to administrative activities and governance at various levels within the university, and to external constituencies. Refer to the guidelines in the College AMER guidelines under "Area III. Administration and Service". Faculty are encouraged to provide evidence of distinguished service acknowledged by others, and participation in high-demand committees. Demonstrated leadership abilities in mentoring Junior Faculty to achieve excellence in TRS are highly valued. It is the policy of the department that junior, tenure-track faculty

initially minimize the time spent on service for the probationary period of their appointment and instead concentrate on teaching and scholarly activities.

Service Performance Indicators A level of collegial service to the department, college, university, professional societies and the community at large is expected of all members of the faculty. It is the policy of the university to recognize exceptional service of this nature. Documented attributes conducive to meeting or exceeding expectations in service include (not limited to):

1. Committee work to the department, college or university;
2. Professional service such as editing/reviewing for a journal, chairing sessions at scholarly meetings, holding committee positions/offices in professional organizations;
3. Community service to the city, county, or state;
4. Public service activities such as serving as an unpaid consultant, or as a member of a panel, workshop, or seminar;
5. Student advising not related to the instructional process such as social fraternities, sororities, clubs, or career placement;
6. Abilities in mentoring Junior Faculty to achieve excellence in teaching, research, and service;
7. Other documented performance submitted by the faculty including (not limited to) recognitions and awards.

As part of community development, the ETEC department places distinct value in its interaction with the Industrial Advisory Board (IAB), the Alumni, and especially the graduating class of seniors and graduate students soon to be Alumni. Faculty are expected to make an effort to participate in the annual Senior Design Day, in the IAB meetings that normally occur twice per academic year, and to participate in at least one commencement ceremony per year. Faculty are also encouraged to participate in graduate student Thesis defenses in their general field of expertise.

ETEC Service Rubric: see Appendix S-Rubric

G. AMER Review Process

The department chair conducts an independent review using Table C1, takes the PAC assessment into consideration, and arrives at a final evaluation report that is shared and discussed with the faculty member prior to submitting the report to the CENG Dean's Office. The department follows established guidelines and processes by UNT Policy 15.0.8.3 and the College of Engineering to address the "Unsatisfactory" performance criterion.

The ETEC AMER review process is as follows:

- Faculty member fills out the ETEC AMER Summary and the College AMER reports
- PAC members evaluate faculty using the table in *Appendix PAC Faculty Evaluation Table*
- PAC Chair compiles PAC scores and comments using the table in *Appendix PAC Composite Evaluation Table*. The composite Table is forwarded to the department chair with a statement by the PAC chair indicating the participation of the PAC members.
- Department chair uses the PAC recommendation to arrive at his/her recommendation, meets with each faculty member, and makes a final recommendation sent to the Dean which becomes part of the departmental faculty folder.

H. Timeline

Refer to the published Academic Year CENG Administrative Calendar and policies. In general,

1. **Annual Merit Review:** faculty members submit their report by January 31st comprising the most recent 3 years (refer to *Appendix AMER*). Departmental reviews and recommendations are normally due to CENG the last Friday of March.
2. **Untenured Faculty Annual Evaluation:** tenure-track faculty in their probationary period submit their cumulative dossier by the first Monday of September to meet CENG submission deadlines published in early fall.
3. **Promotion and tenure:**
 - i. **March 31:** Faculty member and PAC each submits a list of four external reviewer names considered to be at arms-length of the candidate. The procedure followed to solicit external review letters is in *Appendix External Review*.
 - ii. **April 15:** The department chair invites reviewers to participate in the P&T review and points the reviewers to the faculty profile system. The process should ensure that by May 15 a sufficient number of external reviewers are committed to secure at least 5 letters by September 1. Every effort will be made to secure at least half of the letters from the list supplied by the candidate.
 - iii. **July 15:** Faculty member submits an “External Reviewer Dossier” to the department chair. The “External Review Dossier” is a condensed summary of the faculty member’s cumulative dossier used to solicit external review letters. The dossier may be updated by the candidate in the event of substantial accomplishments since its original submission. The candidate, PAC and department chair will determine the need for the updates to be made available to the external reviewers. External review letters may be solicited but are not required for Lecturer promotion cases.
 - iv. **First Monday of September:** Faculty member submits complete cumulative dossier to the department chair as a single PDF file and one hard-copy in a binder. Dossiers including external letters, PAC and chair recommendation letters are normally due to CENG the first week of November.

I. Tenure and Promotion Criteria: see Appendix Promotion and Tenure

J. Chair Annual Evaluation

Annual evaluations of the performance of the Chair are conducted based on UNT guidelines and processes.

Appendix FWR: ETEC Faculty Workload Report

The FWR is normally agreed upon for the AY and reflects the Teaching-Research-Service (TRS) effort of the faculty member. It is recognized that workloads may change from one semester to the next based on department-wide workloads, faculty research funding, major service commitments, faculty career goals, and other events.

Every effort is made to compensate for student mentoring loads, class sizes, or new course assignments. Extra teaching loads or student mentoring performance are taken into account toward merit. The effort equivalencies below are approximate, per long semester, and based on a nominal Monday-Friday nominal workweek.

Note1: while every effort is made to adjust teaching assignments to compensate for the faculty member research and service tasks, the department course assignments must be met each semester and take precedence over all other tasks.

Note2: the FWR follows the Academic Year while the AMER follows a Calendar Year schedule. Hence, the effective workload say in CY2013 is for SP2013+FA2013 which uses figures from the 2012-13 and 2013-14 FWRs. Faculty must exercise care in computing the correct CY TRS percentages.

A. Organized Course Instruction in Teaching Load Credits (TLC)

Course Type	TLC	Description
		Lab Management LM: lab prep, lecture/lab synchronization, report grading, student communication (via emails, B-Board). Course Management CM: prep, grading (grader mentoring), office hours, student communication (via emails, B-Board).
1-credit (0,3) LAB	6.60	3-hr LAB contact and LM
1-credit (0,3) LAB with TA	4.40	2-hr LAB contact and LM with TA mentoring.
1-credit (1,0) LEC	3.33	1 hour LEC contact plus course management
2-credit (1, 3) LEC+LAB	9.93	4 hour contact plus CM and LM.
2-credit (1, 3) LEC+LAB/TA	7.73	3 hour contact plus CM and LM with TA mentoring.
2-credit (2, 0) LEC	6.67	2 hour LEC contact plus CM
3-credit (2, 3) LEC+LAB	13.27	5 hour contact plus CM and LM
3-credit (2, 3) LEC+LAB/TA	11.07	4 hour contact plus CM and LM with TA mentoring
3-credit (3, 0) LEC	10.00	3 hour LEC contact plus CM
3-credit (1,4) Capstone II	10.00	1 hour LEC contact plus Capstone requirements
4-credit (3, 3) LEC+LAB	16.60	6 hour contact plus CM and LM
4-credit (3, 3) LEC+LAB/TA	14.40	5 hour contact plus CM and LM with TA mentoring
G/UG joint course		If # of G students is > 5 and course cannot be split due to teaching capacity, Instructor is assigned 20% additional TLC
Capstone Course/Advising		Instructor of Record receives assigned TLC. Advising faculty of a team receives 1.0 TLC/team/CY
New course or major revision		TLC on a case-by-case basis

B. Baselines for tenured and tenure-track faculty

Using a **nominal/baseline** workload of (T,R,S)=(40%,40%,20%) on a given year the expectations are

1. Teaching 40%: the equivalent of two organized (3, 0) courses per long semester.
2. Research: Tenured and tenure-track faculty holding a research & scholarship load are expected to demonstrate appropriate contributions to funding, publications, and student mentoring. The contribution levels can vary from year to year and are tied to the individual Faculty Workload. As a guideline, a 40% annual load would be met by a minimum of two publications, participation in an externally funded project, graduating two students as Major Professor of Thesis or Project, and submitting a proposal to an external agency, or by demonstrating substantial work in progress conducive to funding, publications and student mentoring.
3. Service 20%: a commensurate effort of service to the institution (department, college, university), profession, and community.

C. Baselines for non-tenure track Full-time Lecturers

Lecturers are encouraged but not required to participate in scholarship. The typical workload distribution (T,R,S)=(80%, 0%, 20%) leads to the equivalent of 4 organized (3, 0) courses per long semester and a combination of Capstone and MS mentoring assignments. Loads may be adjusted based on other service, scholarship, student advising, program coordination, or other academic tasks.

APPENDIX: AMER

The College “Annual Merit Evaluation Report (AMER)” guidelines for faculty are available in the College of Engineering website <http://engineering.unt.edu/forfaculty> (Accessed November 2014)

ETEC AMER Report: Single PDF file separate from the CENG AMER file:

1. Three-year Summary Table (see *Appendix: Faculty AMER Table*)
 2. Faculty self-assessment: faculty have an opportunity to reflect on each component (T, R, S); any supporting documentation should be included in Appendices. The College AMER provides guidelines on what items constitute T, R, and S. Faculty are responsible to submit any and all evidence of performance.
- **Teaching (T):** Provide a summary of a self-assessment on teaching performance. As needed, refer to materials in an appendix or in the CENG AMER such as course syllabi, course evaluations, student comments, and any other teaching assessment or evidence of performance. The summary would address items such as:
 - How do you think you did?
 - Describe the results of any research-based pedagogy strategies
 - What do you collect from course evaluations and student comments?
 - Any challenges due to facilities, resources?
 - Did you participate in teaching workshops? Do you plan to?
 - Any assessed curriculum improvements?
 - Any peer observations?
 - Comment on TA/Grader effectiveness
 - Describe any teaching/research and/or teaching/service synergies
 - What can be done to improve next year?
 - Other
 - **Research & Scholarly Work (R):** provide a summary of a self-assessment on research and scholarship performance. As needed, refer to materials in an appendix or in the CENG AMER such as the front page of publications, the front page of UNT proposal routing forms, editor letters of accepted publications, and any other research & scholarly assessment or evidence of performance. The summary would address items such as:
 - List of items in Area II: Scholarly and Creative Activities of the College AMER
 - Results of Article & Publication Citation Measures, e.g., Google Scholar; Research Gate; Impact Factor; Eigenfactor; other
 - Other assessment, e.g., grant success based on publications, on student work (Thesis, Project), on industry development
 - Other
 - **Service (S):** provide a summary of a self-assessment on service performance. As needed, refer to materials in an appendix or in the CENG AMER such as committee minutes, committee chair assessments, tangible service results, service awards and recognitions, and any other service assessment or evidence of performance.

**Appendix T-Rubric: ETEC Teaching Rubric
Expectations tied to the Faculty Workload Report (Appendix FWR)**

Qualitative comments will be provided for “exceeds expectations”, “needs improvement”, “needs improvement” and “unsatisfactory” ratings, but not necessarily for “meets expectations” ratings. Merit is commensurate to the level and impact of the contributions.

<p>Unsatisfactory (U) 1.0: denotes a refusal to carry a normal teaching load or repeated “needs improvement” ratings in a manner that disregards previous advice.</p> <p>Needs Improvement (NI) 1.5: denotes a failure to meet the minimal teaching requirements or the faculty does not take initiative in implementing and documenting corrective actions. The faculty member working with the PAC and the department chair shall develop and implement a teaching performance improvement plan to address the deficiencies. The plan shall use available resources such as faculty mentors, peer observations, teaching workshops, and others. The plan shall be implemented immediately following the review and may include a revision in the faculty workload and course assignments. U or NI scores assigned to a faculty in the probationary period can lead to a negative recommendation for reappointment.</p>	<p>Meets Expectations (ME) 2.0; 2.25; 2.5; 2.75 In addition to meeting the minimal teaching requirements:</p> <ul style="list-style-type: none"> • Course evaluations are in the effective range • Few student comments point to deficiencies or pedagogical weaknesses; these are observed sporadically; and the faculty member takes initiative in implementing corrective actions • Effective student mentoring consistent with workload • Motivation and participation in organized curriculum, educational, or pedagogical improvements <p>Exceeds Expectations (EE) 3.0; 3.25; 3.5; 3.75; 4.0 In addition to meeting the minimal teaching requirements, there is evidence of achievement in a combination of the following:</p> <ul style="list-style-type: none"> • Course evaluations are in the highly effective range • Student comments point to one or more pedagogical strengths; these are observed on a consistent basis and/or across courses • Effective student mentoring above workload expectations • A record of teaching/research or teaching/service synergies • Leadership in assessment efforts toward accreditation • Leadership in organized curriculum, educational, or pedagogical improvements • Recipient of teaching award
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**Appendix R-Rubric: ETEC Research & Scholarly Performance Rubric
Expectations tied to the Faculty Workload Report (Appendix FWR)**

Qualitative comments will be provided for “exceeds expectations”, “needs improvement” and “unsatisfactory” ratings, but not necessarily for “meets expectations” ratings. Merit is commensurate to the level and impact of the contributions.

<p>Unsatisfactory (U) 1.0: denotes repeated “needs improvement” ratings in a manner that disregards previous advice.</p> <p>Needs Improvement (NI) 1.5: denotes minimal or no demonstrated efforts in pursuing research and scholarly activities. The faculty member shall work with the PAC and the department chair to develop and implement a research & scholarly performance improvement plan to address the deficiencies. The plan shall use available resources such as faculty mentors, participation in on-going research, grant-writing workshops, and others. The plan shall be implemented immediately following the review and may include a revision of the FWR to better reflect the faculty member’s expected contribution to the department. U or NI scores assigned to a faculty in the probationary period can lead to a negative recommendation for reappointment.</p>	<p>Meets Expectations (ME) 2.0; 2.25; 2.5; 2.75</p> <p>Performance commensurate with faculty workload.</p> <p>Exceeds Expectations (EE) 3.0; 3.25; 3.5; 3.75; 4.0</p> <p>Documented <u>high activity</u> in 2 out of the 3 categories and <u>activity</u> in the remaining category will be allocated an EE score. The categories are:</p> <ul style="list-style-type: none">• Refereed journal publications, refereed conference publications, patents granted• External funding (new or continuing)• Individual (Major Professor) and committee work in undergraduate and graduate student leading to graduation and research/scholarly productivity <p>Consideration will be given to all other types of documented scholarly activities.</p>
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Appendix S-Rubric: ETEC Service Rubric
Expectations tied to the Faculty Workload Report (FWR)

Qualitative comments will be provided for “exceeds expectations”, “needs improvement” and “unsatisfactory” ratings, but not necessarily for “meets expectations” ratings. Merit is commensurate to the level and impact of the contributions.

Unsatisfactory (U): 1.0: denotes repeated “needs improvement” ratings in a manner that disregards previous advice.

Needs Improvement (NI) 1.5 denotes minimal or no demonstrated efforts in service activities with documented evidence of refusal to carry out at least one appointment, or evidence of failure to exercise diligence and responsibility in carrying out an appointment. The faculty member shall work with the PAC and the department chair to develop and implement a service performance improvement plan to address the deficiencies. The plan shall use available resources such as faculty mentors, participation in on-going committees, and others. The plan shall be implemented immediately following the review and may include a revision of the FWR to better reflect the faculty member’s expected contribution to the department. U or NI scores assigned to a faculty in the probationary period can lead to a negative recommendation for reappointment.

Meets Expectations (ME) 2.0; 2.25; 2.5; 2.75

- Participation in service-related activities consistent with the FWR
- Observed collegiality and professionalism in committees and meetings

Exceeds Expectations (EE) 3.0; 3.25; 3.5; 3.75; 4.0

- Highly motivated, participative or effective leadership in service-related activities of broad impact to a community
- Awards or recognitions for service-related work

Appendix: Faculty AMER Table

Excel table used by each faculty member to enter their 3-year AMER data. Faculty member enters data in the yellow-highlighted cells; Teaching-Load-Credit (TLC) follows approved TLC Table in Appendix FWR. Three-year averages are automatically calculated.

A		D			G			J			L			M			P			Q			R			S			T			U			V			W			X			Y			Z			AA			AB			AC			AD		
1	Barbieri, E	Note2: the FWR follows the Academic Year while the AMER follows a Calendar Year schedule. Hence, the effective workload say in CY2013 is for SP2013+FA2013 which uses figures from the 2012-13 and 2013-14 FWRs. Faculty must exercise care in computing the correct CY TRS percentages. In the example below, the 13-14-15 T/R/S averages are computed from SP+FA of 13-14-15																																																											
2	PROF																																																												
6	AY 2013-2014												AY 2014-2015												AY 2015-2016												AVG 13, 14, 15																								
7	SP13			FA13			SP14			FA14			SP15			FA15			SP16			T			R			S			T			R			S			T			R			S															
8	52 25 23			45 45 10			40 40 20			35 55 10			50 30 20			10 60 30			20 40 40			38.67%			42.50%			18.83%																																	
11	WORKLOAD			TEACHING																																																									
12				SPRING				FALL				Other SP			Other FA																																														
13	CY 2015	25.00%	5.00%	70.00%	(2,3)	(3,0)	(3,0)	N/A	(2,3)TA	(3,0)	(3,0)	(3,0)	CA3	N/A	AMER	N/A	TotTLC	SETE Avg	SPOT FA15																																										
14	Tot WL	100%			TLC	13.27	10.00	10.00	0.00	11.07	10.00	10.00	10.00	1.5	0	0	0	75.84	806	3																																									
16	CY 2014	20.00%	10.00%	70.00%	N/A	N/A	N/A	N/A	(2,3)	(3,0)	(3,0)	N/A	N/A	N/A	N/A	N/A	TotTLC																																												
17	Tot WL	100%			TLC	0.00	0.00	0.00	0.00	13.27	10.00	10.00	0.00	0	0	0	0	33.27	804																																										
19	CY 2013	20.00%	15.00%	65.00%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	TotTLC																																												
20	Tot WL	100%			TLC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0	0	0	0.00	781																																										
21	3 YR AVG	21.67%	10.00%	68.33%													36.37	797.00	3.00																																										
25	RESEARCH/SCHOLARSHIP/MENTORING												SERVICE																																																
26	WORKLOAD			PUBS			Annual Expenditures from Office of Research / Describe in ETEC AMER source of funds and impact			# MSET Graduated		Other Grad Mentoring			Describe in ETEC AMER Service impact																																														
27				J-Art	C-Art	Other	External	UNT	DONATION	Major Prof	Com. Memb.	MS	PhD	Com. Memb.	SEE ETEC AMER NARRATIVE																																														
28	CY 2015	25.00%	5.00%	70.00%	1	2	0	\$ 32,564.00	\$ -	\$ -	1	2	1	1				0																																											
29	CY 2014	20.00%	10.00%	70.00%	0	1	1	\$ -	\$ 23,569.00	\$ -	0	3	0	1				1																																											
30	CY 2013	20.00%	15.00%	65.00%	2	0	3	\$ -	\$ -	\$ 2,563.00	2	1	2	0				2																																											
31	3 YR AVG	21.67%	10.00%	68.33%	1.00	1.00	1.33	\$ 10,855	\$ 7,856	\$ 854	1.00	2.00	1.00	0.67				1.00																																											
32				ENTER A NUMBER OR ZERO			ENTER A NUMBER OR ZERO			ENTER A NUMBER OR ZERO																																																			

Approved 19 October 2018

Appendix: PAC Faculty Evaluation Table

Sample row of Excel table used by each PAC member to evaluate faculty AMER reports.

Faculty	WORKLOAD 3 YR AVG 2013, 2014, 2015			Total WL	TEACHING	RESEARCH	SERVICE	COMPOSITE SCORE
	T	R	S					
NAME	38.00%	42.00%	20.00%	100.00%	2.75	3.25	2.00	2.81
					1.0 ; 1.5 ; 2.0 ; 2.25 ; 2.5 ; 2.75 ; 3.0 ; 3.25 ; 3.5 ; 3.75 ; 4.0			

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Appendix: PAC Composite Evaluation Table

Sample row of Excel table used by PAC Chair to compile composite scores and comments.

Faculty	COMPOSITE SCORE 1	COMPOSITE SCORE 2	COMPOSITE SCORE 3	COMPOSITE SCORE	COMPOSITE SCORE 5	COMPOSITE SCORE 6	COMPOSITE SCORE 7	COMPOSITE SCORE 8	COMPOSITE SCORE 9	PAC Composite
NAME	2.25	2.10	2.75	2.00	2.65	2.70	2.50	2.80	2.90	2.52

Appendix: Promotion and Tenure

Different individuals will demonstrate different strengths in qualifying for promotion/tenure; thus, promotion/tenure recommendations must be made on a case-by-case basis. In all cases, the overriding standard shall be the quality of performance both in terms of cumulative accomplishments at the time of consideration and the potential for continued success in TRS. It is the responsibility of the faculty member to provide complete and accurate cumulative records that highlight any and all performance achievements relevant to the promotion and tenure process. *The entire professional career will be used in evaluating faculty for promotion, with emphasis on the time since the last promotion.*

Tenure-Track Faculty: *To Associate Professor with Tenure*

Teaching: The candidate must demonstrate competence in teaching, the capacity for continued growth and improvement, as well as an interest and demonstrated participation in maintaining program accreditation. Quality teaching is a minimum expectation that includes the ability to convey subject matter to students, to maintain academic standards, and to stimulate the interest of students.

Research: The candidate shall have demonstrated competence to carry out research of high quality and scholarly significance, and the ability to train students in Engineering Technology. The candidate's dossier shall show a record of growth, a demonstrated conviction for continued growth, and an indication of regional, national or international impact in independent and collaborative scholarly work as evidenced by evaluative factors such as but not limited to:

1. A combination of funded research by industrial, private, federal, state, and university sources.
2. A body of work published in archival, refereed journals and refereed conference proceedings. Quality of publications will be measured by Google Scholar citation, Science Citation Index, acceptance ratio, or other criteria justified by the candidate. Faculty member is responsible to provide evidence of the quality of scholarship.
3. A growing interaction with professional peers as evidenced by technical presentations in national or international conferences.

Service: an adequate involvement in professional and collegial contributions to the department, the college, the university, the professional societies, or the community.

The candidate's cumulative record reveals meeting program objectives in the following areas:

1. Success in receiving improved approval from students and or peers in course organization, clarity of presentations, and overall instructional efficacy.
2. Initiative and creativity in new course and curriculum development and existing course/program upgrades, and having taught lower and upper division undergraduate and graduate courses.
3. Initiative and active participation in continuous improvement of laboratory equipment/experiments.
4. Recognition of effective teaching and student mentoring with at least 2 MS students graduated as Major Thesis Professor and 2 Capstone teams advised.
5. An average of 2 refereed research publications per year with no 2-year period without a publication. At least 3 publications are with students, and at least 3 publications are as a lead author.
6. PI of externally supported grants that cover research expenditures e.g., graduate student costs, post-docs, travel, lab equipment, summer faculty salaries, course buyouts, etc. Co-PI role in externally supported grants will be considered commensurate to the credit level.

Tenure-Track Faculty: *To Full Professor*

In general, the criteria and guidelines stipulated in Section “To Associate Professor with Tenure” will be followed with considerably higher expectations of the candidates considered to the rank of Full Professor. Successful candidates exhibit a substantial record of achievements in TRS after promotion to associate professor. In addition, the candidates must demonstrate a sense of responsibility for the well-being of other members of the Department and a commitment to help the Department accomplish its goals. The PAC highly values leadership abilities in mentoring Junior Faculty members achieve excellence in TRS.

Faculty in Lecturer Positions: Refer to the CENG Lecturer Guidelines

To Senior Lecturer

Teaching: a record of teaching at the undergraduate and graduate (if applicable) levels that reveals:

1. Success in receiving improved approval from students and or peers in course organization, clarity of presentations, and overall instructional efficacy.
2. Initiative and creativity in new course and curriculum development and existing course/program upgrades.
3. Initiative and active participation in continuous improvement of laboratory equipment/experiments.
4. Active participation in activities such as student advising, alumni relations, recruiting and facilitation of student organizations.
5. Interest and demonstrated collegial participation in maintaining program accreditation.

Service:

1. Adequate involvement in professional contributions to the department, the college, the university, and perhaps the professional societies, and the community.
2. Continuous involvement in professional growth and developmental activities.

Research and scholarly activities such as pedagogical works published in educational conferences or refereed journals appropriate in the candidate’s professional field are highly encouraged but not required.

Faculty in Lecturer Positions: Refer to the CENG Lecturer Guidelines

To Principal Lecturer

In general, the criteria and guidelines stipulated in Section “To Senior Lecturer” will be followed with considerably higher expectations of the candidates considered to the rank of Principal Lecturer. Successful candidates exhibit a substantial record of achievements in teaching and service activities. In addition, the candidates must demonstrate a sense of responsibility for the well-being of other members of the Department and a commitment to help the Department accomplish its goals. The PAC highly values leadership abilities in mentoring Junior Faculty members achieve excellence in TRS.

Appendix: External Review

Procedure to solicit external reviewers for tenure and promotion

The selection of external reviewers should be from a pool of tenured faculty at institutions with programs at least comparable to Engineering Technology at the University of North Texas.

Section 1. The external evaluators should be chosen in the following manner.

- a. The candidate submits to the department chair at least four names and addresses of individuals who the candidate believes are professionally capable of evaluating the candidate's professional achievements. In some cases, the candidate may also supply a list of names of individuals who the candidate feels would not be able to serve as an objective external reviewer. If the candidate does submit such a list, the candidate should provide a brief statement on the nature of the conflict and why the individual should be disqualified as an external reviewer.
- b. Members of the department PAC submits to the Chair an additional list of at least four individuals so qualified. In cases where there are distinct and appropriate disciplinary sub-fields, it is recommended that the committee solicit such names from department faculty of that sub-field.
- c. The Department Chair may also submit the names of possible reviewers. The Department Chair, in concert with the department PAC will select a minimum of five referees from these lists. The selection will include at least one individual from each list, assuming qualifications are met. These names will not be revealed to the candidate.
- d. Every letter received must be sent forward with the candidate's file. No received letters may be excluded from the review.

Section 2. The Department Chair in liaison with the PAC chair will write the external referees. In selecting the external referees, the Department Chair and the PAC should attempt to ensure that the reviewers meet the following criteria.

- a. The reviewers should be tenured and hold the rank to which the candidate aspires. The selection of an external reviewer may deviate from this guideline only if the deviation is clearly explained and documented. For example, an associate professor may be a leading person in some special sub-field of the discipline, or in some cases it may be appropriate to solicit letters from researchers in industry. Professionals who are not members of the academic community may be able to comment on public service activities of the faculty member.
- b. The reviewers should be considered to be “at arm’s length”, meaning, they should not be the candidate’s mentor, or former professor, or colleague, or co-authors. The T&P packet includes form VPAA-172 to describe the connection of the reviewer to the candidate.

Section 3. Outside reviewers should receive the candidate's complete vita and relevant supporting material and a copy of the UNT department's criteria for promotion and/or tenure.

Section 4. The external review letters must address the candidate's record as a scholar, the extent the candidate's scholarly/creative record constitutes a significant contribution to the discipline, and the candidate's potential for continued productivity. The reviewers should also address the question of whether the reviewer thinks the candidate should be promoted based on the UNT department's criteria for promotion and/or tenure.

Section 5. Letters of external review should state the reviewer's knowledge of, or relationship to, the candidate. This information should be requested to be part of the letter when the arrangements are made for the external reviews. External reviewers should also provide a bio-sketch with their evaluation letter.

Section 6. Upon receipt of the letters of evaluation, the Department Chair shall submit all of them to the department PAC for use in its deliberations. The PAC should include these letters with the evaluation, which is sent to the Chair, who will forward them with the candidate's dossier to the Dean of the College of Engineering. The Chair will also forward the bio-sketch for each of the external reviewers.

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Bylaws based on

- i. "ETEC Department Constitution Dec 2009"
- ii. "Department of Engineering Technology, Merit Review: Evaluation Criteria and Supporting Documentation, Approved February 24, 2009"
- iii. "Department of Engineering Technology, Promotion and Tenure Document, Approved May 1, 2009"
- iv. ETEC Constitution, April 2013, as approved 5 December 2014
- v. Bylaws approved March 15, 2015

BYLAW

DEPARTMENT OF MECHANICAL AND ENERGY ENGINEERING UNIVERSITY OF NORTH TEXAS

I. General Procedures

- A. The Department of Mechanical and Energy Engineering (MEE) will hold general meetings of all faculty at least twice each semester according to a schedule announced by the Chair. In addition, special additional meetings may be called by the Department Chair or at the request of the MEE Engineering faculty.
- B. The voting members of the department consist of all professors, associate professors, assistant professors, and lecturers.
- C. All departmental meetings and meetings of standing committees, except Personnel Affairs Committee (PAC) meetings dealing with peer evaluations, shall be announced to all faculty members in advance and shall have an agenda. All meetings, except those meetings of the PAC regarding peer evaluations, may be attended by all voting members of the department.
- D. A designated MEE Department representative will record the minutes of all departmental meetings, circulate them to the faculty members of the department within one week, and maintain a permanent record of the minutes in the departmental records.
- E. Unless specified otherwise in the departmental bylaw, whenever a vote is taken on a subject, a simple majority will pass. For the purposes of voting in department and committee meetings, a quorum shall consist of a majority of the eligible voters.
- F. *Robert's Rules of Order* shall be followed at all formal meetings.
- G. This bylaw may be amended at any faculty meeting by a vote of two-thirds majority provided that the proposed amendment has been circulated to the full voting faculty at least one week in advance of the meeting.
- H. Proposed amendments to the bylaw could be presented by at least two of the full time faculty members in writing to the Department Chair. Department Chair can also propose amendments.
- I. The standing committees of the department are the PAC, Graduate, and Undergraduate Committees.
- J. Every member of the departmental standing committees must be a voting member of the departmental faculty.

- K. Decisions made by committees other than those pertaining to promotions, tenure, and personnel evaluations would be included in the meeting minutes.
- L. Selections and appointments to the standing committees will be conducted at the first meeting of the full faculty in the fall semester, with newly selected or appointed members taking office immediately and serving terms of two years. Members of the Graduate and Undergraduate Committees will be appointed by the Chair, with concurrence of the voting members of the faculty. The PAC will include all eligible tenured associate and full professors of the department. The joint faculty appointees would be permitted to be a voting member of a committee in the Department with the consent of the Chair and the Dean. Each year, the voting members of the department will elect a chair of the PAC.
- M. The faculty search committee will be chosen by the chair and approved by faculty at the first meeting of the full faculty after a faculty search is authorized.
- N. The faculty will select all ad hoc committees, except where otherwise provided in this charter.

II. Administrative Positions

The Chair is the chief executive officer of the department. The authority of the Chair shall be exercised in the spirit of democratic governance reflected in the *University of North Texas policy manuals*. The Chair is assisted in performing these duties by the Associate Chair(s) and the coordinators of the Department standing and ad-hoc committees.

A. Duties of the Chair:

1. Works with the faculty in determining long-range budgetary needs and in formulating budgets for the department.
2. Manages the day-to-day affairs of the department.
3. Works with the faculty in determining the teaching load and the teaching assignments of the faculty.
4. Works with the Graduate and Undergraduate Committees in coordinating course offerings and assigning duties to the teaching fellows and teaching assistants of the department.
5. Appoints the Graduate and Undergraduate Studies Committees, Library Representative, and Colloquium Coordinator.
6. Appoints an Acting Chair, or Associate Chairs, as necessary. The associate chair's responsibilities are defined at the discretion of the Chair and approval by Dean.
7. Works with the PAC to evaluate the performance of each faculty member each year and provides counseling if needed.
8. Works with the PAC to make recommendations on performance of faculty and for promotion and tenure of eligible faculty.
9. Evaluates the performance of the staff each year.

B. Duties of the Associate Chairs

At discretion of Department chair, one or more Associate Chairs can be appointed, depending on the growth of the department and budget constraints. The primary duties of

an Associate Chair are to assist Chair in the administrative tasks related to

1. The department strategic plan.
2. Coordination of the research and industry outreach activities.
3. Undergraduate and graduate curriculum and program improvement.
4. Coordination of the ABET processes.
5. Handling official student complaints and concerns.
6. Handling correspondence regarding the programs for future students and the general public.
7. Signing authorities and representation of the department in college or university meetings when the Chair is in absence.

C. Duties of the Graduate Program Coordinator:

1. Assists the department Chair on matters related to the graduate program.
2. Acts as Chair of the Graduate Committee which makes recommendations to the faculty concerning procedures for the graduate curriculum and program change.
3. Coordinates with the Graduate Committee the applications/awards for assistantships and fellowships.
4. Notifies the Graduate Committee members of the meeting times and keeps records of the committee's decisions.

D. Duties of the Undergraduate Program Coordinator:

1. Assists the department Chair on matters related to the undergraduate program.
2. Acts as Vice-Chair, of the Undergraduate Committee and works with Chair and Associate Chair to establish and implement procedures for undergraduate advising, advanced placement, and transfer admissions and reviews.
3. Handles information regarding fellowships and scholarships and administrative duties related to same.
4. Advises the faculty regarding student organizations and activities.

III. Personnel Affairs Committee (PAC)

The MEE Department will have a PAC to conduct peer review for recommending reappointment of probationary faculty, promotion, and tenure of eligible faculty. The PAC shall consist of all eligible tenured associate and full professors in the department not including the department chair. Until there are at least five tenured faculty in the department, additional members from other department in the College of Engineering will be elected by the faculty to serve on the PAC.

- A. The voting members of the department will elect a chair of the PAC during the first faculty meeting of the department. The PAC will convene initially in September of each year for establishing a calendar which is consistent with the College and University calendar for recommendations for reappointment of probationary faculty, promotion, and tenure of eligible faculty.
- B. The PAC has the responsibility to interpret the University guidelines for making recommendations for reappointment of probationary faculty, promotion, and tenure of eligible faculty.

- C. The PAC shall make provisions within its plan of action for feedback to each faculty member of the committee's actions and for an appropriate and objective review procedure in the case that a faculty member does not agree with the committee's decision concerning promotion, tenure, and annual evaluations.
- D. The PAC will provide the department Chair each year an evaluation of the Chair's performance.
- E. A sub-committee of PAC, consisting of only tenured full professors, will be formed for evaluating promotions of faculty to the rank of full professor. In case of fewer than five eligible faculty members, the Dean of the College of Engineering will work with PAC to establish a sub-committee using eligible members from other departments, preferably from departments within the College of Engineering.
- F. A subcommittee of PAC, consisting of the members approved by the Department Chair, will form the Merit Evaluation Advisory Committee (MEAC) to advise the Chair for annual merit evaluation of the faculty.

IV. Graduate Committee

The functions of the Graduate Committee will include the following:

- A. Evaluation of applicants for graduate study and recommendation of financial support to the department Chair.
- B. Determination of graduate study entrance requirements and coordination with the standards of the Toulouse School of Graduate Studies.
- C. Coordination of the graduate curriculum.
- D. Review and evaluation of the performance of currently supported graduate students.
- E. Periodic review of the graduate program for continuous improvement.

V. Undergraduate Committee

The functions of the Undergraduate Committee will include the following:

- A. Recommendation of course offerings and general coordination of the undergraduate curriculum.
- B. Coordination of ABET accreditation activities for continuous improvements, including:
 - 1. Evaluation of program educational objectives and outcomes according to the established procedures.
 - 2. Maintaining a repository of supporting materials including course syllabi and examples of student coursework.
 - 3. Identifying program improvements and recommending suggested changes to the faculty and the Industrial Advisory Board.
- C. Coordination of advising procedures for the undergraduate majors and review and evaluation of undergraduate progress with consideration of such matters as advanced placement.
- D. Administration of undergraduate fellowships, scholarships, and awards.
- E. Coordination of student organizations and activities involving undergraduate majors.

VI. Rights and Responsibilities of Faculty Members

- A. Privileges of Faculty Members:
1. A faculty member enjoys all privileges in accordance with UNT Policies.
 2. A faculty member has a right to be informed in writing of all official evaluations of professional performance. The faculty member has a right to be counseled by the committees or the chair conducting such an evaluation.
- B. A faculty member must meet all policies and standards of performance and professorial responsibilities detailed in the UNT Policy Manual.
- C. Principles for Peer Evaluation:
1. The PAC is responsible for peer evaluations. Along with each faculty member's departmental file, these evaluations will be used in arriving at decisions regarding reappointments, tenure, and promotion.
 2. Each area of a faculty member's performance shall be evaluated and recorded by the PAC, which then certifies these evaluations by signing them. Dissenting opinions are permissible.
 3. The final evaluation of each faculty member shall be communicated to the Chair of the department only. These evaluations will be used as a part of subsequent evaluations.
 4. Members of the PAC will keep the committee proceedings and evaluations in utmost confidence. Except in the event of an appeal, members of the committee will refer any faculty inquiries to the PAC chair.
 5. Any faculty member who requests an explanation of his or her ranking or evaluation will be able to learn the reasons for that ranking. The explanation will be provided in writing and signed by all members of the PAC.
- D. Procedures for Salary Recommendations:
Based on the PAC's evaluations, the department Chair initiates a proposed schedule of salaries and forwards the recommendation to the Dean. The evaluations of the PAC are forwarded to the Dean along with the Chair's recommendation.

VII. The Appeals Process

A faculty member may appeal any number of decisions by a committee or administrator of the department. Such an appeal may be the first step in a grievance procedure that ultimately goes to the University Review Committee, University Tenure Committee, or other body within the University.

- A. Procedure for appeal of negative recommendations of reappointment of probationary, tenure, and promotion in the department level will be as described by UNT Policy manual 15.0.1 on "Faculty appointment and granting of tenure".
- B. Procedures for appeals of other recommendations:

1. After having obtained written notification from the appropriate committee, a faculty member may initiate an appeal of a decision by informing the Chair of the committee and the Chair of the department in writing within 10 working days. This memo must outline the reasons for the appeal and the remedy desired. Within 10 working days, the appropriate committee will reconsider its evaluation and inform the faculty member and the department Chair in writing of the outcome of its deliberation.
 2. If the outcome of this deliberation is negative, the faculty member may then begin a grievance process by informing the chair of the Committee and the Chair of the department in writing within 10 working days of his or her intent. The department Chair will name one member of the committee and inform the faculty member of that name. The faculty member will then name one colleague to the committee. These two committee members will then choose a third person to serve as chair of the ad hoc grievance committee.
 3. The ad hoc committee will determine its own process and procedures but (a) must allow presentation of both sides of the issue by the parties and (b) must submit a written report of its findings and recommendations to the faculty member, the chair of the relevant committee, and the Chair of the department. The Chair of the department will either implement the recommendation of the ad hoc committee or explain in writing why he or she is not implementing the recommendation.
 4. If the faculty member remains dissatisfied with the outcome, he or she may continue the process by requesting a grievance committee at the college level in accordance with the college constitution.
 5. In accordance with *UNT Policies*, the faculty member may take the grievance to the appropriate university committee if resolution is not reached within the College.
- C. Procedures for resolution of disputes between faculty members or between a faculty member and a departmental administrator:
1. The faculty member filing the grievance must first notify the department Chair in writing of the content of the dispute. If the Chair cannot resolve the dispute, an ad hoc grievance committee will be formed. Each party will select one member of the committee. In the case that one of the parties is a departmental committee member, then the Chair will name one member of the committee and the aggrieved faculty member will name the other. These two committee members will then choose a third person to serve as chair of the ad hoc grievance committee.
 2. The ad hoc committee will determine its own process and procedures but (a) must allow presentation of both sides of the issue by the parties and (b) must submit a written report of its findings and recommendations to the faculty members involved in the dispute and the Chair of the department. The Chair of the department will implement the recommendation of the ad hoc committee or explain in writing

Approved on 09/20/2013

within five working days why he or she is not implementing the recommendation.

3. If an individual party remains dissatisfied with the outcome, he or she may continue the process by requesting a grievance committee at the college level in accordance with the college constitution.

**UNIVERSITY OF NORTH TEXAS
DEPARTMENT OF MECHANICAL AND ENERGY ENGINEERING
CRITERIA ANNUAL MERIT EVALUATION**

This document presents guidelines for the annual merit evaluation in a manner consistent with the UNT policies.

1. Introduction

The Policy manual Numbers 15.1.9 describes the University of North Texas policy on the academic workload and merit evaluation of the faculty.

The overall goal of the annual merit evaluation process is to provide a fair evaluation for each faculty member, as well as to continually improve the overall quality and performance of the entire department. The annual merit evaluation covers the performance period of each calendar year. The following guidelines are to serve as a basis for annual merit evaluation and potential merit raises in the Department of Mechanical and Energy Engineering.

1.1. Workload Emphasis

There are three main components to the evaluation criteria: Teaching, scholarly activity (research and publication), and service. A balance of the quantity and quality in all three components of teaching, scholarly, and service activities will be considered for the purpose of merit evaluations. The weighting of each of the three components will coincide with the Faculty Workload Report for each faculty member, as submitted by the department to the Dean's office for that year.

1.2. Rating

The department chairperson will provide a rating for each of the criteria, as well as an overall rating, which incorporates the workload weighting factor. The following rating will be given to each of three components indicated in 1.1: Exceeding Expectation, Meeting Expectation, and Below Expectation. The mapping of numerical scores for the corresponding ratings are as follows:

Rating	Below Expectation	Meeting Expectation	Exceeding Expectation
Scores	1	2	3

The following are three examples of the final score of an annual merit evaluation:

Example I:

	Teaching	Research	Service
Teaching Load	40%	40%	20%
Components Score	2	3	2
Subtotal	0.8	1.2	0.4
Total Merit Score	2.4		

Example II:

	Teaching	Research	Service
Teaching Load	40%	40%	20%
Components Score	2	1	2
Subtotal	0.8	0.4	0.4
Total Merit Score	1.6		

	Teaching	Research	Service
Teaching Load	40%	40%	20%
Components Score	3	3	2
Subtotal	1.2	1.2	0.4
Total Merit Score	2.8		

The three-year average of overall merit score of between inclusive 2.0 and 2.6 shall be considered as meeting the departmental expectation, greater than 2.6 shall be considered exceeding the departmental expectation and less than 2 shall be considered below the departmental expectation.

The department chairperson will meet with each of faculty members on the chair's evaluation and recommendation. It is understood that:

- Items under each category of teaching, scholarly, and service activities do not necessarily carry equal weight.
- Achievement of all characteristics is not required for maximum scoring.
- The characteristics are not an exhaustive list of possible activities contributing to the assigned rating in each category.
- Relevant categories and listed items will be applied to all lecturers based on individual agreements on the workload with the department chair.

1.3. Merit Raise Criteria

When the merit salary raise is granted by University, the three-year average of the total scores of the annual merit evaluation shall be calculated and serve as the basis for the merit raise. A faculty who receives a three-year average score of below 2.0 shall not receive a merit salary increase.

1.4. Required Documentation

The required documentation is designed for an evaluation period of one calendar year except for research award and expenditure data which are usually reported by the fiscal year. While it is important that each faculty member make their best effort to submit the required documentation on time and in order, the departmental chair shall notify the faculty member of any deficiencies in documentation prior to the evaluation so that the faculty may correct the deficiency. The faculty member shall have a minimum of one-week notice of any deficiency prior to the scheduled chair-faculty meeting.

1.5. Release Time

If release time was granted during the academic year, the faculty member's performance rating in a given category shall be proportional to and reflect the Faculty Workload Report weighting. For example, if a faculty member is solely supported by a research grant for the year, the workload for teaching should be zero, and higher research productivities are expected. Service to the university, however, shall remain consistent with the workload assignment. Alternatively, if release time was granted as part of a university sponsored incentive program, such as proposal writing initiatives, evaluation will be made by the department chair on a case by case basis. Supporting documentation indicating such incentive release time is granted must be provided.

1.6. Appeals

Faculty who disagree with an annual evaluation may launch an appeal as soon as possible upon receipt of the evaluation. The appeal process is outlined in the UNT Policy Manual 15.1.9.

2. Teaching

Although the major goal of the annual evaluation is for merit reward purposes, another goal of the evaluation is to help the faculty member improve effectiveness in teaching. The evaluation must consider the number of students in each class, student evaluations, the development of new and restructured courses, and awards received for exceptional teaching. Consideration should be given to the extra time required to provide "off-site" instruction, if faculty are involved in teaching at satellite campuses or, developing interactive video-based instruction. Also, there should be consideration for the faculty member's role in advising students, supervising graduate students in research, and other activities related to instruction. It is the responsibility of the faculty member to provide information considered relevant to evaluate effectiveness as a university instructor in documents as outlined below. It is understood that all faculty will meet the minimal requirements:

- Meet class as scheduled
- Use class time to cover relevant course materials
- Maintain adequate office hours to meet students for course load and number of students
- Prepare a course syllabus which includes information such as course objectives, course content, grade components, and course policies
- Participation in ABET required processes

2.1. Exceeding Expectation

A teacher exceeds the departmental expectation would qualify as a master teacher whose instructional performance would be characterized by continuous improvement in course contents and significant innovations in the presentation of course materials. Specific characteristics of a teacher in this category may include, but are not limited to:

- Student evaluation results exceed the departmental norm, defined by university metrics.
- Publication of a recognized textbook, pedagogical article or teaching tool in a peer reviewed journals, such as the *Journal of Engineering Education*
- New program development
- Receive outstanding recognition from student evaluation
- Graduating Master and or Ph.D. students as a major professor
- Formal recognition of teaching excellence by department/college/university or other professional peer groups
- Recipient of an instructional grant.

2.2. Meeting Expectation

A teacher meeting the departmental expectation would be effective in teaching and continuously improves the content and delivery of courses, in addition to meeting the minimum teaching requirements. Specific characteristics of a teacher in this category should include, but are not limited to:

- Student evaluation of instruction at or near the departmental norm within 0.5%
- Application of new instructional techniques and methods,
- New course development or curriculum development,
- Major professor of one or more thesis or dissertation students.
- Serving as a faculty advisor for undergraduate senior design teams when required

2.3. Below Expectation

A teacher below the departmental expectation does not conform to the instructional role of a faculty member in the Department. The performance of faculty in this category is indicated when a faculty member is deficient in one or more of the specific minimum requirements. A faculty member who does not meet the departmental teaching expectation will be required to take actions as defined in the policy, which includes a comprehensive development plan to improve performance.

2.4. Required Documentation

To properly evaluate instructional performance, the faculty must provide documentation in support of his/her accomplishments. Any accomplishments not supported by documentation will not be accepted. Evaluation or recognition of teaching performance might be done by using SETE scores, or equivalent, and peer evaluations, or externally in the form of an award or some other type of recognition.

Documentation required will include: 1) Student evaluation of teaching performance for courses taught for the calendar year under evaluation, 2) Peer evaluation of teaching performance – if available, 3) Department/college/university or other professional peer group recognition – if available.

Instructional Development

Each faculty member is required to submit copies of letters of acceptance or actual copies of all published material. The publications will only be counted in the year they are published.

These publications include: 1) Textbooks (year published), 2) chapters included in other textbooks, 3) papers presented at professional meetings on instructional development, and 4) instructional development articles.

Instructional Activities

The faculty member must provide evidence of proper conduct of classes and any teaching innovations of course improvement projects implemented. Such evidence will include: description of new course preparations or revisions, full description of course innovations, and

statement of thesis and/or dissertation committee responsibility (major and minor).

3. Scholarly, Creative, and Professional Activity

Scholarly, creative, and professional activity is defined as the intellectual contribution of the Department's faculty to either a) the creation of new knowledge (basic scholarship) or b) the application, transfer, and interpretation of knowledge to the improvement of science and technology of the type that would be consistent with a favorable external peer review. The desired outcome of the research process includes publications in basic and applied outlets. In accordance with the strategic goals of the University, the department seeks to increase graduate student enrollment, with an emphasis on full-time graduate student status, and a substantial increase in externally funded research. Only publications that are in print or on-line, patents that have been issued, and presentations that have been made during the evaluation calendar year should be included for consideration in this evaluation period. Publications listed as "in press" must include a copy of a letter of acceptance for publication on official letterhead. Research proposals for external funding shall include those submitted through the Office of Sponsored Research with the indication of accepted, pending or rejected status during the past fiscal year. External Funding is defined as actual extramural funding received through the Office of Sponsored Research. It does not include HEAF matching funds, startup funding, or cost sharing estimates. However, all other university, college, and departmental support should be noted in the evaluation package. On joint proposals, the sum of the amounts assigned to each of the principal investigators cannot exceed the total amount of the award. Amounts quoted shall be identical to those on record in the Office of Sponsored Research.

3.1. Exceeding Expectation

A scholar's performance exceeding the departmental expectation would be characterized as exceptional on the basis of the quality and quantity of research. A scholar in this category would be involved in an ongoing program of research, characterized by a consistent record of funding, publications, and presentations. Specific characteristics of an outstanding researcher include, but are not limited to:

- At least three basic and/or applied research publications in peer reviewed journals during the evaluation calendar year.
- At least two important peer-reviewed conferences with students co-authors during the evaluation calendar year
- Having a total of more than \$100,000 in external research funding during the past fiscal year.
- Having a total of more than \$80,000 research expenditure during the past fiscal year
- Graduated at least two graduate students (two Ph.D., or one Ph.D. and one Master students).
- Supporting at least two full research assistantships during the evaluation year from an external funding source.
- Receiving awards recognizing the research accomplishments from the outside or inside the university.

3.2. Meeting Expectation

A scholar meeting the departmental expectation would be characterized by the external

validation of efforts, through publication, presentations, and/or external funding, indicating that the individual is making a contribution to the discipline. Specific characteristics of a researcher in this category include, but are not limited to:

- At least two basic and/or applied research publications in peer reviewed journals during the evaluation calendar year.
- At least one important peer-reviewed conferences with student co-authors during the evaluation calendar year.
- Having a total of more than \$50,000 in external research funding during the past fiscal year.
- Having a total of more than \$30,000 research expenditure during the past fiscal year
- Graduated at least one graduate student (one Ph.D. or one Master student).
- Supporting at least one full research assistantship during the evaluation year from an external funding source.

3.3. Below Expectation

A scholar below the departmental expectation should take actions for improvements as defined by the UNT policy. Improvements in both quality and quantity of research are required. Specific characteristics of a researcher in this category include:

- No basic and/or applied research publication in a peer reviewed journal during the evaluation calendar year
- Absence of any of the characteristics outlined in 3.2
- Absence of active preparation and submission of research grant proposals.

3.4. Required Documentation

To properly evaluate research performance, the faculty must provide supportive documentation according to the college AMER guidelines. Any accomplishments not supported by documentation will not be considered. The individual faculty member should provide:

- a) A list of all publications in print or in press, including the title and complete citation of articles published during the academic evaluation year, as well as the previous two academic evaluation years. For works listed as “in-press”, a copy of the letter of acceptance on official letterhead should be included. When requested, a reprint must be produced.
- b) A list of all presentations in the evaluation calendar year, including title, name of meeting, date, and whether contributed or invited. When requested, a copy of the program abstract must be produced.
- c) A list of all research proposal activity completed through the Research Office during the academic year. Provide application date, funding organization, proposal title, Co-PIs on the proposal, total dollar amount request of proposal, UNT portion of the proposal, length of project, and current status (pending, accepted, or rejected). Faculty is encouraged to use the reported data from the research office. Unless otherwise noted, it will be assumed that the requested funding is evenly divided among PI and Co-PI(s) listed.
- d) A list of on-going external research grants, or contracts that were actually received at the beginning of the evaluation calendar year, as recorded by the Research Office, or equivalent. Provide start date, funding organization, proposal title, Co-PIs on the grant,

- total dollar amount of contract, UNT portion of research contract, when applicable
- e) A list of patent disclosures that were submitted to the Research Office during the evaluation calendar year. Provide co-inventor names, title of disclosure, and date submitted.
 - f) Patents that were issued during the evaluation calendar year. Provide co-inventor names, title of patent, issue date, and patent number.
 - g) Scholarly books or book chapters that were published in the evaluation calendar year. Provide complete citation.
 - h) A gift exceeding \$10,000 in cash of the annual income that is used for research by the faculty, and received due to the faculty's substantial involvement, as recognized by departmental chair or Dean of Engineering.

4. University, Professional, and Public Service

Service is an important aspect of the faculty member's responsibilities. In order of priority, a faculty member should provide service:

- 1) To the University, the College, and the Department
- 2) To the professional organizations in the faculty's discipline
- 3) To the public.

Service to the University, the College, and the Department is in the form of participation in activities that are necessary for any organization to operate, such as committee and task force assignments. Service to the profession includes working as an officer, attendance at meetings, etc. The following performance levels assume the faculty member has received no release time or additional compensation other than salary for the listed service activities (e.g. Department Chair, Center Director, Associate Chair, Program Coordinator, or Graduate Advisor). Service to the department is often in the form of ad hoc or short term projects (e.g., departmental instrumentation purchase and setup). It is the policy of the department that junior, tenure-track faculty initially minimize the time spent on service for the probationary period of their appointment and instead concentrate on teaching and scholarly activities.

4.1. Exceeding Expectation

A faculty member exceeding the departmental expectation achieves a very high level of service to the University, the member's profession, and/or the public. The faculty member will have served professional organizations as a major officer, or been in leadership roles of committees. Specific characteristics of a faculty member in this category may include, but are not limited to:

- Active participation in at least two committees (at least one at the university or college level) as at least a group/task leader
- Formal recognition of exceptional service to the University, College, Department, professional group, or officer in a national organization, and leadership in professional societies such as president, chair of technical division, or on board of governors, or equivalent
- Editor/associate editor of a peer reviewed technical journal
- Director of a center or institute

- Election to and membership on the faculty senate
- Facilitator of a major equipment donation of more than \$50,000 in market value
- Coordinator of ABET activities.

4.2. Meeting Expectation

A faculty member meeting the departmental expectation shall provide a high level of service to the University, the member's profession, and/or the public. The faculty member will have served professional organizations by being an officer, served the University by being on the University Senate, or serving on a committee, task force or other projects. Specific characteristics of a faculty member in this category may include, but are not limited to;

- Officer in a professional society such as a committee chair, organization,
- Active service on at least one major committee or task force,
- Facilitator of an equipment donation to the department worth more than \$10,000 in market value.
- For non-tenure track faculty: acting as a faculty advisor for undergraduate students.

4.3. Below Expectation

A faculty member in this category does not conform to the service role of a faculty member in the Department. Below-expectation performance is indicated when a faculty member has not significantly participated in university, college or departmental service.

4.4. Required Documentation

To properly evaluate service performance, the faculty must provide supportive documentation according to the college AMER guidelines. Any accomplishments not supported by documentation will not be considered. The example documentation includes, but not limited to:

- a) A list of committee served and roles and tasked assigned
- b) The description of accomplished outcomes serving on university/professional committees
- c) Support letters (emails acceptable) from the committee chair or peers confirming the level of contribution
- d) Evidence of awards or other types of recognition.

UNIVERSITY OF NORTH TEXAS
DEPARTMENT OF MECHANICAL AND ENERGY ENGINEERING
CRITERIA FOR PROMOTION AND TENURE
(Approved by faculty on November 6, 2015. Last Revision – May 30, 2019)

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This document presents guidelines for the tenure and promotion process in the department of Mechanical and Energy Engineering in a manner consistent with the University of North Texas policies.

A. General Policy for Granting Promotion to Associate Professor and/or Award of Tenure

The UNT Policy 06.004 describes the University of North Texas policy on faculty review for reappointment, tenure and promotion. This document provides the criteria and evidentiary documentation to demonstrate expectations for Scholarship, Teaching and Service at the department level. The metrics establish the minimum performance expectation.

The faculty member may submit any evidence he/she feels is relevant in addition to the list of evidences outlined in the College's Annual Merit Evaluation Report (AMER). Evaluation of a faculty member for tenure only or tenure and promotion to Associate Professor shall focus on the areas of teaching, scholarly activities, and service, in particular, during the period when the candidates are employed at the University of North Texas.

The process of application for tenure and promotion, including the selection of departmental P&T committee and external reviewers, shall be guided by the UNT Policy 06.004.

B. Criteria for Tenure Review

The criteria outlined in this section are applicable to probationary assistant, associate, or full professor who are reviewed no later than the final year of the maximum probationary period defined in the UNT Policy 06.004.

B.1. Scholarship

A candidate for tenure must demonstrate high quality competence to sustain high quality and scholarly significance. It is expected that the candidate's research has led to refereed/peer reviewed publications where they are the designated lead author or corresponding author with externally funded support leading to scholarship and graduation of MS and Ph.D. students.

B.1.1. Criteria

The following minimum expectations for scholarly productivity provide a baseline to measure the candidate's capability of having established a research program that has grown and matured with the professional development of the candidate. There is also the expectation that publications will adhere to the highest standards of scholarly significance. During the probationary period prior to the tenure review, the faculty will have met the following minimum criteria:

- a. Published an average of two refereed research publications per year over the probationary period, including books, book chapters, journal papers, and awarded patents
- b. Experienced no gap between publications longer than two years.
- c. Published an average of at least one refereed paper per year with UNT student authors.
- d. Received, over the probationary period, an average of at least \$50,000 per year in external funding or research expenditure attributed to the faculty. Have received at least one

competitive grant from an external source as a Principal Investigator (PI) that generates indirect costs.

- e. Had, over the probationary period, an average of at least one scholarly work per year from the following categories: Patents, scholarly presentations, or scholarship-related awards for them or their students.

B.1.2. Evidence

- a. List of peer-reviewed journal articles, books, book chapters, patents (awarded and pending), and conference papers in reverse chronological order, separating works prior to UNT appointment. Student authors should be italicized and faculty at UNT are underlined.
- b. Funded external research grants in the form of the Current and Pending Format on NSF grant proposal guide.
- c. Other evidence (not ranked):
 - Letters of invitation to deliver an invited presentation.
 - Citation of patent filing.
 - Awards received by the faculty or their supervised students.
 - Recruiting and advising doctoral students funded through external fellowships or scholarships awarded competitively.
 - Supporting and recruiting the funding of senior design teams for undergraduate research.
 - Presentations in workshops and seminars.
 - List of non-peer reviewed conference papers separated from those in B.1.2.a following a similar format.
 - Editorial activities.
 - Publication awards.

B.2. Teaching

Sustained excellence in teaching is a minimum expectation for granting tenure. A recommendation for tenure will not be made if there is any reasonable doubt in quality teaching.

B.2.1. Criteria

During the probationary period prior to the tenure review, the faculty will have met the following minimum criteria:

- a. From the prior three years for probationary assistant professor, or prior two probationary years for probationary associate or full professor, received teaching evaluation results that meet the departmental expectation as defined in the department annual merit evaluation criteria.
- b. Taught at least one undergraduate required course, one undergraduate elective, and one graduate course as a demonstration of broad teaching ability.
- c. Graduated an average of one Master's student in three years and one Ph.D. student in

four years with at least 2 students fully supported by external sources. Graduation of a Ph.D. student in lieu of a Master's student is considered.

- d. Served as faculty advisor for an average of at least one senior design student team per year.
- e. Developed one new course or substantially reworked an existing course

B.2.2. Evidence

- a. Student evaluation results defined by the Provost Office and by the department.
- b. Other evidence (not ranked):
 - Course syllabi and materials for which the faculty member is responsible.
 - A record of new course development, innovative methods, presentation and testing of material.
 - Evidence of teaching assignments at the University of North Texas and professional accomplishments.
 - Mentorship of undergraduate students (including TAMS, REUs, and McNair students), graduate students, and other professionals.
 - Membership on master's and doctoral dissertation committees.
 - Graduation of Master's students.
 - Graduation of Ph.D. students, including the case where the faculty member is the major or co-major professor of a Ph.D. student from another related program.
 - New laboratory experiments created.
 - Evidence of professional development related to teaching.
 - Teaching awards.

B.3. Service

Service to the department and, whenever appropriate, to the college and university is expected of all candidates. It is understood that such opportunities are restricted for probationary faculty. In addition, the candidates shall contribute to professional organizations related to mechanical and energy engineering.

B.3.1. Criteria

During the probationary period prior to the tenure review, the faculty will have met the following minimum criteria:

- a. Served on at least one University or department committee per year on average as an active member with significant contributions to the tasks of the committees.
- b. Participated in at least one technical committee of a University and a national or local professional society or conference as a leader.
- c. Served as a reviewer for at least one technical journal per year on average related to mechanical and energy engineering.

B.3.2. Evidence (not ranked)

- a. University Service

- Committee assignments.
 - Reference letter(s) from the departmental, college, or university committee chair about the quality of the service.
 - Inter-departmental collaborative activities.
 - Advising student organizations.
 - Special assignments such as organizing special meetings or conferences or coordinating a workshop series.
- b. Professional Service
- Offices held in international, national or regional, academic and professional organizations.
 - Major committee assignments in the above organizations.
 - Special assignments such as organizing technical conferences.
 - Serving as reviewer for journals and conference proceedings.
 - Serving as reviewer for grant proposals.

C. Criteria for Promotion to Full Professor

In general, all the criteria and evidences stipulated in previous sections will be followed in evaluating the application for promotion to Full Professor. The recommendation of promotion to full professor will be primarily based on post-tenure scholarship, teaching and service in accordance with UNT Policy 06.004. More specifically, it requires evidence of sustained excellence in all three domains of scholarship, teaching, and service along with evidence of sustained effectiveness in the third. The Department of Mechanical and Energy Engineering further stipulates that one of these three domains must be sustained excellence in scholarship for promotion to the rank of professor. In order to be considered for promotion to the rank of full professor, a faculty member must demonstrate strong, sustained performance as documented in annual merit evaluation reports in four of the past five post-tenure years and be consistent with the educational mission of the department and university. The Department of Mechanical and Energy Engineering will also draw comparisons to the national averages in scholarship. The sustained excellence in each of the three domains is specifically defined as exceeding the following minimum expectations.

C.1. Scholarship

- a. Published an average of three refereed research publications per year.
- b. Experienced no gap between publications longer than two years.
- c. Published an average of 1.5 papers per year with UNT students as co-authors.
- d. Other scholarly recognized publications such as books, book chapters, or reviews will also be considered. The peer-reviewed technical monographs add special weight in review.
- e. Received at least \$375,000 in external funding or research expenditure attributed to the faculty over the post-tenure period. Received at least one substantial competitive grant as a Principal Investigator (PI) from an external source that is from IDC generating funding sources.
- f. Had a cumulative of eight in any combination of patents, scholarly presentations, scholarship-related awards for them or their students.

C.2. Teaching

- a. Received an overall teaching evaluation result that is no more than 10% below the departmental three-year norm in the prior three probationary years.
- b. Taught at least one undergraduate required course, one undergraduate elective, and one graduate course as a demonstration of broad teaching ability.
- c. Graduated at least an average of 1.5 Master's students for every three years and 1.5 Ph.D. students every five years with at least three students supported by external sources of funding. Graduation of a Ph.D. student in lieu of a Master's student is encouraged.
- f. Served as faculty advisor for an average of at least one senior design student team per year.

C.3. Service

- a. Serving on at least two departmental committees as an active member, and at least one committee chair with significant contributions to the tasks of the committees.
- b. Serving on at least one college committee as an active member, and having at least one leadership role with significant contributions to the tasks of the committees.
- c. Being a member or fellow of at least one professional society related to mechanical and energy engineering.
- d. Being a chair in at least one technical committee of a professional society.
- e. Serving on an editorial board or as an associate editor of at least one technical journal related to mechanical and energy engineering.

D. Criteria for Faculty in Lecturer Positions

D.1. Promotion to Senior Lecturer

The UNT policy 06.005 describes UNT Policy on non-tenure track faculty review for reappointment and promotion.

D.1.1. Teaching

A record of teaching at the undergraduate and graduate (if applicable) levels that reveal:

- a. Success in receiving improved approval from students and/or peers in course organization, clarity of presentations, and overall instructional efficacy.
- b. Initiative and creativity in new course and curriculum development and existing course/program upgrades.
- c. Initiative and active participation in continuous improvement of laboratory equipment/experiments.
- d. Recognition of effective teaching and student mentoring.
- e. Active participation in activities such as student advising, alumni relations, recruiting and facilitation of student organizations.
- f. Interest and demonstrated collegial participation in maintaining program accreditation.
- g. Participation in departmental grant activities for curriculum development and laboratory improvement.

D.1.2. Service

- a. Adequate involvement in professional contributions to the department, the college, the university, the professional societies, and the community.
- b. Continuous involvement in professional growth and developmental activities.
- c. Other special assignments including, but not limited to, outreach activities for industry or international relations for student educational opportunities.
- d. Research and scholarly activities such as pedagogical works published in educational conferences or refereed journals appropriate in the candidate's professional field are highly encouraged but not required.

D.1.3. Evidence

The same list of evidence as outlined in the teaching category of the criteria for tenure and promotion shall apply.

D.2. Promotion to Principal Lecturer

In general, the criteria and guidelines stipulated in Section D.1. "Promotion to Senior Lecturer" will be followed with considerably higher expectations of the candidates considered to the rank of Principal Lecturer. Successful candidates will exhibit a substantial record of achievements in teaching and service activities.

Tenure and Promotion Policy

The Departmental of Materials Science and Engineering tenure and promotion policy intends to provide clear, quantitative requirements to assess a candidate's request for tenure and promotion in rank. This policy should minimize any surprises at the time when tenure and promotion are anticipated. While the general guidelines pertaining to the reappointment of tenure-track faculty, tenure and promotion process are detailed in the UNT Policy 06.004 "Faculty Reappointment, Tenure, and Promotion" this document describes criteria and processes specific to the Department of Materials Science and Engineering. In the case of conflicting information the university policy supersedes the criteria presented here.

Reappointment of Tenure-Track Faculty

Reappointment of tenure track faculty is conducted following the UNT Policy 06.004 "Faculty Reappointment, Tenure, and Promotion" with a written evaluation on the three (3) areas of teaching, scholarship and service, specifically addressing progress toward tenure. The reappointment review is also in accordance with other applicable UNT policies (06.007, Annual Review; 06.035, Academic Freedom and Academic Responsibility; 06.027, Academic Workload). The third-year reappointment is a more extensive and employs the same evaluation criteria as for the tenure recommendation described in this document and is conducted with appropriate rigor, following the guidance and procedures in the UNT Policy 06.004.

Associate Professor

The granting of tenure to an assistant professor will result in promotion to the rank of associate professor. The rank of associate professor may also be granted upon hiring by the department, college and university. In the case of faculty members who entered as associate professors without tenure, tenure may be awarded with or without promotion to full professor.

Full Professor

Promotion to the rank of full professor requires a significant and sustained level of excellence as outlined below. The rank of full professor may also be granted upon hiring by the department, college and university.

Tenure

It is the view of the Department of Materials Science and Engineering (MTSE) that the careful selection and hiring of faculty are the most critical steps in the tenure process. New faculty members are believed to have the potential and motivation to become successful

contributors to the MTSE department and to navigate the tenure process successfully. All faculty will be made aware of department, college and university requirements regarding promotion and tenure upon hire.

The Department of Materials Science and Engineering is committed to providing an environment in which tenure-track faculty can succeed. Candidates are ultimately responsible for clearly stating the resources they view as necessary for success; however, the department will insure that the negotiated resources are provided in a timely manner, and effective mentoring is available throughout the tenure process. For the latter, a tenured MTSE faculty member will be assigned to mentor each tenure-track faculty member upon the faculty member's arrival and throughout the faculty member's tenure process. Incoming faculty members are responsible for the appropriate use of available resources to achieve the university, college, department, and personal goals necessary for tenure.

Criteria for the tenure and promotion evaluation process are listed below. Because this list is not intended to be definitive, professional judgment is required to inform the evaluation process.

It is the policy of this department that junior, tenure-track faculty shall minimize the time spent on service for the first 3 years of their appointment and instead concentrate on excellence in teaching and scholarly activities. An increase in service activity is expected following the 3rd year, eventually becoming commensurate with the activity of an associate professor. This increase in service activity should occur prior to the tenure decision process, such as in the last 3 years of the probationary appointment.

Although the probationary faculty member's performance will determine success, the department is committed to aiding this success through viable and reasonable means. The annual merit evaluation, outlined in the MTSE Merit Evaluation Policy, should provide an annual indication of the probationary faculty member's progress toward tenure and help avoid unexpected outcomes at the end of the probationary period.

Criteria for the Recommendation of Granting Tenure

A recommendation of granting tenure will be based upon Scholarship, Teaching, and Service/Engagement during the probationary period in accordance with the UNT Policy 06.004 "Faculty Reappointment, Tenure, and Promotion". More specifically, section IV. A "Criteria for Granting Tenure and Promotion from Assistant to Associate Professor".requires evidence of sustained excellence in the domains of scholarship and teaching along with evidence of sustained effectiveness in the domain of service.

The following are the specific criteria for granting of tenure in the department based on Scholarship, Teaching, and Service/Engagement. Excellence or extraordinary quality in any one domain will not compensate for lack of excellence and/or effectiveness in other areas.

1. Scholarship

Scholarly activity is defined as the intellectual contribution of the department's faculty for the creation of new knowledge and the application, transfer, and interpretation of knowledge to the improvement of science and technology of the type that would lead to a favorable external peer review. The desired outcome of the scholarly process includes peer-reviewed publications, presentations (conference and seminars), and graduation of Master and PhD students. The desired income to achieve this would be externally funded grants, not including HEAF matching funds, startup funding, or cost sharing estimates. The department cannot support full-time graduate students and part-time undergraduate students without external funding, so the ability to attract external funding is necessary for the department to succeed. Amounts listed on the Promotion and Tenure (P&T) documents shall be identical to those on record in the Office of Research and Economic Development (ORED).

Below are the minimum scholarship criteria for consideration of tenure during the faculty member's time at UNT:

1. Grantsmanship: Achieving tenure requires the faculty member to demonstrate sustained ability to secure externally funded grants or contracts to support graduate students and/or post-doctoral researchers. External funding can be from Federal, State, Foundation, or Industrial sources. Total amounts are based on percentage recognition listed with ORED. Achieving tenure requires securing *at least one multi-year* grant as a PI or co-PI, or a *multi-year* contract as a contractor or sub-contractor. The total external competitive funding secured through these grants is expected to be at least \$350,000. One of the successful grants may be from a non-traditional research grant, such as REU, RET, or MRI; however, these will be capped at a total of \$100,000. The proposal writing effort should be more than or equal to 15 proposals submitted with more than 7 as PI; this ensures collaborative efforts within and outside the department.

2. Products: have published more than 10 peer-reviewed publications in journals (journals with impact factors greater than 1.0) and more than 5 with students advised. Papers in journals with higher impact will be considered of greater merit. The journal publications can also be in the status of accepted/in press. An awarded patent will count as a peer reviewed publication. The faculty member is responsible for providing evidence of their quality of scholarship.

3. Presentations: have made more than 2 presentations at professional conferences (one of these can be a seminar).

4. Student advising: have graduated at least one PhD student as major professor, and for continuity, be advising at least one PhD student who has passed phase 2 of the PhD qualifying exams.

A successful candidate must meet criteria 1 through 3 above and be on a positive trajectory to meeting criterion 4 by the first semester of the academic year when s/he is applying for tenure.

2. Teaching

Teaching performance and effectiveness are also paramount for the department to succeed. This evaluation will be contingent upon the level of courses taught, the student evaluations, the peer observations by a mentor or other senior faculty, the development of new and restructured courses, and any awards received for exceptional teaching.

Below are the minimum teaching criteria for consideration of tenure:

1. Course evaluations: achieve performance within one negative standard deviation of the overall MTSE average over the last 3 probationary years (to allow for improvement before tenure application) and positive observations by peer(s).
2. Courses taught: at least one undergraduate course taught.

It is understood that all faculty will meet these minimal requirements along with the following required processes (in accordance with ABET):

- meet class as scheduled
- use class time to cover relevant course material
- maintain adequate office hours for course load and number of students
- prepare a course syllabus which includes information such as course objectives, course content, grade components, and course policies
- provide in a timely fashion all documentation and analyses required for ABET and SACs (TRACDAT) accreditation

3. Service

Service includes internal activities (committees at the department, college and university levels) and external activities (professional society, editing, panel/proposal reviews, and community). These service activities are also of importance for the granting of tenure, but as stated earlier will have more emphasis in the last 3 probationary years.

Below are the minimum service criteria for consideration of tenure:

1. Internal Committees:
 - Years 1-3*: at least 1 at the departmental level per year
 - Years 4-6*: at least 2 internal (1 department & 1 other) per year
2. External Activities:
 - Years 1-3*: at least 1 external activity per year that could include proposal reviews, panel reviews at the Federal level, acting as session chair at a conference, acting as a symposium, conference, or workshop organizer, serving as editor of a special issue of a peer reviewed journal, or any other significant activity consistent with those expected for the discipline.
 - Years 4-6*: at least 2 external activities per year as described above.

Furthermore, tenure-track faculty must also demonstrate that they practice professional integrity, adhere to the highest standards of professional ethics, understand the nature of membership in the community of scholars, and have the ability and desire to work as a member of a group while retaining all rights of individual expression; and feel a sense of responsibility for the well-being of the department and the University of North Texas as well as a commitment to work for the accomplishment of goals.

It is also important for a faculty member who disagrees with a tenure and promotion decision to launch an appeal no later than ten (10) business days after receipt of the written decision, as outlined in UNT Policy 06.004, Section V J “Guidelines for Negative Cases”. The department will not change previous annual evaluations at tenure decision time.

Criteria for the Recommendation of Promotion to Full Professor

The recommendation of promotion to full professor will be primarily based upon post-tenure Scholarship, Teaching, and Service/Engagement in accordance with the university’s UNT Policy 06.004 “Faculty Reappointment, Tenure, and Promotion”. More specifically its section IV B. “Criteria for Promotion from Associate Professor to Professor” requires evidence of sustained excellence in each of the three (3) domains of teaching, scholarship, and service sufficient for the achievement of national or international reputation and recognition. *The Department of Materials Science and Engineering further stipulates that one of these three domains must be sustained excellence in scholarship for promotion to the rank of professor.* In order to be considered for promotion to the rank of full professor, a faculty member must demonstrate strong, sustained performance, as documented in annual merit evaluations, and be consistent with the educational mission of the department and university. The Department of Materials Science and Engineering will also draw comparisons to national averages.

Criteria for Promoting Lecturers

The lecturer appointment and promotion should follow the guidelines provided by the UNT Policy 06.005 “Non-Tenure Track Faculty Reappointment and Promotion” and approved CENG policy on “*Guidelines for Hiring, Evaluating, and Promoting Lecturers.*” In short,

1. Senior Lecturer: To be eligible for the classification of senior lecturer the faculty member must have the equivalent of three years (six semesters) of full-time college-level teaching and/or equivalent professional experience. During those years, their annual teaching and service evaluations must be either “good” or “excellent.”

2. Principal Lecturer: To be eligible for the classification of principal lecturer the faculty member must have the equivalent of five years (ten semesters) of full-time college-level teaching and/or equivalent professional experience. During this period, a candidate must have at least two “excellent” annual teaching evaluations while the other annual reviews must be “good.”

Department of Materials Science and Engineering – Tenure and Promotion Policy

Approved 02-17-2017
Updated 05-11-2018

**University of North Texas
College of Information
Department of Information Science**

Guidelines for Tenure and Promotion to Associate Professor

Revised December 4, 2018

Introduction

According to the University of North Texas (UNT) Faculty Reappointment, Tenure, and Promotion Policy (06.004), "UNT is committed to recognizing and rewarding faculty whose work demonstrates sustained excellence in teaching, scholarship, and service through the tenure and promotion process."

The following guidelines are based on the UNT expectations and designed to specify the university and departmental guidelines for the assessment of the qualifications of faculty members for continuing probationary appointment, tenure, and promotion in the Department of Information Science (IS). Since at UNT the decision concerning award of tenure is, except in unusual cases, made concurrently with a recommendation for promotion, the qualifications required for promotion to the rank of Associate Professor will normally be the same as those required for the award of tenure.

This policy document represents the first major revision to align with the revised UNT Faculty Reappointment, Tenure, and Promotion Policy (06.004) and shall be reviewed and approved again within 1 calendar year of official adoption.

Guidelines for Evaluating Scholarly and Creative Activities

The IS Department and UNT expect that each faculty member will demonstrate continuing growth and development through research or writing or other creative activities and through participation in professional activities appropriate to the discipline of information science. Highly effective teaching, while desirable in every faculty member, will not compensate for a lack of scholarly accomplishments manifesting the individual's continuing professional growth and development. A faculty member is expected to demonstrate scholarly proficiency in two areas: research and publication. While creative activities may contribute to the expertise and recognition of a faculty member, the IS Department expects that such activities will be undertaken in addition to, not in lieu of, the others.

For continuing appointment (tenure-track), the faculty member should demonstrate sufficient strength in the areas of research and publication activities to indicate a pattern of commitment to growth in these areas. Although the initial annual reviews of the faculty member may occur too quickly for a substantial publication record to be amassed, it is expected that each person will develop appropriate research proposals and show evidence of research progress during the probationary period. It is further expected that the research will give promise of leading to publication in a recognized scholarly journal or as a monograph.

For consideration for the award of tenure, the faculty member should have, published at least **five refereed articles** in journals, and **at least five other completed full papers** (e.g., refereed conference proceedings papers, monographs, book chapters, and practitioner journals papers). Publication of a monograph containing more than 90 pages may substitute for three refereed journal articles. Publication in collaboration with faculty and students within or outside of the department is encouraged. The candidate should demonstrate the capability of lead authorship by serving as the lead author on at least one of the collaborative publications.

UNT IS Department is a member of the iSchools international organization of the leading schools in the information science, is a multidisciplinary and rapidly expanding field, with constantly emerging new areas of scholarship and practice, as well as well-established disciplines such as Library Science. Given the

broad range of research areas and types of scholarship covered by the information science, the iSchools member institutions do not include a single list of preferred publication venues (e.g., journals or conferences) by which the relative merit of faculty publications can be judged in their promotion and tenure guidelines. Instead, iSchools member institutions assess the publication venues as an indicator of quality individually for each candidate relevant to his or her particular field. IS Department follows these iSchools practices in its promotion and tenure application evaluations. It is the faculty member's responsibility to provide evidence of the quality of scholarship. The quality of the publication venue should be documented by the faculty member applying for tenure and promotion.

Research grant applications and awards are encouraged as an additional indication of research activity. Awarded external research proposals may be accepted as 1 or more publications (based on the evidence submitted by the candidate). The availability of funding varies substantially across the disciplinary areas represented in the IS Department. The nature and the amount of funding must be viewed in the context of the candidate's area of activity, including how receipt of research funding may affect the quantity and timing of publications..

The following documentation shall serve as the basis for evaluating the research and publication function of a faculty member in the IS Department. Examples may include, but are not limited to:

1. A report from the faculty member's UNT Faculty Information System covering the years as a tenure-track faculty at UNT.
2. List of research projects undertaken and completed, describing topic, methodology, funding, collaboration, for each.
3. List of publications, showing title, date, place published, and number of pages for each, and specifying those considered of major importance (with indicators of publication venue quality such as journal ranking, subscription data, acceptance rate, sources of indexing etc.). The list should also indicate which publications are original and which are reprints, and which of the authors are students.
4. List of grants received, showing title, date, funding agency, amount of award, review process (if peer reviewed) and specifying those considered to be of major.
5. Copies of research reports, publications, creative efforts, and other professional contributions appropriate to the faculty member's areas of expertise.
6. Other documentation associated with this function (e.g., letters of commendation, awards and honors received, keynote address invitations, grant applications, grant awards received, other types of creative works and efforts which contribute to the candidates' stature and recognition in his or her field of specialization, and evidence of presentations, poster sessions, panel discussion participation).
7. Comments from five outside evaluators concerning the faculty member's contributions to scholarly, and creative activities.

Guidelines for Evaluating Teaching

Consistent with the UNT mission, IS expects that each faculty member will demonstrate effective teaching. Strength in other functions will not compensate for ineffective teaching, although it is recognized that a new teacher may at first display a somewhat irregular pattern of performance, depending on the person's prior experience and subject expertise.

To be eligible for continuing appointment (tenure-track), the faculty member should demonstrate sufficient strength to demonstrate the potential for consistent, effective teaching. There should also be evidence that the faculty member is capable of developing needed curricular materials, organizing and presenting course content effectively, working competently and harmoniously with advisees, and showing promise for supervising research efforts of both graduate and undergraduate students.

For consideration for the award of tenure, the faculty member should demonstrate—in addition to consistent, effective teaching—evidence of ability to revise course content and/or develop new courses appropriate to IS Department programs, participate in curricular discussions as an effective colleague, work cooperatively with a variety of advisees, and stimulate student research and investigation.

The following documentation shall serve as the basis for evaluating the teaching activities function of a faculty member in the IS Department. Examples may include, but are not limited to:

1. A report from the faculty member's UNT Faculty Information System covering the years as a tenure-track faculty at UNT.
2. A teaching portfolio.
3. Curriculum Vitae, showing educational and experiential preparation for teaching in assigned areas and documenting appropriate continuing education experiences.
4. Course files, including syllabi and/or materials indicating the objectives of each course, learning outcomes and the organizational structure, assignments, bibliography, and examinations used in each course
5. Evidence of developing new or redesigning existing courses (e.g., departmental curriculum committee forms or correspondence, CLEAR approval documentation, course content, and syllabi)
6. Peer evaluations.
7. Records of evaluations submitted by students in each course.
8. Statements concerning numbers of advisees and research supervised, including serving on or chairing doctoral dissertation committees, guiding other research activities of graduate and/or undergraduate students, usually drawn from the faculty member's annual update.
9. Personal Affairs Committee statements showing the annual evaluation of the faculty member in terms of teaching and advising activities.
10. Other documentation (e.g., letters of commendation and other correspondence, recognitions, grant applications and awards, etc.) relating to teaching.
11. Additional statements submitted by students or alumni related to the teaching and advising abilities of the faculty member.
12. Evidence of external and internal grant proposals and/or funding for developing and delivery of courses, programs, etc. (e.g., teaching grant application forms, grant reports, etc.).
13. For tenure and/or promotion, letters from five outside evaluators appropriate to review the faculty member's contributions to teaching.

Guidelines for Evaluating Service

Service to the IS Department, to the College of Information, and UNT is expected of all faculty members. Although exceptional service will be recognized, it will not serve as a primary basis for recommending continuing appointment, the award of tenure, or promotion. Service to the community and profession appropriate to the faculty member's area of expertise will be considered in recommending continuing appointments, awards of tenure, and promotions.

For continuing appointment (tenure-track), the faculty member should at a minimum give evidence of having attended and participated regularly in faculty meetings and meetings of IS Department committees to which he/she is elected or appointed. The faculty member may also provide evidence of service to College of Information, and/or UNT (e.g., appointment or election to UNT committees or Faculty Senate) and community service activities associated with the field of information science. The faculty member should demonstrate professional concern by joining and becoming active in associations appropriate to his/her area(s) of specialty. For consideration for the award of tenure, the faculty member should, in

addition to meeting the criteria for continuing appointment, show evidence of consistent and valuable contributions not only to IS faculty meetings and committees but also to College of Information, and University bodies. A faculty member should also give evidence of participation as an active member of at least one national or international professional association.

Appropriate contributions to community activities in the area of information science (e.g., service on a local library board, providing continuing education or in-service training activities for local community or professional organizations) may strengthen the case for recommending tenure. The following documentation shall serve as the basis for evaluating the service activity function of a faculty member in the IS Department. Examples may include, but are not limited to:

1. A report from the faculty member's UNT Faculty Information System covering the years as a tenure-track faculty at UNT.
2. Annual updates, showing service on IS Department and College committees and University bodies, with specification of each office or appointment and date(s).
3. List of memberships in professional associations, specifying offices and/or committee appointments held and dates of election or appointment to each.
4. List of professional and/or community service activities with type of function performed, organizations served, and dates for each.
5. Other documentation (e.g., letters of commendation and other correspondence, awards, recognitions, conference programs, etc.) relating to IS Department, College, UNT, and professional and community service.
6. For tenure and/or promotion, comments from the five outside evaluators concerning faculty member's service contributions.

In considering faculty for all distinguished service recognitions (such as professor emeritus), procedures will be consistent with those policies contained within the current UNT Policy Manual.

Note: This document is in no way at variance with policies of the Department of Information Science, College of Information, or University of North Texas. It is understood that College of Information and University policies will always supersede departmental policies.

**DEPARTMENT OF ANTHROPOLOGY FACULTY MERIT EVALUATION,
REAPPOINTMENT, PROMOTION, TENURE, AND POST-TENURE REVIEW
POLICIES
December 2020**

This policy statement is designed to provide the Department of Anthropology with procedures to implement university and college guidelines pertaining to faculty merit evaluation, reappointment, promotion, tenure, and post-tenure review. As a diverse group of scholars specializing in significant areas of applied and non-applied scholarship, we are united by our commitment to address pressing social concerns in local, national, and global communities, thereby generating the intellectual discoveries that arise in the interaction between theory and practice (Henry et al. 2014, Boyer 1990). Our criteria for merit, tenure and promotion reflect the value we place on applied scholarship as well as non-applied scholarship, and we conceptualize applied anthropology as encompassing client-centered work, engaged anthropology, and public anthropology. The Department of Anthropology abides by the relevant policies for faculty at the college and university levels.

A. Merit Evaluations

The department's personnel affairs committee (PAC) will annually evaluate the performance of each faculty member. In so doing the PAC will review three years of information unless the faculty member has fewer than three years of service. Three evaluation categories will be used: instructional activities; scholarly, creative and professional activities; and administration and service. The relative weight of each category will be determined in consultation with each faculty member and the department chair based on the department's instructional needs, as described in the preceding section.

1. Composition of Personnel Affairs Committee

- The committee will be appointed by the Chair.
- The committee will have a minimum of three members, preferably four so that three people evaluate the committee members themselves.
- All members will be senior faculty in order to protect junior faculty from potential political vulnerability.
- Faculty members whose spouses are also faculty members in the department are not eligible to serve on the committee since merit review discussions will include comparisons among faculty members.

2. Merit Review Process

Faculty will be required to submit their materials 3 weeks before the PAC review deadline. During these three weeks, the PAC chair will check whether Annual Updates include all information requested in Section 3, below, and if necessary, faculty members will be asked to amend their materials to provide complete information.

Faculty will be required to submit the following items to FIS; the filename of all documents must begin with the last name of the faculty member:

- Annual Update *data*
- Narrative Summary – maximum of 500 words, this is an opportunity for faculty to contextualize the significance of their accomplishments and highlight the relevance of their publications. Faculty should use the Merit scoring guidelines to suggest a base score of what their accomplishments merit.
- Merit Evaluation Recommendation (2-page summary).
- CV

Using the documents listed above, PAC members will prepare notes on each faculty member before the merit review meeting, with tentative scores. No PAC member may rate themselves or take part in any of the discussions related to him or herself.

PAC will hold a meeting to reach consensus on scores. The goal will be to complete all reviews in one 4-hour meeting; a second meeting will be scheduled if needed.

At the meeting, the PAC will discuss each faculty member to be evaluated. For each person, committee members will start by sharing their calculated scores for teaching, scholarship, and service, and the rationale for those scores. If the calculated scores are different, the PAC will discuss the faculty member's accomplishments until consensus on all scores is reached. The PAC's discussion will be structured as a collaborative effort to reach *common ground*. The PAC will also make every effort to ensure that comparable accomplishments receive comparable scores across all faculty members. The PAC chair will facilitate the discussion.

The PAC chair will take notes on the rationale for the teaching, scholarship, and service scores of each faculty member. S/he will subsequently draft the narrative sections of the Faculty Evaluation Letter, circulate them to the rest of the committee, and finalize them based on committee input.

The PAC will abide by a strict rule to keep all discussions confidential.

The PAC chair will send each faculty member their Faculty Evaluation Letter, which will include the faculty member's rating in each category, the overall weighted evaluation

score, summary of the faculty member's performance, and the PAC's assessment of the quality of journals/presses in which the faculty member has published.

3. Guidelines for Faculty Annual Update Form

The Faculty Annual Update will be submitted in addition to the Annual Update generated by FIS, based on the information submitted by the faculty member. Integrated activities that span more than one of the three traditional categories of scholarship, teaching, and service are hard to fit into the forms used in UNT's merit process and P&T process. In order to recognize the integrated nature of such activities on the Annual Update and other relevant forms, the Department of Anthropology invites faculty members to identify the percentages that they want to assign to such activities for each of the categories of scholarship, teaching, and service. For instance, they could assign 70% of an activity to scholarship and 30% to teaching. The activity should then be listed under each of those categories, along with its assigned percentage. Further explanation of the activity could be discussed under each category.

Here are further guidelines for the Annual Update:

Area I. INSTRUCTIONAL ACTIVITIES

A. Instructional assignments.

- List courses by semester, from earliest to most recent
- Include all course numbers and course titles
- Include all special problems and applied thesis courses; list number of students enrolled for each of these courses
- If less than a full course load was taught in a given semester, identify the reason, e.g. "Development Leave"
- If a course was cross-listed, e.g. for graduates and undergraduates, or for two departments, list the sections as a single course

B. Syllabi for courses taught.

- Do not include syllabi; if needed, the PAC can review syllabi on the department website

C. Student evaluations for courses taught.

- List courses by semester, from earliest to most recent
- For each course until Fall 2012, list the overall SETE score and specify whether the score was Highly Effective, Effective, etc. For courses between Fall 2012-Spring 2015, list the overall SETE score for each course. For course Fall 2015 and beyond, list overall SPOT score for each course, and an

overall SPOT score that averages the individual course SPOT scores. List the department median score for each semester.

- If a course was cross-listed, e.g. for graduates and undergraduates, or for two departments, list the sections as a single course

F. Student advising related to the instructional process (include sponsorship of professional and pre-professional organizations).

- Include class research projects
- Include McNair students and Honors students
- Other responsibilities (include roles such as Director of Grad Studies, Co-Director of Ethnic Studies, Study Abroad, other accomplishments particular to an individual)

G. Dissertation, thesis, etc.

- List each student and length of role; if relationship is ongoing, use “present,” e.g. “2012-present”
- If co-chairing list as person x is chairing with person y (this counts as a chairship for each)
- Group students according to your role:
- Committee Chair, Master’s Students, Anthropology
- Committee Member, Master’s Students, Anthropology
- Committee Member, Ph.D. and Master’s Students, Other Departments

I. Teaching grants applied for: received and not received.

- Identify whether internal or external
- Indicate whether funded or not; if funded, include \$ amount and # of years
- State your role (PI, co-PI, etc.) and % of effort

Area II. SCHOLARLY, CREATIVE AND PROFESSIONAL ACTIVITIES

Note on Applied Scholarly Activities

As a department, we want to ensure full recognition for the applied activities that are a focus of our department as well as of non-applied research activities. We recognize that applied activities cannot always be judged by the traditional norm of peer-review, where “peers” are limited to other university-based anthropologists. We have called out five kinds of applied scholarly activities by *italicizing* them in sections A-E below.

The value of applied scholarly activities that might not be fully recognized according to traditional academic norms can be documented in several ways. First, you can write a

paragraph immediately follow the listing of that item. The paragraph should address issues such as:

- Scale of project
- Hours spent
- What was impact
- How is this scholarship
- How related to your area of scholarship

Secondly, we expand the concept of “peer review” to include stakeholders and clients, and encourage you to include letters from such persons discussing the relevance, importance and impact of the project.

Other forms of evidence are also welcomed, such as documents that demonstrate impact on practice or policy change, or use of faculty member’s research by others, such as by advocates in their attempt to influence policy.

A. Publications

For all publications, indicate whether single or multi-author. On a multi-authored publication, if you are concerned that you may not get sufficient credit, you have the option of adding an explanation of your contribution.

- Refereed entries should only include those works that are peer reviewed by an anonymous (or blind) review panel or committee of peer scholars external to the journal itself (this includes electronic books and articles); if not refereed, or if editor-reviewed, include in “Other scholarship.” Do not list *Practicing Anthropology*, *Eagle Feather*, newsletters, etc. as refereed journals.
- For publications that do not have a date yet, you can use the terms “in preparation,” “under review,” “accepted,” or “in press.” Do not use the term “forthcoming.” Be aware that you will not receive much credit for publications that are in preparation.
- “In press” items will be given the same weight as published items. List publications as “in press” only after you have received and can document publishing date and/or volume and number of the journal, as well as page numbers. You must include the page numbers and the year in your description of the publication. The PAC chair will document the years in which it is counted and pass on to the next PAC chair.
- Encyclopedia entries should include a word count (or a link).
- Where relevant, include applied non-traditional publications such as client reports, including white papers, technical reports, and annotated slide decks

B. Concerts, recitals, art shows, design displays, performances, productions, etc.

- Where relevant, include applied multimedia products such as films and gallery exhibits.

C. Papers presented and critical commentary

- Indicate any keynote speaker roles, i.e. lectures where expenses were paid and/or honorarium received; note whether regional, national, or international
- Where relevant, include presentations to hearings of national or state legislative committees, i.e. work as public intellectual
- Where relevant, include articles in popular press, community publications and newsletters, or popular media appearances, i.e. work as public intellectual
- Documentation of value should include number of views for online media, description of audience/readership, difficulty of getting article placed in venue
- Please note that many minor articles or appearances in the popular press will not be treated as equivalent to one major one

D. Professional activity of the discipline, including editing/reviewing for a journal, chairing sessions at scholarly meetings, holding committee positions/offices in professional organizations.

- Just FYI, the Department of Anthropology evaluates the items listed here as part of Service, except for reviews of manuscripts and grant proposals, and participation on editorial boards, which we do count as scholarship
- Do not count inviting lecturers to campus

E. Scholarly/creative and research activity not resulting in publication or public presentation

- Community engagement activities that do not result in a report, where the “process is the product”

G. Research grants applied for.

- Identify whether internal or external
- Indicate whether funded or not; if funded, include \$ amount and # of years
- State your role (PI, co-PI, etc.) and % of effort

Area III. ADMINISTRATION AND SERVICE

A. To the university

- Include service to other departments

C. To the department

- Do not include inviting lecturers to campus

4. Guidelines for Merit Evaluation Form

The Merit Evaluation Form must be saved as a Word file, not PDF, so that the PAC can add a summary section. These accomplishments should be highlighted:

Teaching

- Course evaluations (SPOT)
- Number of students in special problems classes
- Undergraduate advising load (Honors and McNair students)
- Thesis and dissertation advising load
- New preps and class projects
- Other responsibilities (include roles such as Director of Grad Studies, Co-Director of Ethnic Studies, Study Abroad, other accomplishments particular to an individual)
- External teaching grants
- Internal teaching grants

Scholarship

- Books
- Edited volumes
- Peer-reviewed articles
- Editor-reviewed articles (not peer-reviewed)
- Book chapters
- Technical reports including client reports
- Multimedia products
- Community engagement activities that do not result in a product
- Keynote speaker
- External research grants
- Internal research grants
- Session chair/organizer

- Conference presentations
- “Public intellectual” accomplishments: presentations to national/state committees, articles in popular press, media appearances
- Other scholarship

Service

- Department
- College/university
- Professional
- Undergraduate and graduate administrative service activities
- Unpublished manuscript review and grant proposal review
- Community

5. Scores and Scale

The Department of Anthropology uses a 1-5 scale in evaluating a faculty member’s activities. Scores will be assigned in accordance to the measures for assessing merit outlined in this document.

Discretionary points for accomplishments in each of the categories of scholarship, teaching, and service will be assessed in relation to the workload percentage given to that category. For instance, eight peer-reviewed articles published by a faculty member whose scholarship is 20% would be twice as impressive as eight peer-reviewed articles published by a faculty member whose scholarship is 40%, all other factors being equal.

6. Appeals Process

Faculty members who are considering appealing their scores may, if they wish, start with a verbal conversation with the PAC chair or Department Chair. If they decide to pursue an appeal, they must submit an appeal in writing to the PAC Chair.

The written appeal will be reviewed by both the PAC Chair and the Department Chair. The two of them will meet to reach a decision. The PAC Chair may also consult the rest of the PAC if s/he chooses. The decision will be communicated to the faculty member both in a face-to-face meeting and in writing.

A faculty’s signature on the Faculty Evaluation Letter means that they have seen the review, not necessarily that they agree with it.

The decision made by the PAC Chair and the Department Chair must maintain fairness among all faculty members’ scores in the department. Faculty members who have completed the department appeal process and who wish to appeal their scores at the or appealing at the college and university levels, should see UNT Policy 06.027.

7. System for Assigning Deadlines

<i>Date</i>	<i>Item Due</i>
X-7 weeks	Packets due from all faculty
X-7 weeks to X-5 weeks	Faculty are “on call” to edit packages as required
X-5 weeks	PAC members individually review packets of all faculty members and assign tentative scores
X-4 weeks	PAC meets and assigns merit scores
X-3 weeks	PAC Chair prepares 2-page summaries with scores and narrative evaluations, circulates to PAC for feedback, edits as necessary
X-2 weeks	2-page summaries with scores and narrative evaluations are shared with faculty members; faculty members can initiate appeals, if they wish
X (about March 1)	PAC chair uploads PAC recommendation to the Department Chair
(about April 1)	Department Chair uploads final evaluation to the Dean

8. Salary Increments

When the budget for salary increments becomes available to the department, the chair will weigh appropriate increments based on the ratings established by the procedures above, including the relative weights. First-year faculty members will normally receive the median salary increment. Final salary recommendations are made by the chair.

B. Reappointment, Promotion and Tenure

Procedures for promotion and tenure represent a combination of the processes set forth in University 06.004 Faculty Reappointment, Tenure, and Promotion effective 6/2020, University policy 06.005 Non-Tenure Track Faculty Reappointment and Promotion effective 8/2020, college guidelines, instructions from the dean and provost, and [in this document](#). Faculty members are responsible for familiarizing themselves with the requirements and procedures at the department, college, and university levels.

In the Department of Anthropology, responsibility for recommending annual reappointment, promotion, and tenure of probationary faculty begins with the departmental Reappointment, Promotion and Tenure committee (RP&T).

Review Committee Composition

The Department Chair will appoint a review committee for the purpose of reappointment, tenure, and promotion as established in University Policy 06.004. The committee must consist of no fewer than five (5) and no more than all eligible faculty members within the department. Only tenured faculty members may serve on the committee when evaluating probationary faculty. Only professors may serve on the committee when considering candidates for promotion to professor. Candidates for tenure and/or promotion have the right to request, in writing to the dean, that certain individuals be excluded as reviewers if they believe are not able to provide a fair and unbiased assessment, along with the reasons for the requested exclusion. The dean, in consultation with the review committee and chair, will make the final decision. The department may not have sufficient faculty to fulfill membership requirements for a review committee. If this occurs the committee chair, in consultation with the department chair, will identify tenured faculty from outside of the department to serve on the department's review committee. The external members will serve one-year terms that are renewable for up to two (2) more years, depending upon department's needs, and mutual agreement between the external review committee member and the department.

Reappointment of Tenure-Track Faculty

The RP&T committee evaluates the progress of each second, third, fourth, and fifth year probationary faculty person toward promotion and tenure. As part of the evaluation, the committee makes a recommendation whether to reappoint the faculty person (all eligible faculty vote in years 4, 5 and 6). The evaluation is completed according to the timetable announced by the dean of the college at the beginning of each academic year. The RP&T committee will evaluate the faculty member's progress towards achieving excellence in scholarship, teaching, and service by the time they go up for tenure and promotion to associate professor (see Tenure and Promotion to Associate Professor). In preparing its evaluation, the RP&T committee is guided by the following: (1) the faculty member's scholarly, teaching, and service record, (2) their CV, and (3) the cumulative merit evaluations of the department's PAC. The department chair prepares a separate recommendation for reappointment, taking into consideration the recommendation of the RP&T Committee. Both recommendations are forwarded to the dean per the timetable at the beginning of the academic year. The faculty member must either sign the chair's letter concurring with the review or may write a letter of dissent. The fourth-year review is forwarded to the college PAC, dean, and provost for reappointment approval.

Annually, the department chair will meet with probationary faculty to discuss (1) the results of the evaluation completed by the RP&T and the chair, and (2) advise the faculty person on professional development areas needing additional effort. This joint counseling meeting is normally conducted in the spring after the RP&T committee has completed the annual RP&T evaluations.

Promotion to Senior Lecturer or Principal Lecturer

If a lecturer is recommended by the department for promotion, the candidate must develop a dossier and supply all supporting materials requested by the committee.

The RP&T committee's recommendation is forwarded to the department chair, who will make an independent evaluation and recommendation to the college PAC and dean. Both the RP&T committee and chair's recommendations are forwarded to the dean and college PAC. Only teaching and service are evaluated for promotion.

Teaching. The candidate shall demonstrate a commitment to excellence in teaching during the probationary window, as reflected in student evaluations, evaluations of teaching materials by departmental peers, a commitment to advancing the professional development of students through mentoring and advising activities outside the classroom, and the cumulative merit evaluations of the department's PAC (score of 4 or above).

Service. The candidate shall demonstrate a commitment to excellence in service during the probationary window to the department, college, university, community and profession as reflected in the cumulative merit evaluations of the department's PAC (score of 4 or above).

Consistent with the University's mission, the candidate is expected to demonstrate a commitment to excellence across both areas of teaching and service.

Tenure and Promotion to Associate Professor

If a tenure-track faculty person is under consideration by the department for promotion and tenure, the candidate must develop a dossier and supply all supporting materials requested by the RP&T committee. Normally, preparation for the tenure promotion begins the summer prior to the faculty member's final probationary year.

The RP&T committee's recommendation is forwarded to the department chair, who will make an independent evaluation and recommendation to the college PAC and dean.

Both the RP&T committee and chair's recommendations are forwarded to the dean and college PAC.

Consistent with the University's mission, the candidate is expected to demonstrate a commitment to excellence across all three areas of research/scholarship, teaching, and service. Primary emphasis shall be placed on research and scholarship excellence, which is most important for promotion and tenure. Excellence is evaluated through a holistic review of the following: (1) the faculty member's annual reappointment evaluations, (2) the faculty member's cumulative merit evaluations of the department's PAC, and (3) external letters from accomplished scholars in the field.

The criteria for tenure and promotion to Associate Professor are as follows:

Research/Scholarship. A high standard of research proficiency must be displayed by making **consistent**, sustained, and significant contributions to the scholarship of applied anthropology. This record should be sufficient in both quality and quantity to demonstrate excellence in research. Additionally, as a minimum threshold for consideration for a recommendation by the RP&T committee for promotion to associate professor with tenure, the department expects a combination of nine of the following: high quality refereed journal articles (at least one must be sole-authored), book chapters, or external research grants, or creative works during their probationary period. In the case of incoming faculty who are granted prior contributions toward tenure this requirement may be modified. As an applied anthropology department, we value the publication of works in anthropological venues as well as across disciplines. Quality of journals/presses will be assessed through consultation among the faculty member, RP&T chair, and department chair before a manuscript is published, through the assessment of the PAC during the annual merit review process, and/or by external reviewers. For multi-authored work, the PAC will assess the relative contribution of the candidate for promotion and tenure. Depending on the level of contribution, it is possible that the candidate may not receive credit for the full publication. Coauthored articles with students are considered sole-authored. A book or edited volume will account for multiple journal articles, depending on the relative contribution of the faculty member and the quality of the work. Successful interdisciplinary scholarly collaborations will be recognized favorably. Other scholarly activities, such as grant writing, scholarly conference organizing, non-review white papers, etc., may also count towards promotion and tenure if the quality or impact is judged meritorious by the RP&T committee. The RP&T will assess these contributions and evaluate their equivalence to a peer-review journal article or chapter. These activities may not count as a replacement for >2 of the 9 required journal articles or book chapters.

In addition to publications, candidates for promotion to associate professor must have other professionally relevant contributions, such as technical reports or professional conference participation. When selecting external reviewers, the RP&T committee and chair will follow the procedures and criteria for selecting reviewers described in the UNT Policy 06.004

Teaching. The candidate shall demonstrate a commitment to excellence in graduate and undergraduate teaching, as reflected in student evaluations and evaluations of teaching materials by departmental peers, and a commitment to advancing the professional development of students through mentoring and advising activities outside the classroom including preparation and presentation of master's applied theses.

Service. The candidate shall demonstrate a commitment to excellence in service to the department, college, university, community and profession as reflected in annual departmental evaluations.

Promotion to Full Professor

Faculty members showing very strong and long-term research records, as well as commitments to teaching and service, will be recommended for promotion to Professor.

Consistent with the University's mission, the candidate is expected to demonstrate a commitment to excellence across all three areas of research/scholarship, teaching, and service. Primary emphasis shall be placed on research and scholarship excellence, which is most important for promotion. Excellence is evaluated through a holistic review of the following: (1) the faculty member's annual reappointment evaluations, (2) the faculty member's cumulative merit evaluations of the department's PAC, and (3) external letters from accomplished scholars in the field.

The following criteria must be met for Full Professor:

Research/Scholarship. A research/scholarship record similar to that required for tenure must be accumulated, in a comparable window, to the years prior to promotion to Associate Professor. Extenuating circumstances may be evaluated at the discretion of the RP&T. This record must demonstrate a substantial research program, reflected in the publication of articles in top-quality journals, special edited issues of journals, and/or books published with recognized presses. As an applied anthropology department, we value the publication of works in anthropological venues as well as across disciplines. Quality of journals/presses will be assessed through consultation among the faculty member, RP&T chair, and department chair before a manuscript is published, through

the assessment of the PAC during the annual merit review process, and/or by external reviewers. Candidates for promotion to professor are expected to have pursued external funding for their research agenda as associate professors. The acquisition of external grants over the review period is desirable. Other scholarly activities, such as grant writing, scholarly conference organizing, non-review white papers, etc., may also count towards promotion and tenure should their quality or impact be judged meritorious by the Department P&T committee. The Department P&T will assess these contributions and evaluate their equivalence to a peer-review journal article or chapter. These activities may not count as a replacement for >2 of the 9 required journal articles or book chapters. The overall record must be such that the candidate has become recognized nationally as an authority within his or her field.

Teaching. The candidate must have demonstrated a commitment to excellence in teaching over the review period and have created a record of quality instruction as evidenced by the merit reviews.

Service. The candidate must have demonstrated a commitment to excellence in service over the review period. The candidate must bear a share of service responsibility to the department and the university and be recognized among peers in the department and the profession for his or her leadership in shaping the intellectual development of the department or any of its programs, or the college, or university, or community, or the profession.

C. Post-Tenure Review

All faculty members are evaluated annually by the department PAC in each of the three areas of performance for the three previous calendar years. Unsatisfactory performance occurs whenever a tenured or tenure-track faculty member receives an unweighted merit rating of less than 2.0 for teaching or research/scholarship or service.

For tenured faculty at any rank, a merit score of less than 2.0 in any of the three areas will initiate the post-tenure review process described in the UNT Policy Manual 06.052. Within a month after receiving an unsatisfactory merit rating, the Reappointment, Promotion, and Tenure committee and department chair will jointly prepare a Professional Development Plan for the faculty person as described in the UNT Policy Manual. The department chair and the RP&T chair will jointly meet with the faculty to discuss (1) the results of the evaluation completed by the RP&T and the chair, and (2) advise the faculty person on professional development areas needing additional effort.

Measures for Assessing Merit

The Department of Anthropology uses a 1-5 scale in evaluating a faculty member's activities:

- 5 – exceptional
- 4 – excellent
- 3 – adequate
- 2 – less than adequate
- 1 – unsatisfactory

Scores may be assigned up to .4 incremental points using the discretionary list of items found at the end of each section of Scholarship, Teaching and Service.

The P&T committee will use a three year window for its evaluation.

Scholarship and Creative Activities

As a department, we want to ensure full recognition for the applied activities that are a focus of our department as well as of non-applied research activities. We recognize that applied activities cannot always be judged by the traditional norm of peer-review, where “peers” are limited to other university-based anthropologists.

The value of applied scholarly activities that might not be fully recognized according to traditional academic norms can be documented in several ways. First, you can write a paragraph immediately follow the listing of that item. The paragraph should address issues such as:

- Scale of project
- Hours spent
- What was impact
- How is this scholarship
- How related to your area of scholarship

Secondly, we expand the concept of “peer review” to include stakeholders and clients, and encourage letters from such persons discussing the relevance, importance and impact of the project.

Other forms of evidence are also welcomed, such as documents that demonstrate impact on practice or policy change, or use of faculty member's research by others, such as by advocates in their attempt to influence policy.

Scholarship Score of 5

At least one of the following:

- An authored book or edited volume, or other major creative work (e.g. documentary film)
- External research grants equivalent to \$50K or more
- 6 peer-reviewed journal articles/book chapters/equivalent applied scholarly products

Scholarship Score of 4.5

At least one of the following:

- External research grants equivalent to \$40-49K
- 5 peer-reviewed journal articles/book chapters/equivalent applied scholarly products
- Editorship of a premier journal

Scholarship Score of 4

At least one of the following:

- External research grants equivalent to \$30-39K
- 4 peer-reviewed journal articles/book chapters/technical reports/equivalent applied scholarly products
- Editorship of a journal

Scholarship Score of 3.5

At least one of the following:

- External research grants equivalent to \$10 - 29K
- 3 peer-reviewed journal articles/book chapters/equivalent applied scholarly products and 1 non-peer-reviewed journal article/book chapter/technical report/equivalent applied scholarly product

Scholarship Score of 3

At least one of the following:

- External or internal research grants up to 9K
- 3 peer-reviewed journal articles/book chapters/technical reports/equivalent applied products

Scholarship Score of 2.5

At least one of the following:

- 2 peer-reviewed journal articles/book chapters/technical reports/equivalent applied scholarly products

Scholarship Score of 2

At least one of the following:

- 1 peer-reviewed journal article/book chapter/technical report/equivalent applied scholarly product

Scholarship Score of 1

- No peer-reviewed journal articles/book chapters/technical reports/equivalent applied scholarly products

The P&T Committee, at its discretion, can add up to .4 points from the following:

- Keynote speaker or plenary address at national/international academic conference
- Program organizer of major professional conference
- Publication in a non-refereed journal, book, or technical report
- Organized a panel or session at national /international conference
- Presented papers at state/regional/national/international academic/professional meetings
- Served on review team to evaluate grant proposals for research
- Served as manuscript reviewer for journals
- Prepared and submitted a grant proposal that was not funded
- Planned a local / regional conference
- Served on editorial board of journal or book series
- Disseminated disciplinary knowledge to the community to address social and/or behavioral problems

Teaching

Flexibility needs to be a consideration for faculty who have not yet taught 12 courses, have course releases, developmental leave, or other circumstance where course load has been modified.

Teaching Score of 5

At least two of the following:

- SPOT student evaluation: 3-year average of 4.6 - 5.0
- Exemplary peer observation evaluation report for classroom based teaching
- Exemplary peer observation evaluation for online courses including course designer and instructor

- Guiding 8 or more independent student work including: special problems, honors, McNair, undergraduate research
- Chairs 18 or more anthropology graduate student committees
- Oversees 6 or more courses with class projects
- Receipt of instructional development grant totaling \$25,000 or more
- Formal recognition of teaching excellence by national or regional college/university or other professional groups or internal formal recognition of teaching by the University

Teaching Score of 4.5

At least two of the following

- SPOT student evaluation: 3-year average of 4.3 – 4.59
- Excellent peer observation evaluation report for classroom based teaching
- Excellent peer observation evaluation for online courses including course designer and instructor
- Guiding 6 independent student work including: special problems, honors, McNair, undergraduate research
- Chairs 15-17 anthropology graduate student committees
- Oversees 5 courses with class projects
- Receipt of instructional development grant totaling \$15,000 - \$24,000

Teaching Score of 4

At least two of the following

- SPOT student evaluation: 3-year average of 4 – 4.29
- Very Good peer observation evaluation report for classroom based teaching
- Very good peer observation evaluation for online courses including course designer and instructor
- Guiding 5 independent student work including: special problems, honors, McNair, undergraduate research
- Chairs 12-14 anthropology graduate student committees
- Oversees 4 courses with class projects
- Receipt of instructional development grant totaling \$6,000 - \$14,000

Teaching Score of 3.5

At least two of the following:

- SPOT student evaluation: 3-year average of 3.5 – 3.9
- Good peer observation evaluation report for classroom based teaching
- Good peer observation evaluation for online courses including course designer and instructor

- Guiding 4 independent student work including: special problems, honors, McNair, undergraduate research
- Chairs 10-11 anthropology graduate student committees
- Oversees 3 courses with class projects
- Receipt of instructional development grant up to \$5,000

Teaching Score of 3

At least two of the following:

- SPOT student evaluation: 3-year average of 3 – 3.49
- Adequate peer observation evaluation report for classroom based teaching
- Adequate peer observation evaluation ratings for online course evaluations
- Guiding 3 independent student work including: special problems, honors, McNair, undergraduate research
- Chairs 9 anthropology graduate student committees
- Oversees 2 courses with class projects
- Receipt of instructional development grant

Teaching Score of 2.5

At least two of the following:

- SPOT student evaluation: 3-year average of 2.4 – 2.99
- Marginal peer observation evaluation report for classroom based teaching
- Marginal peer observation evaluation ratings for online course evaluations
- Guiding 1-2 independent student work including: special problems, honors, McNair, undergraduate research
- Chairs 8 anthropology graduate student committees
- Oversees 1 course with class project

Teaching Score of 2

At least two of the following:

- SPOT student evaluation: 3-year average of 2.0 – 2.49
- Inadequate peer observation evaluation report for classroom based teaching
- Inadequate peer observation evaluation ratings for online course evaluations
- Chairs 7 or fewer anthropology graduate students over a 3 year period

Teaching Score of 1

At least two of the following:

- SPOT student evaluation: 3-year average of 1 – 2.49
- Poor peer observation evaluation report for classroom based teaching
- Poor peer observation evaluation ratings for online course evaluations

The committee, at its discretion, can add up to .4 points from the following:

- Development of instructional techniques and methods, online education, team teaching, interdisciplinary, and/or international courses
- Guiding independent student work including: special problems, honors, McNair, undergraduate research
- Oversees a course with class project
- Member of thesis/dissertation committees outside of the department
- Develops relationships with the community, professionals, businesses, and/or professional groups that contribute to student learning
- Interdisciplinary instructional collaborations across departments in seminars, instructional boards, workshops, presentations, and/or colloquia
- Development of courses/curricula for off-campus programs or foreign visitors (e.g., study abroad, metroplex, etc.)
- Guest teaching or invited panelist
- Funding and/or including undergraduate or graduate students in faculty research
- Nomination for faculty teaching award

University, Professional, and Public Service

Considerations for Service to

- Department
- College/university
- Professional
- Community

Service Score of 5:

At least one of the following:

- Formal recognition of extraordinary service by national/international organization or university
- Serves as president of a national/international organization
- Serves as president of UNT Faculty Senate
- External, non-research fundraising of \$10,000 or more
- Serves as department chair with positive evaluation from faculty and dean, for at least 2 consecutive semesters within the Merit evaluation period, including summer.

Service Score of 4.5

At least one of the following:

- Formal recognition of outstanding service by university or professional group
- Serves as president of a regional organization
- Serves as officer of a national/international professional organization with membership of 8,000 or above
- Serves as chair of committee for the university, in addition to a typical department service workload, over 3 years
- Serves as a member of >6 department or university/ college committee assignments over the 3 year period

Service Score of 4

At least one of the following:

- Serves as chair on department committee or task force
- Serve as director of a center or institute involved in external fundraising
- Serve as editor of newsletter for a professional organization
- Serves as officer of a regional organization
- Serve as board member or adviser of a community organization
- Serves on a combination of 5-6 of the following: department committee/task force, adviser for student organization, university/college committee, professional committee
- Serves on the Faculty Senate

Service Score of 3.5

- Serves on a combination of 4 of the following, over the 3 year period: department committee/task force, adviser for student organization, university/college committee

Service Score of 3

- Serves on a combination of 3 of the following, over the 3 year period: department committee/task force, adviser for student organization, university/college committee

Service Score of 2

- Serves on a combination 1-2 of the following: department committee/task force, adviser for student organization, university/college committee

Expected of all faculty

- Regular attendance at and active participation in departmental faculty meetings and committees
- Membership in a professional organization

The committee, at its discretion, will evaluate the following activities for additional points:

- Chairs a new degree program such as a new BS in anthropology or PhD program.
- Presents at program or workshop that promotes anthropology to the public, such as OLLI
- Coordinates a cooperative agreement with community college/public agency/business & industry
- Serves on a community board/committee
- Extraordinary service to the community, department, university, or profession, including commissions, advisory boards, or expert testimony, that utilizes the expertise of the discipline and brings recognition to UNT Anthropology.

Article XVI: Promotion and Tenure Guidelines (revised 5/10/2018)

The Department of Communication Studies strives to excel in the selection and development of faculty to facilitate the interconnected missions of the university, the college, and the department. As such, the faculty is committed to excellence in research, teaching, and service. The following guidelines were created in accordance with and are subordinate to those issued by the Board of Regents, the University, and the College of Liberal Arts and Social Sciences.

Tenure and/or promotion are not guaranteed as a function of university employment or years of professional experience. The awarding of tenure announces a special relationship between the university and the faculty member. The decision regarding tenure and/or promotion is an extension of the annual faculty review and merit evaluation process and is designed to engender academic freedom and professional stability for experienced faculty members.

To accomplish these goals, the department evaluates the quality, quantity, and significance of research and scholarly activities, the quality of teaching, and the significance of faculty service in the granting of promotion and tenure. These guidelines, then, function as expectations for individuals seeking tenure and/or promotion within the department.

These guidelines went into effect for faculty members who began service at UNT in or after Fall 2018, and presume a 40% research, 40% teaching, and 20% service workload, which is in keeping with the university's stated goals in the Academic Workload Policy (06.027). Because research, teaching, and service contributions may vary significantly across the department based on programmatic needs, the distribution of effort may vary from semester to semester or from year to year. Recognition of differential workloads must be acknowledged and evaluated appropriately in the annual merit evaluation process and considered in tenure and promotion decisions.

Criteria for Tenure with Promotion to Associate Professor

Excellence in Research

The Department of Communication Studies is made up of faculty representing three research traditions. Interpersonal, Digital, and Organizational (IDO) faculty study communication as social scientists; Rhetorical Studies faculty study communication as humanists; and Performance Studies faculty study communication as creative scholar/artists. In addition, we have a Director of Debate whose evaluation is divided equivalently between work with the debate program and membership as part of the faculty. These various traditions are characteristic of the Communication Studies discipline at large. Accordingly, it is necessary that the department's guidelines for assessing scholarship take into account the distinct expectations associated with these research models.

To do so, these guidelines offer a general set of expectations a candidate should meet for achieving tenure and promotion, followed by exemplars of the various ways in which excellence

in scholarship can be achieved. While not exhaustive, the exemplars are meant to educate candidates about disciplinary expectations.

Candidates must show clear and convincing evidence of emerging stature as regional and national authorities in their respective areas. As evidence, the department places the highest premium on peer-reviewed research. The department expects production of the equivalent of seven (7) high-quality peer-reviewed articles, essays, or a balance between peer-reviewed creative and published scholarship for candidates to be considered for tenure and promotion.

A candidate should provide documentation of the significance of each scholarly product, which might include but is not limited to acceptance/rejection rates; evidence of citation of the work; impact factor; the reputation of the editorial board; and/or the reputation of the critic for peer-reviewed creative projects. During the probationary period, candidates should demonstrate their ability to produce a coherent body of scholarship to which they have made a significant contribution. The scholarly record likely will be comprised of scholarly works that conform to a variety of commonly accepted models of authorship. Co-equally authored work, which often results in more substantial work than could be accomplished by a single author working alone, is equivalent to single authorship. Collaborative work is also valued as a legitimate form of inquiry and production. Because prime disciplinary publication outlets often have a two to three-year delay between manuscript acceptance and publication, essays for which authors have received acceptances must be counted as equivalent to publications in the tenure and promotion review process.

Publications occurring prior to the probationary period count toward the development of the scholar's reputation, but are not a substitute for sustained high levels of productivity during the candidate's probationary period at UNT.

Because a candidate can establish a continuous, sustained, and significant scholarly contribution in a variety of ways, the department must necessarily take into account the distinct expectations associated with the various research traditions in the discipline. To that end, we offer the following exemplars as guidelines that candidates from the various traditions might emulate to demonstrate excellence in research, creative, and scholarly activities.

Exemplar 1: The first model emphasizes the production of peer-reviewed research articles or essays/book chapters. For humanities scholars, at least three manuscripts should be first-authored, sole-authored, or co-equally authored pieces, and three of the essays should be published in Greatest Weight communication journals (see Appendix A for journal rankings) or journals candidates can demonstrate have similar or greater potential impact. For social science scholars, at least two manuscripts should be first-authored, sole-authored, or co-equally authored pieces, and three of the essays should be published in Greatest Weight communication journals (see Appendix A for journal rankings) or journals candidates can demonstrate have similar or greater potential impact.

Exemplar #2: This model combines the publication of a scholarly book with peer-reviewed research articles or essays/book chapters. The book should be a sole-authored work of original scholarship, published by a recognized scholarly press or publishing house that produces work only after rigorous peer-review. In addition, the candidate should produce 2 high-quality peer-reviewed publications, at least one of which should be published in a recognized communication journal. Textbooks are not considered “scholarly” books for the purposes of tenure and promotion. Edited volumes do not count as sole-authored books; an edited volume counts as the equivalent of two article publications.

Greatest Weight

Exemplar #3: The third model emphasizes a balance between peer-reviewed published scholarship and peer-reviewed creative scholarship. The department expects that candidates using this model will produce an equitable combination of published scholarship and creative scholarship. To assess creative scholarship, the department utilizes the services of the National Review Board (NRB), which is operated through the Performance Studies Division under the auspices of the National Communication Association. Like scholarly journals, the NRB has an Editor who, upon receipt of a request for the review of creative scholarship from a faculty member, matches the subject matter and medium of the creative scholarship with the areas of expertise of at least three members of the NRB’s editorial board. The curriculum vitae of the potential reviewers are forwarded to an intermediary departmental faculty member who selects a reviewer without input from the faculty member who requested the review. Following a site visit to evaluate the creative scholarship, the reviewer writes a review evaluating the merit of the creative scholarship and submits it to the NRB Editor, who assesses it to determine that it meets NRB standards prior to forwarding the review to the intermediary departmental faculty member. The intermediary faculty member is responsible for delivering a copy of the review to the faculty member and for insuring that a copy is added to the personnel file of the faculty member who authored/directed the creative scholarship. With regard to candidate’s published scholarship, the department presumes that some should appear in Greatest Weight communication journals or journals candidates can demonstrate have similar or greater potential impact. The department further presumes that some of the candidate’s creative scholarship should be presented in national or international forums such as conferences or festivals. At least four of the works—a combination of published and creative scholarship—should be sole authored, first authored, or co-equally authored.

Exemplar #4: The fourth model emphasizes an appointment that includes 50% assignment as a faculty member in the department and 50% assignment as Director of Debate. This exemplar recognizes that the faculty member’s activities as Director of Debate are distinct from, yet related to, the overall mission of the Department of Communication Studies. The Director of Debate should produce a combination of seven high-quality peer-reviewed publications and/or external reviews of the Debate Program during the probationary period. Specifically, if the Director of Debate is a humanities scholar, they should produce at least four high-quality peer-reviewed publications, three of which should be sole-authored, first-authored, or co-equally

authored and at least two of which should be published in Greatest Weight communication journals or journals that the candidate can demonstrate has similar or greater potential impact. If the Director of Debate is a social science scholar, they should produce at least four high-quality peer-reviewed publications, two of which should be sole-authored, first-authored, or co-equally authored and at least two of which should be published in Greatest Weight communication journals or journals that the candidate can demonstrate has similar or greater potential impact.

In addition, the Director of Debate may submit up to three external reviews of the Debate program completed during three different years of the candidate's probationary period by three different reviewers; each of these external reviews would count as the equivalent of a peer-reviewed publication for the purposes of tenure and promotion. (See Appendix B for additional information regarding the external review process and expectations.)

For these exemplars, the following guidelines related to research, teaching, and service, are provided to guide probationary faculty on their path toward tenure.

I. Research

Candidates are expected to engage in an active program of communication research and scholarship. To be recommended for tenure, a faculty member must be engaged in a sustained program of research of sufficient quality and quantity to make significant progress toward excellence in the discipline. The department recognizes that because of the unique blend of social scientific, humanistic, and fine arts traditions in the department, the various methods utilized in the production of scholarship, and the varied availability of publication outlets from area to area, the productivity and types of scholarship produced by the faculty will vary. The department further recognizes that faculty members at the beginning of their careers must negotiate a learning curve with regard to the production of scholarly research. Consequently, early career faculty productivity may be slightly lower than the levels of productivity outlined in the Faculty Workload section of the department Bylaws.

Faculty in the department engage in:

- scholarship that leads to publication either in journals sponsored by international, national, and regional communication associations or other appropriate interdisciplinary journals;
- scholarship that leads to publication of books or book chapters by recognized scholarly presses or publishing houses that produce works only after rigorous peer review;
- creative scholarship that is peer-reviewed by critics of national stature, and some of which is be presented in national or international forums such as conferences or festivals;

- scholarship that results in the awarding of major funded external grants that are awarded on the basis of rigorous peer review and approval; and/or
- presentations at disciplinary or interdisciplinary professional meetings of scholars that result in the publication of peer-reviewed conference proceedings.

A candidate may engage in any of the following appropriate forms of professional activity to meet the benchmark. The relative weight of these activities should be calculated in accordance with department merit procedures.

Generally,

- The following items will be assigned greatest weight in promotion and tenure decisions.
 - peer-reviewed essays or articles published in Greatest Weight communication journals or journals candidates can demonstrate have similar or greater potential impact national and international organizations and associations or other appropriate interdisciplinary journals;
 - book chapters will be counted as greatest weight based on the significance of the collection and its authors/editors/press. If a book chapter is not considered to be of exceptional significance regarding these elements it will be counted as a moderate weight publication;
 - books published by scholarly presses or publishing houses that produce work only after rigorous peer review;
 - creative research peer-reviewed by critics of national stature affiliated with the National Review Board;
 - presentation of creative research at international or national conferences and festivals by invitation based on the reputation of the artist or the work;
 - serving as editor of a scholarly journal (Greatest Weight or Two);
 - editing a scholarly book published by a scholarly press or publishing house that produces work only after rigorous peer review;
 - scholarship that results in major external grants that are awarded on the basis of rigorous peer review and approval (criteria such as funding agency, amount of funding, and the faculty member's role will be taken into consideration); and/or
 - comprehensive, external peer-review of the Debate program.
- The following items will be assigned moderate weight in promotion and tenure decisions.
 - peer-reviewed essays or articles published in specialty outlets or those associated with regional associations;
 - publication of solicited book chapters (higher weight may be assigned to solicited essays if the author can demonstrate that s/he has been invited due to academic reputation);

- publication of forum essays;
 - continuance or renewal of grants;
 - membership on panels reviewing proposals for grants;
 - internationally and nationally recognized research fellowships; visiting appointments; or selection at institutes for advanced study; and/or
 - serving as editor of conference proceedings.
- The following items, which will be assigned least weight, are acknowledged as appropriate professional activities; however, they will not count toward the number of scholarly works required for recommending tenure and/or promotion.
 - production of scholarly digital archives;
 - membership on editorial boards;
 - ad hoc reviewing for scholarly journals or creative performances;
 - honors and awards for research or creative scholarship;
 - publication of book or media review essays in scholarly journals;
 - acquisition of internal funding;
 - scholarly presentations at professional conferences;
 - chairing scholarly/creative panels at professional conferences;
 - online scholarly contributions (e.g., substantive academic blogs);
 - critiquing research/creative presentations at professional conferences; and/or
 - publication of popular press essays.

Journal Rankings

A number of publication outlets are associated with the Communication Studies organizations and associations to which our faculty belong. However, Communication Studies is a ubiquitous field with scholarly outlets in a wide range of allied research disciplines. Given the unique blend of social scientific, humanistic, and fine arts scholarship produced by faculty in the department, these disciplinary variations shall be taken into account when evaluating the relative value of the publication outlet and/or venue. Common measures (e.g., acceptance/rejection rates, evidence of citation of the work, impact factor, reputation of the editorial board, etc.) may be available and should be reported by candidates in their curriculum vitae. Many publication outlets that have a large impact within the field of Communication Studies, for example, are not currently ranked by social scientific indices. The list provided the Appendix A, though not meant to be exhaustive, represents outlets associated with or recognized as reputable by organizations and associations relevant to the discipline of Communication Studies.

As a result of interdisciplinary collaborations, some of a candidate's publications or creative projects may appear in the scholarly or artistic outlets of other disciplines. We recognize that work in the general academic field of Communication can and does regularly make contributions to the knowledge base of a broad range of disciplines. Thus, we will not disadvantage work appearing in allied scholarly publications, insofar as

its quality is appropriately documented. Likewise, a candidate's creative collaborations with other artists outside and within the discipline of Communication will be given consideration. While interdisciplinary work is highly valued and encouraged, candidates must be able to make a persuasive case that their core program of scholarship falls within or maintains a strong connection to the discipline of Communication Studies.

Books and Book Chapters

For books and book chapters, the values assigned to items of research and scholarship will be determined by dissemination. Generally,

- Greatest weight will be given to items published by university presses, international or national associations, or other reputable academic publishers only after rigorous review and approval by peers in the discipline.
- Generally, each substantive chapter (excluding introductory and concluding chapters) should be considered equivalent to a peer-reviewed journal article.

Finally, in evaluating the quantity and quality of a candidate's scholarly contributions to academia, emphasis is placed on:

- whether the candidate's contributions are proportionate to what is expected for tenure in the discipline;
- the quality of the journals and/or book outlets in which he/she has published;
- evidence that the candidate's scholarship demonstrates impact within the discipline;
- emerging professional and national stature of the candidate; and
- a positive review by external evaluators.

II. Teaching

Candidates are expected to remain current in their area(s) of expertise and to demonstrate a commitment to excellence in graduate and undergraduate teaching. Evaluation of teaching will be based on quality of instruction, interaction with students, and/or student learning and achievement.

Evidence of teaching excellence must include student evaluations of teaching effectiveness, peer evaluations, and instructional materials, which shall be assessed as part of the annual review process. Evidence of teaching excellence may include, but is not limited to, a combination of the following materials:

- student evaluations (e.g., quantitative standardized student evaluations of teaching effectiveness; qualitative standardized student evaluations of teaching effectiveness; signed written statements from current or former students; student nominations for teaching awards);
- peer evaluations (e.g., peer evaluations of teaching; peer nominations for teaching awards);

- instructional materials (e.g., new courses/curriculum added to department offerings; substantive course/curriculum revision; creative instructional strategies and materials; applied textbooks and workbooks; syllabi, bibliographies, assignments; test questions; sample student work; grading policies and procedures);
- direction of or membership on thesis and doctoral committees; and/or
- directing graduate and undergraduate student research.

III. Service

Candidates for tenure and promotion to Associate Professor are expected to demonstrate a commitment to excellence in service to the department and to the profession, which shall be evaluated through the annual evaluation process. Annual evaluations shall take into account that candidates are expected to develop a service record within the profession; however, they shall not be expected to perform service outside the department during the probationary period or to bear as much of the service burden as tenured faculty. Probationary faculty members shall not be appointed to major assignments that do not contribute toward tenure.

Consistent with university expectations, the candidate is expected to demonstrate a commitment to excellence across the mission (i.e., research, teaching, and service). Primary emphasis shall be placed on research excellence, which is most important for promotion and tenure.

Criteria for Promotion to Full Professor

The following guidelines apply to all faculty members who seek promotion to Full Professor regardless of hire date. Only faculty members showing strong, long-term research records, as well as strong commitments to teaching and service, shall be recommended for promotion to Full Professor. Promotion from Associate Professor to Full Professor is not simply a matter of replicating the baseline expectations for achieving tenure; promotion to Full Professor is a reflection of the candidate's capacity to demonstrate sustained and ongoing service to the department, university, and discipline.

The candidate for promotion must meet the following criteria:

A. **Research**

Candidates must demonstrate through clear and convincing evidence levels of achievement that exceed the criteria appropriate to the model under which they earned tenure and promotion to Associate Professor. Candidates for professor will demonstrate high and consistent levels of programmatic research assessed in terms of quality and quantity by recognized leaders in the discipline. Further, candidates for full professor should demonstrate national or international recognition in their fields and the likelihood of maintaining that stature.

B. Teaching

The candidate must have demonstrated a commitment to teaching over the review period, and have created a record of quality instruction.

C. Service

At UNT, the candidate should have assumed a role worthy of distinction, e.g., department chair, graduate advisor, chair of the PAC, as well as service at the college or university level. For the discipline, the candidate should hold a role worthy of distinction, including but not limited to holding office in a regional, national, or international academic association, serving as editor of a Communication Studies journal, hosting an academic conference, or directing a regional or national performance festival.

Article XVII: Minimum Performance Standards and Post-Tenure Review

This by-law sets out the minimum performance standards in research, teaching, and service for tenured and tenure/track faculty. These are standards that faculty must meet in the performance of their duties. Probationary faculty who do not meet these standards may receive a recommendation for non-renewal of contract or be denied tenure and promotion. Tenured faculty who do not meet these standards may be required to complete a Performance Improvement Plan. The need for a Performance Improvement Plan will be indicated by the Personnel Affairs Committee in the narrative portion of the annual evaluation based on a rating of “unsatisfactory” in two or more of the evaluation categories in any annual merit review cycle. The Performance Improvement Plan will be a written document executed in a consultation between the department chair and the faculty member and signed by both parties. The document will outline specific courses of action that the faculty member should carry out to improve performance in areas that were deemed unsatisfactory. A copy of the document will be shared with the Personnel Affairs Committee. In subsequent evaluation cycles, the faculty member will document actions taken to fulfill the requirements of the Performance Improvement Plan in their Faculty Annual Update materials. The Personnel Affairs Committee will include an assessment of the faculty member’s progress in subsequent evaluation cycles.

I. Research

Faculty members will maintain an active and productive research agenda. Evidence of an active and productive research agenda will include, but is not limited to, presentation of scholarship at academic conferences, publication of peer-reviewed research in academic journals, production of peer-reviewed creative research, application for and/or receipt of research, teaching, and training grants, publication of book chapters, and the publication of peer-reviewed books. Tenured faculty should also endeavor to develop leadership in their field by increasing the impact of their research on the discipline and by pursuing leadership opportunities such as serving as conference,

festival, and/or tournament directors, conference chairs and respondents, conference division chairs, journal editorial board memberships, editorships of academic journals, review board memberships, officers of scholarly associations, etc. For probationary faculty, steady progress toward achievement of the department benchmark for tenure and promotion will be deemed as necessary to constitute minimum performance.

II. Teaching

Faculty members will demonstrate a commitment to achieving excellence in all teaching-related activities. Instructional competency and a commitment to excellence must be demonstrated with respect to the following activities:

- A. Classroom Performance: Faculty will attend their classes (barring an urgent personal obligation or off-campus, professional or university-related activity); utilize adequate instructional materials; and provide quality instruction, which entails coming to class prepared, covering germane and current course material, and utilizing suitable measures of student performance.
- B. Office Hours: During semesters in which faculty members are teaching, they will maintain at least three office hours per week and be reasonably available to students during normal working hours.
- C. Course Preparations: Faculty will provide a diversity of course offerings, based on the needs of the department and an individual's given area of expertise; teach the expected number of courses given an individual's workload distribution; and offer special problems courses and supervise internships based on the needs of the department, student demand, and an individual's given area of expertise, current number of advisees, and rank. Tenured faculty are also expected to shoulder a greater burden of individually-tailored instruction, advising, and mentoring of graduate students.
- D. Assessment: Faculty will complete all assessment and evaluation work for their classes.
- E. UNT Policies: Faculty will comply with all UNT Policies related to teaching and appropriate classroom behavior.

III. Service

Probationary and tenured faculty will contribute to the administrative responsibilities of the department and demonstrate a commitment to achieving excellence. Faculty members fulfill their minimum responsibilities by participating in regular service on assigned departmental committees and offices; faculty searches; attending departmental and college faculty meetings; and community service opportunities and

outreach which have professional implications (e.g., departmental graduation ceremonies, alumni events, and participation in university events). Tenured faculty members are expected to bear a heavier service load in these areas and are also expected to provide leadership of major departmental committees, and to serve on college and university committees.

Acknowledgments: Language and policy models are influenced by tenure and promotion guidelines provided by the following peer and aspirational programs: Arizona State University's The Hugh Downs School of Human Communication; Georgia State University's Department of Communication; Southern Illinois University's Department of Communication Studies; University of Georgia's Department of Communication Studies.

Article XVII: Minimum Performance Standards and Post Tenure Review

This by-law sets out the minimum performance standards in professional development, teaching, and service for tenured and tenure/track faculty. These are standards that faculty must meet in the performance of their duties. Probationary faculty who do not meet these standards may be denied tenure and promotion, or receive a recommendation for non-renewal of contract. Tenured faculty who do not meet these standards may be subject to post tenure review. Post-tenure review will be initiated at the discretion of the Personnel Affairs Committee in the narrative portion of the annual evaluation by a finding of "unsatisfactory" in two or more of the following categories in any annual review covering a three-year period.

I. Professional Development

A. Minimum Expectations

Faculty members will maintain an active and productive research agenda. Evidence of an active and productive research agenda will include, but is not limited to, presentation of scholarship at academic conferences, publication of peer-reviewed research in academic journals, production of peer-reviewed creative research, application for and/or receipt of research, teaching, and training grants, publication of book chapters, and the publication of peer-reviewed books. Tenured faculty should also endeavor to develop leadership in their field by increasing the impact of their research on the discipline and by pursuing leadership opportunities such as serving as conference, festival, and/or tournament directors, conference chairs and respondents, conference division chairs, journal editorial board memberships, editorships of academic journals, review board memberships, officers of scholarly associations, etc. For probationary faculty, steady progress toward achievement of the department benchmark for tenure and promotion will be deemed as necessary to constitute minimum performance.

B. Superior Performance Expectations

Faculty members whose professional development and scholarly performance demonstrates continuous, sustained, and significant contribution are deemed outstanding or superior. Superior performance includes both an increase in the quality and quantity of funded and/or published and/or creative research beyond the minimum standards, and leadership in the discipline as described above for tenured faculty.

II. Teaching

A. Minimum Expectations

Faculty members will demonstrate a commitment to achieving excellence in all teaching related activities. Instructional competency and a commitment to excellence must be demonstrated with respect to the following activities:

1. Classroom Performance: Faculty will attend their classes (barring an urgent personal obligation or off-campus, professional or university-related activity); utilize adequate instructional materials; and provide quality instruction, which entails coming to class prepared, covering germane and current material, and utilizing suitable measures of student performance.
2. Office Hours: During semesters in which faculty members are teaching, they will maintain at least three office hours per week and be reasonably available to students during normal working hours.
3. Course Preparations: Faculty will provide a diversity of course offerings, based on the needs of the department and an individual's given area of expertise; teach the expected number of courses given an individual's workload distribution; and offer special problems courses and supervise internships based on the needs of the department, student demand, and an individual's given area of expertise, current number of advisees, and rank. Tenured faculty are also expected to shoulder a greater burden of individually-tailored instruction, advising, and mentoring of graduate students.
4. Assessment: Faculty will complete all assessment and evaluation work for their classes.
5. UNT Policies: Faculty will comply with all UNT Policies related to teaching and appropriate classroom behavior.

B. Superior Performance Expectations

Faculty members whose teaching performance demonstrates continuous, sustained, and significant contribution to the education of students in all forms of pedagogy and instruction are deemed outstanding or superior. Superior performance includes both an increase in the quality and quantity of instructional dedication and effectiveness in the department, the college, and the University, as evidenced, among other things, by the receipt of teaching awards, superior mentoring and placement of students, a rich diversity of course creation, preparation and innovation, and additional teacher training and conference attendance.

III. Service

Probationary and tenured faculty will contribute to the administrative responsibilities of the department and demonstrate a commitment to achieving excellence.

A. Minimum Expectations

Faculty members fulfill their minimum responsibilities by participating in regular service on assigned departmental committees and offices; faculty searches; departmental advancement activities (such as fundraising activities and public relations); and community service opportunities and outreach which have professional implications, such as media interviews and participation in university events. Faculty must also abide by all UNT policies regarding attendance at university functions and events. Tenured faculty members are expected to bear a heavier service load in these areas and are also expected to provide leadership of major departmental committees, and serve on college and university committees.

B. Superior Performance Expectations

Faculty members who take on responsibilities that exceed minimum requirements are deemed outstanding or superior if they show a continuous, sustained, and significant contribution to departmental committees and offices, university committees and offices, and community service opportunities and outreach that have professional and development implications. Superior performance includes both an increase in the quality and quantity of leadership in the department, the college, the University and the community.

Article XVIII: Guidelines for Hiring, Evaluating, and Promoting Lecturers

Responsibilities/Expectations:

Lecturers are primarily responsible for teaching courses and maintaining currency in their disciplinary area(s). Their duties may also include student advising and/or meeting other student-related responsibilities, such as assisting in directing the activities of the debate program or program development and/or assessment. Lecturers are appointed to one of the following classifications: lecturer, senior lecturer, or principal lecturer. Lecturers are not eligible to participate in the university's tenure system. Lecturers are voting members of the full-time department faculty and are only excluded from voting in decisions related to the hiring and the review process of tenured and tenure-track faculty. Therefore, lecturers are eligible to serve on all department committees except the Executive Committee, the Personnel Affairs Committee, and the Reappointment, Promotion and Tenure Committee. At the college level, lecturers are eligible to serve on the college undergraduate curriculum committee, either as elected or appointed members; however, they are ineligible for service on the college graduate curriculum committee, the faculty council, or the personnel affairs committee.

- **Lecturer**

To be eligible for the classification of lecturer, the faculty member must demonstrate effectiveness in teaching, or in the case of a new appointment where the candidate has no prior experience, the promise of effectiveness. In situations where the lecturer will be performing tasks other than teaching, he or she must demonstrate effectiveness or promise in the appropriate area. Lecturers are eligible to apply for travel funds from the department. Lecturer appointments may be from one to three years. All contracts are renewed annually.

- **Senior Lecturer**

To be eligible for the classification of senior lecturer, the faculty member must have a substantial record of continued effectiveness in teaching and have the equivalent of three years (six long semesters) of college-level teaching and/or equivalent professional experience. In situations where the lecturer will be performing tasks other than or in addition to teaching, the faculty member must demonstrate effectiveness or promise in the appropriate area. Full-time senior lecturers are eligible to apply for travel funds from the department; they may also be eligible to apply for travel funds and grants if they meet university, college, and department requirements. Senior lecturer appointment contracts may be for one to three years. All contracts are renewed annually.

- **Principal Lecturer**

To be eligible for the classification of principal lecturer, the faculty member must have a record of sustained excellence in teaching and have the equivalent of five years (10 long semesters) of college-level teaching, including at least two years (four long semesters) qualified at the senior lecturer rank. In situations where the lecturer performs tasks other than teaching, the faculty member must demonstrate effectiveness in the execution of his or her duties. Full-time principal lecturers are eligible to apply for travel

funds from the department; they may also be eligible to apply for travel funds and grants if they meet university, college, and department requirements. Senior lecturer appointment contracts may be for one to three years. All contracts are renewed annually.

I. Qualifications:

At a minimum, lecturers must meet the Southern Association of Colleges and Schools (SACS) requirements of an earned master's degree with a minimum of 18 graduate semester hours in the discipline in which they are to teach, and/or certification, licensing, or equivalent professional experience.

II. Terms of Appointment:

Lecturers hold full-time appointments of one or multiple years that are renewed pending the department annual review process and resource availability. However, lecturers should have no expectation of continued appointment beyond the end of the one-year appointment period.

Multi-year lecturers operate under a temporary, non-tenurable one-year contract with a three to five year commitment to renew at the option of UNT. The multi-year commitment is reviewed and renewed annually. This process provides the opportunity for termination during the multi-year term if needed.

III. Searching/Hiring Procedures:

The search requirements and procedures for lecturer appointments shall follow the same format as a tenure-track search, with the department receiving reimbursement from the college and university at lecturer search reimbursement rates.

Reappointment, additional terms, and/or promotion offer letters will be initiated on an annual basis, based on the evaluation recommendation. Reappointment, additional terms, or promotion will not require a new search process.

IV. Evaluation and Promotion Procedures:

Lecturers will be evaluated annually by the Personnel Affairs Committee with recommendations for renewal and/or promotion made to the department chair. Lecturers' annual update/dossier shall be tailored to their specific duties. To meet the criteria and standards of performance for promotion within the Lecturer ranks, a candidate must have taught the requisite number of semesters and demonstrate a record of accomplishment in all areas of the lecturer's responsibility.

A. Teaching

The candidate shall demonstrate excellence in undergraduate teaching, as reflected in student evaluations and evaluations of teaching materials by departmental peers. Teaching evaluation of Lecturers will include annual classroom observations by the Teaching Evaluation Committee. Senior Lecturers will also be subject to classroom observation in the semester prior to an application for promotion to principal Lecturer.

B. Service

The candidate shall demonstrate a commitment to excellence in service to the department, as reflected in annual department evaluations. These evaluations will take into account that lecturers are not permitted to serve on all department committees, but may have other service obligations.

C. Other Responsibilities:

The candidate shall demonstrate a commitment to excellence in other areas, such as student advising and/or meeting other student-related responsibilities, such as assisting in directing the activities of the debate program, coordination of teaching assistant orientation and training, and/or program development and assessment, as reflected in the terms of the lecturer's appointment.

V. Performance Standards:

The following policy sets forth minimum performance standards for lecturers. These are standards that lecturers must meet in the performance of their duties. Lecturers who do not meet these standards may be denied promotion or receive a recommendation for non-renewal of contract.

A. Teaching

Minimum Performance Expectations

Lecturers will demonstrate excellence in all their teaching related activities. Instructional competency and a commitment to excellence with respect to the following activities:

- **Classroom Performance:** Lecturers will attend their classes, barring an unforeseen, urgent personal matter or professional or university-related activity; utilize adequate instructional materials; and provide quality instruction, which includes but is not limited to coming to class prepared, covering germane and current material, and utilizing appropriate measures of student performance.

- **Office Hours:** During semesters in which they are teaching, lecturers will maintain at least three office hours per week and be reasonably available to students during normal working hours.
- **Course Preparations:** Lecturers will provide a diversity of course offerings based on the needs of the department and the individual's area of expertise; teach the assigned number of courses given the individual's workload; and offer special problems courses based on the needs of the department, student demand, the individual's area of expertise, and current number of advisees.
- **Assessment:** Lecturers will complete all assessment and evaluation work for their classes.
- **UNT Policies:** Lecturers will comply with all UNT policies related to teaching and appropriate classroom behavior.

Superior Performance Expectations

Lecturers whose teaching performance demonstrates continuous, sustained, and significant contribution to the education of students are deemed superior or excellent. Superior performance includes both an increase in the quality and quantity of instructional dedication and effectiveness in the department, the college, and the university, as evidenced, for example, by the receipt of teaching awards, superior mentoring, a rich diversity of course creation, preparation, and innovation, publication of pedagogical material, and additional teacher training and conference attendance.

B. Service

Minimum Performance Expectations

Lecturers fulfill their minimum responsibilities by participating in regular service on assigned department committees; faculty searches; departmental advancement activities; and community service opportunities and outreach that have professional implications, such as media interviews and participation in university events. Lecturers must also abide by all UNT policies regarding attendance at university functions and events.

Superior Performance Expectations

Lecturers who take on responsibilities that exceed minimum requirements are deemed superior or excellent if they show a continuous, sustained, and significant contribution to departmental committees and offices, university

committees and offices, and community service opportunities and outreach which have professional and development implications. Superior performance includes both an increase in the quality and quantity of leadership in the department, the college, the university, and the community.

C. Other Responsibilities

Minimum Performance Expectations

Other responsibilities include, but are not limited to, student advising and/or meeting other student related responsibilities, such as assisting in directing the activities of the debate program, coordination of teaching assistant orientation and training, or program development and assessment. Lecturers whose portfolio includes these kinds of activities fulfill their minimum responsibilities by making themselves reasonably available to students during normal working hours; providing guidance to students that is consistent with departmental, college, and university policies; providing guidance with regard to career options for majors. Lecturers whose portfolio includes assistance with the direction of the debate program fulfill their minimal obligation through coaching and administration of activities associated with the debate team. Lecturers whose portfolio includes coordinating teaching assistant orientation and training fulfill their minimum obligation by conducting teaching assistant training and orientation. Lecturers whose portfolio includes program development and assessment fulfill their minimum responsibilities by attending on-campus events that promote the major, reporting the status of the major at faculty meetings, and, as needed, by making suggestions for program revision to the department curriculum committee.

Superior Performance Expectations

Lecturers whose performance demonstrates continuous and sustained excellence, above and beyond minimum responsibilities, meet the standards for superior performance. Establishing a record of superiority will depend on the nature of each lecturer's responsibilities. For example, in the area of advising, it might include superior evaluations from students; in the area of assistance with the direction of the debate program, it might include superior performance, recruiting and administration of debate of debate team activities; in the area of coordinating teaching assistant orientation and training, it might include the development of orientation and training materials related to these tasks; in the area of program development, it might include participation in advancement activities.

Appendix A
Journal Rankings (approved 5/10/2018)

In developing this tiered list, the department relied on rankings developed by Scimago JR and Google Scholar combined with disciplinary considerations and the broad types of scholarship conducted by faculty in the Department of Communication Studies, whose research utilizes social scientific, humanities, and fine arts methodologies.

Publication Outlets of Greatest Weight:

Advances in the History of Rhetoric
Argumentation
Argumentation & Advocacy
Comunicar
Communication and Sport
Communication, Culture, & Critique
Communication & Critical/Cultural Studies
Communication Education
Communication Monographs
Communication Research
Communication Theory
Communication Yearbook
Contemporary Argumentation and Debate
Critical Studies in Media Communication
Cyberpsychology, Behavior, and Social Networking
Discourse & Society
Discourse and Communication
European Journal of Communication
Feminist Media Studies
Group Dynamics: Theory, Research, and Practice
Group Processes and Intergroup Relations
Health Communication
Human Communication Research
Information Communication and Society
International Journal of Information Management
Journal of Applied Communication Research
Journal of Business Communication
Journal of Communication
Journal of Communication Management
Journal of Computer-Mediated Communication
Journal of Family Communication
Journal of Health Communication
Journal of International and Intercultural Communication
Journal of Social and Personal Relationships
Learning Environments Research
Liminalities: A Journal of Performance Studies
Management Communication Quarterly

Mass Communication and Society
Media, Culture and Society
Media Psychology
New Media and Society
Political Communication
Public Opinion Quarterly
Public Understanding of Science
Quarterly Journal of Speech
Revista Latina de Comunicacion Social
Rhetoric & Public Affairs
Rhetoric Society Quarterly
Science Communication
Small Group Research
TDR: The Drama Review
Text & Performance Quarterly
Theatre Journal: A Journal of Performance Studies
Theatre Research International
Visual Communication
Women's Studies in Communication

Publication Outlets of Moderate Weight:

ALTA: Argumentation Conference Proceedings
American Communication Journal
American Behavioral Scientist
Asian Journal of Communication
Basic Communication Course Annual
Business Communication Quarterly
Canadian Journal of Communication
Cases in Public Health Communication and Marketing
Chinese Journal of Communication
Communications
Communication Methods and Measures
Communication Quarterly
Communication Research Reports
Communication Review
Communication Studies
Communication Teacher
Communication
Continuum: Journal of Media & Cultural Studies
Controversia: An International Journal of Debate and Democratic Renewal
Convergence
Corporate Communications
Cultural Trends
Departures in Critical Qualitative Research
Discourse, Context and Media
Discourse Processes

Environmental Communication
Environmental Communication Yearbook
Evidence-Based Communication Assessment and Intervention
Federal Communications Law Journal
Forensic of Pi Kappa Delta
Games and Culture
Game Studies
Global Media and Communication
Global Performance Studies
Gesture
Government information Quarterly
Howard Journal of Communications
Interpersonal Communication Studies
Javnost
Journal of Communication Pedagogy
Language & Communication
Language and Intercultural Communication
Language Problems and Language Planning
LIA Language, Interaction and Acquisition
Information and Media Technologies
Information Economics and Policy
Information Polity
Information Services and Use
Information Society
Information Technology and Management
Informatics in Education
Interaction Studies
Intercultural Pragmatics
Interface: Comunicacao, Saude, Educacao
Interface: Communication, Health, Education
International Communication Gazette
International Journal of Communication
International Journal of Conflict management
International Journal of Digital Multimedia Broadcasting
International Journal of Health Policy and Management
International Journal of Media and Cultural Politics
International Journal of Mobile Communications
International Journal of Public Opinion Research
International Journal of Sport Communication
International Journal of Strategic Communication
Internet Research
JMM International Journal on Media Management
Journal of Asian Pacific Communication
Journal of Brand Management
Journal of Asian Pacific Communication
Journal of Children and Media

Journal of Communication and Religion
Journal of Communication in Healthcare
Journal of Communication Inquiry
Journal of Elections, Public Opinion and Parties
Journal of Electronic Communication
Journal of Empirical Research on Human Research Ethics
Journal of Language and Social Psychology
Journal of Intercultural Communication Research
Journal of Marketing Communications
Journal of Media Business Studies
Journal of Media Ethics: Exploring Questions of Media Morality
Journal of Media Practice
Journal of Media Psychology
Journal of Media Studies
Journal of Medical Internet Research
Journal of Multicultural Discourses
Journal of Politeness Research
Journal of Public Deliberation
Journal of Public Relations Research
Journal of Science Communication
Journal of Social Media in Society
Journal of Visual Communication & Image Representation
Kenneth Burke Journal
Language and Communication
M/C Journal of Media and Culture
Media and Communication
Media and Society
Media, War and Conflict
Narrative Inquiry
National Forensics Journal
Negotiation and Conflict Management Research
Nieman Reports
Nordicom Review
Northern Lights
Northwest Journal of Communication
Parliamentary Debate
Personal Relationship
POROI: Project on Rhetoric of Inquiry
Presidential Studies Quarterly
Profesional de la Informacion
Public Culture
Qualitative Research Reports in Communication
Review of Communication
Research on Language and Social Interaction
Rhetorica: A Journal of the History of Rhetoric
Rhetoric Review

Rhetoric Society of American Conference Proceedings
Social Network Analysis and Mining
Social Networking
Southern Communication Journal
Speech Communication
Studies in Language
Symbolic Interaction
Target
Technology, Pedagogy and Information
Telematics and Informatics
Television & New Media
Text and Talk
Theatre Annual
Tokyo Argumentation Conference Proceedings
Visual Studies
Western Journal of Communication
Women and Performance

Publication Outlets of Least Weight:

Alabama Speech Communication and Theatre Journal
American Speech
Applied Environmental Education and Communication
Atlantic Journal of Communication
Australian Journal of Communication
Carolinas Communication Annual
Catalan Journal of Communication and Cultural Studies
Coactivity: Philosophy, Communication
Comunicacion y Sociedad
Communicatio: South African Journal for Communication Theory and Research
Communicator: the Journal of the Institute of Scientific and Technical
Communicators
Comunicazione Politica
Communication Booknotes Quarterly
Communication Law and Policy
Communication Sciences and Disorders
CTAM Journal
Cultural Politics
Cutting-Edge Technologies in Higher Education
Doxa Comunicacio
First Amendment Studies
Florida Communication Journal
Global Advances in Business and Communication
Global Media Journal
Gnovis: A Journal of Communication, Culture, & Technology
Health Progress
Humanities and Communication Studies

Intercultural Communication Studies
International Journal of Advanced Media and Communication
International Journal of Communication and Linguistic Studies
International Journal of Information and Communication Technology Education
International Journal of Interdisciplinary Studies in Communication
International Journal of Performance Arts and Digital Media
International Journal of Listening
International Journal of Web Based Communities
International Public Relations
Iowa Communication Research
Iowa Journal of Communication
Japanese Journal of Science Communication
Journal of Creative Communications
Journal of Information, Communication and Ethics in Society
Journal of Intercultural Communication
Journal of Integral Theory and Practice
Journal of International Communication
Journal of Literature, Culture and Media
Journal of Organizational Culture, Communications and Conflict
Journal of the Communication, Speech, & Theatre Association of North Dakota
Journal of Visual Culture
Kairos
Louisiana Communication Journal
Mass Communication Research
Middle East Journal of Culture and Communication
MedieKultur: Journal of Media and Communication Research
Mobile Media and Communication
Network Science
Ohio Communication Journal
Open Communication Journal
Pennsylvania Speech Communication Journal
Popular Communication
Publishing Research Quarterly
Psychology of Language and Communication
Russian Journal of Communication
Speaker and Gavel
Spectator
Speech Communication Association of South Dakota Journal
Studies in Communication Sciences
Studies in Media and Communication
Texas Speech Communication Journal
Tourism, Culture and Communication
Visual Communication Quarterly
Voices of Democracy

Appendix B
Research Expectations for the Director of Debate (approved 5/10/2018)

The benchmarks for evaluating research performance in the area of forensics are drawn from Rowland and Atchison's (2010) "Status of Standards for Tenure and Promotion in Debate" and the Quail Roost Conference on Assessment of Professional Activities of Directors of Debate's (1993) "Policy Caucus Working Group on Tenure for Forensic Educators: Introductory Remarks." The research standards for debate recognize that academic debate serves as a type of research laboratory for the debate team. As such, research contributions may not always translate precisely into in-round victories for the teams competing. Tenure-line faculty will be evaluated for debate program research activities based on the following standards, as evaluated by a tenured external reviewer with demonstrated expertise in intercollegiate debate.

If the Director of Debate wishes to execute an external review during the upcoming academic year, they should alert the Chair by September 1 of that year. The Chair will consult with the Director of Debate and the PAC to select an appropriate tenured external reviewer; both the Director of Debate and the PAC shall forward three names of potential external reviewers by March 1. Ultimately, the Chair will be responsible for selecting the external reviewer and coordinating the review of the program. By May 31st, the Chair will submit materials provided by the candidate to the reviewer; in addition, the Chair will provide the reviewer with student evaluations of the program collected by the PAC from the previous year (fall and spring semesters). The external review will be due to the Chair by August 31st.

The candidate shall provide the following materials for the Chair to submit to the external reviewer:

- A statement of the faculty member's pedagogical philosophy related to directing the program;
- A portfolio of research materials including research briefs representing a broad sample of the team's research efforts over the course of the season;
- Overall win-loss record for the program, not just as an absolute measure, but to demonstrate growth and development of individual competitors in the program;
- Rankings of the team in national tournaments relevant to the program's activities;
- A summary of the Director of Debate's work as a judge and an explanation of how this judging functions as a means of carrying on an academic dialogue concerning research relevant to the debate resolution;
- Evidence related to tournaments hosted for high school and college competitors (including number of competitors, teams, growth of tournament, etc.);
- Evidence of continued recruitment of strong team members;
- Evidence of continued recruitment of diverse team members;
- Graduation rates of students within the program;
- Composite grade point averages for students in the program;
- A summary of efforts to secure external funding for program programming; and

- A statement explaining the intellectual importance of the research produced over the course of the season.

The candidate may also provide other supporting material, as relevant:

- Evidence of guest lectures on topics of research related to the debate resolution;
- Evidence of coordinating public debate events (e.g., related to local topics, hosting international debate teams);
- Guest lectures on best practices and instruction related to forensics activities;
- Acceptance and attendance of students in the program to graduate and professional schools;
- Letters from former team members;
- Exit interviews with graduating students and graduate assistants;
- A summary of pedagogical efforts in training graduate student coaches and other coaches, judges, and staff;
- Handbooks written to guide in forensics instruction;
- Textbooks (or chapters) written related to debate and forensics pedagogy;
- Hosting workshops for high school and college debate and forensics students and coaches/instructors;
- Evaluations by participants at forensics workshops or tournaments;
- Service to the forensics profession and related professional organizations;
- Evidence of outreach to local forensics development programs (e.g., Dallas Urban Debate Alliance);
- Letters from peer coaches and directors about the quality and experience of attending tournaments hosted by the program; and/or
- Videos of current team members either from competition or practice rounds.

Guidelines for Hiring, Evaluating, and Promoting Lecturers

Department of Dance and Theatre University of North Texas (Updated 2/14/2019; Effective DATE TBD)

1. Department of Dance and Theatre Lecturer Hiring and Contract Policy

1A. Lecturer Rank

Lecturers in the Department of Dance and Theatre can hold one of three ranks: lecturer, senior lecturer, or principal lecturer. Only lecturers with renewable contracts are eligible for promotion to senior lecturer or principal lecturer.

1B. Qualifications

At a minimum, all lecturers must meet the Southern Association of Colleges and Schools (SACS) requirements of an earned master's degree in dance, theatre, or related field with a minimum of 18 graduate semester hours.

1C. Renewable and Non-Renewable Lecturer Contracts

Lecture contracts can be renewable or non-renewable. Lecturers hired with a non-renewable, one-year contract, cannot continue as a lecturer in the Department without undertaking a formal search process. Lecturers with renewable contracts can have their contracts renewed at the discretion of the Department without conducting a new formal search to fill the position.

1D. Responsibilities and Expectations for Lecturers on Renewable Contracts

Each of the three ranks that lecturers can hold centers on teaching excellence. The Department, College of Liberal Arts and Social Sciences, and University of North Texas (UNT) all depend on lecturers to contribute through service.

Lecturer. To be eligible for the classification of lecturer, the candidate must demonstrate the potential for excellence in teaching and service. Lecturers are primarily responsible for teaching courses and keeping up to date with developments in the fields they teach. Over time, lecturers should expect their service contribution to the department to increase. Examples of service include course and curriculum development, student advising, and membership on committees both within and outside the Department.

Senior Lecturer. To be eligible for the classification of senior lecturer, the candidate must have the equivalent of four years (eight semesters of full-time teaching) of college-level teaching and/or equivalent professional experience and they must have demonstrated excellence in teaching and the potential for excellence in service to UNT.

Promotion to senior lecturer requires that the lecturer demonstrates excellence in teaching and service. The senior lecturer must also provide evidence of professional growth and development during his or her time as a lecturer and indicate the potential for taking on more service responsibility in the Department, College and at UNT.

Principal Lecturer. To be eligible for the classification of principal lecturer, the faculty member must have the equivalent of eight years (16 semesters of full-time teaching) of college-level teaching or equivalent professional experience including at least four years (eight semesters) at the senior lecturer rank at UNT.

Promotion to principal lecturer requires that the faculty member demonstrates continuing excellence in teaching and service. The faculty member must provide evidence of professional growth and development during his or her time as a senior lecturer and indicate the potential for taking on more responsibility and leadership in the Department, College, and at UNT.

1E. Search/Hiring Procedures

Requests to search for renewable lecturer positions must be submitted to the College by the announced deadline. The search requirements and procedures follow the same format as a tenure-track search and will be posted on the UNT central site. Search committees should include a student representative and a faculty member not holding a position within the Department. The Department is exempt from this requirement when hiring a lecturer on a one year, non-renewable contract.

1F. Terms of Reappointment and Renewal

Although renewable contracts stipulating terms of employment can have durations from one to five years, lecturers must be reappointed annually and contracts must be renewed at the end of their specified duration. Both the reappointment and renewal decisions will be based on the departmental annual review process of the faculty member and resource availability. Neither reappointment nor renewal require a new search process.

It is important to note that per UNT policy, all lecturers with renewable contracts have contracts durations of between one to five years. However, contracts stipulate that the Department must decide to reappoint each lecturer annually for the following year. This process provides an opportunity for assessment and termination, if warranted, during the multi-year term.

1G. Salary Increase and Promotion

Faculty promoted to the rank of senior lecturer or principal lecturer from will receive a standard increase in base salary (FTE prorated) at the time the new rank appointment begins.

1H. Lecturers and Tenure

Lecturers are not eligible to participate in the university's tenure system and they may not vote in decisions relating to the hiring or the review process involving the promotion of tenured and tenure-track faculty.

2. Department Reappointment, Renewal, and Promotion Policy

All lecturers and senior lecturers with renewable contracts meet with the department chair and Reappoint, Promotion and Tenure Committee (RPTC) chair in March each year to discuss the faculty member's annual review and contract renewal (if applicable). Those lecturers intending to begin the promotion process must notify the department no later than May 1 of the year before the dossier would be submitted for consideration.

In March of the final year of a principal lecturer's contract, the principal lecturer meets with the department chair and RPTC chair to discuss the faculty member's annual review and contract renewal.

Lecturers on one-year, non-renewable contracts are not evaluated and do not meet with the departmental chair or RPTC chair.

2A. Annual Evaluation of All Lecturers on Renewable Contracts

All lecturers with renewable contracts are evaluated annually by the RPTC and the department chair. These evaluations cover the areas of teaching and service. To be reappointed, lecturers must demonstrate effectiveness in teaching and, to the extent their duties extend beyond teaching, the faculty member must demonstrate effectiveness in service as well. The annual evaluation written by the RPTC will include a recommendation for or against reappointment and, when necessary, contract renewal. Although the department chair makes the final decision, the annual evaluation provided by the RPTC must be taken under consideration by the department chair.

Teaching. The assessment of a faculty member's teaching performance is based on a broad range of indicators, including student evaluations (numerical and written), an evaluation of the candidate's teaching materials (containing syllabi, exams, and other relevant course materials), peer evaluation scores, and a ranking of the candidate among all faculty and among lecturers.

Service. To the extent that a lecturer's duties include a service to the department, college, university or the profession, the faculty member's service will be evaluated. Indicators of service performance include service work listed on the lecturer's vita, peer evaluation results, and experience among RPTC members and the department chair.

Negative Decision for Reappointment. In the event of a decision by the chair not to renew a lecturer, the chair must notify the faculty member in writing no later than March 31 of the current year. The notice must state the reason(s) for the decision.

If the department has not provided an annual evaluation letter from the department RPTC by March 31 of the current year, the faculty member may request an appeal of the negative decision. The faculty member must submit his or her appeal request to the department chair in writing, no later than ten business days after receipt of the written decision. The chair will then appoint a 5-member appeals committee made up of lecturers and tenure track faculty to hear the appeal and

write an independent recommendation to the chair within 20 days of receiving the appeal request.

The chair's decision and the appeal committee's recommendation will be forwarded to the dean for a final decision. The dean must notify the candidate of the final decision within 30 days of receipt of the action from the department. This notice must be in writing with a copy to the chair.

2B. Department Criteria for Promotion from Lecturer to Senior Lecturer

Promotion to senior lecturer requires that the lecturer has demonstrated excellence in teaching and service and that he or she also provides evidence of professional growth and development during his or her time as a lecturer and demonstrate the potential for taking on more service and teaching responsibility in the department, college and university.

To evaluate a faculty member seeking promotion to senior lecturer, the RPTC must have five members with a rank of senior lecturer, principal lecturer, associate professor, or professor. If the current RPTC does not include five members so ranked, the department chair will appoint faculty members from outside the RPTC to augment eligible RPTC members in order to form an ad hoc RPTC for the purposes of this promotion evaluation.

Minimum Standards. While the overall evaluation is holistic, at a bare minimum, to be considered for promotion to senior lecturer by the Department, a candidate must satisfy the following criteria:

- i. The faculty member must have the equivalent of four years (eight semesters of full-time teaching) of college-level teaching and/or equivalent professional experience.
- ii. Based on the department's teaching evaluation process conducted by the Department Personnel Affairs Committee (PAC), the candidate must have an overall composite score each evaluation period of his or her previous time at UNT (6 semesters) at UNT or entire time at UNT if at UNT for fewer than 6 semesters) of no lower than 4.0 to qualify for promotion (on a scale of 1 to 10 with 1 being the lowest score). This is a benchmark for consideration and achieving teacher ratings above the minimum composite score of 4.0 does not guarantee a positive recommendation for promotion.

Evaluation Criteria

Teaching. For the purposes of promotion, a full assessment of a candidate's contribution to instruction at UNT is based on a broad range of indicators including student evaluations (numerical and written), classroom observation by faculty members within or outside the department or by the departmental chair, an evaluation of the candidate's teaching materials (containing syllabi, exams, and other relevant course materials), and a ranking of the candidate among all faculty and among lecturers – noting the rank of all lecturers (determined by Department's Personnel Affairs Committee's annual merit evaluation process). Excellence in teaching also refers to other teaching-related activities which may include course development, student mentoring, and keeping up to date in their area of expertise through pedagogical development and/or conference participation.

Service. Promotion to senior lecturer requires that, to their extent that their duties have included service, the faculty member has demonstrated excellence. Furthermore, the faculty member must have demonstrated the potential to take on more service responsibility. The evaluation of the faculty member's service may include a review of his or her vita, peer evaluation reviews, and departmental annual review letters from both the Department's PAC and RPTC. Potential service contributions include, but are not limited to, program or curriculum development, student advising, and service on departmental, college and university committees.

Departmental Recommendation

The department RPTC and department chair will write separate and independent letters recommending for or against promotion and stating their rationale. For the PAC, the promotion recommendation will be based on a vote taken by the membership of the PAC. Members may vote for promotion, against promotion, or they may abstain. In order for the RPTC to recommend promotion of the faculty member, a simple majority of RPTC voters must be in favor of promotion. The results will be recorded on form VPAA-174 (See Appendix A). The chair of the department similarly can recommend for or against promotion and must also record his or her position on form VPAA-174.

Negative Decision for Granting Promotion. In the event of a decision by the department RPTC not to recommend promotion of the candidate, the RPTC chair must notify the faculty member in writing no later than October 1. The notice must state the reason(s) for the negative recommendation.

In this circumstance, the faculty member may request to meet with the RPTC no later than October 5. The purpose of this meeting is for the candidate to provide clarification, answer questions, and address concerns raised by the RPTC. In the case that the recommendation letter does not support promotion, the candidate may submit a letter of dissent to the RPTC chair no later than October 10 as a supporting document to be uploaded to FIS along with the RPTC recommendation.

In the event of a decision by the department chair not to recommend promotion of the candidate, the departmental chair must notify the faculty member in writing no later than November 1. The notice must state the reason(s) for the negative recommendation.

In this circumstance, the faculty member may request to meet with the department chair no later than November 5. The purpose of this meeting is for the candidate to provide clarification, answer questions, and address concerns raised by the chair. In the case that the recommendation letter does not support promotion, the candidate may submit a letter of dissent to the department chair no later than November 10 as a supporting document to be uploaded to FIS along with the chair's recommendation.

2C. Departmental Criteria for Promotion from Senior Lecturer to Principal Lecturer

To be eligible for the classification of principal lecturer, the faculty member must have a record of sustained excellence in teaching and service and have demonstrated a willingness and ability to take on more of a leadership role in the department, college and university.

To evaluate a faculty member seeking promotion to principal lecturer, the RPTC must have five members with a rank of principal lecture, associate professor, or professor. If the current PAC does not include five members so ranked, the chair of the department will appoint faculty members from outside the RPTC to augment eligible RPTC members in order to form an ad hoc RPTC for the purposes of the promotion evaluation.

Minimum Standards. While the overall evaluation is more holistic, at a bare minimum, to be considered for promotion to principal lecturer by the Department, a candidate must satisfy the following criteria:

- i. The faculty member must have the equivalent of four years (8 semesters) of college-level teaching at the senior lecturer rank at UNT.
- ii. Based on the department's teaching evaluation process conducted by the Department Personnel Affairs Committee (PAC), the candidate must have an overall composite score each evaluation period of his or her previous time at UNT (6 semesters) at UNT or entire time at UNT if at UNT for fewer than 6 semesters) of no lower than 4.0 to qualify for promotion (on a scale of 1 to 10 with 1 being the lowest score). This is a benchmark for consideration and achieving teacher ratings above the minimum composite score of 4.0 does not guarantee a positive recommendation for promotion.

Evaluation Criteria

Teaching. For the purposes of promotion, a full assessment of a candidate's contribution to instruction at UNT is based on a broad range of indicators including student evaluations (numerical and written), classroom observation by faculty members within or outside the department or by the departmental chair, an evaluation of the candidate's teaching materials (containing syllabi, exams, and other relevant course materials), and a ranking of the candidate among all faculty and among lecturers – noting the rank of all lecturers (determined by Department's Personnel Affairs Committee's annual merit evaluation process). Excellence in teaching also refers to other teaching-related activities which may include course development, student mentoring, and keeping up to date in their area of expertise through pedagogical development and/or conference participation.

Service. Promotion to senior lecturer requires that, to their extent that their duties have included service, the faculty member has demonstrated excellence. Furthermore, the faculty member must have demonstrated the potential to take on more service responsibility. The evaluation of the faculty member's service may include a review of his or her vita, peer evaluation reviews, and departmental annual review letters from both the Department's PAC and RPTC. Potential service contributions include, but are not limited to, program or curriculum development, student advising, and service on departmental, college and university committees.

Departmental Recommendation

The department RPTC and department chair will write separate and independent letters recommending for or against promotion and stating their rationale. For the PAC, the promotion recommendation will be based on a vote taken by the membership of the PAC. Members may vote for promotion, against promotion, or they may abstain. In order for the RPTC to recommend promotion of the faculty member, a simple majority of RPTC voters must be in favor of promotion. The results will be recorded on form VPAA-174 (See Appendix A). The chair of the department similarly can recommend for or against promotion and must also record his or her position on form VPAA-174.

Negative Decision for Granting Promotion. In the event of a decision by the department RPTC not to recommend promotion of the candidate, the RPTC chair must notify the faculty member in writing no later than October 1. The notice must state the reason(s) for the negative recommendation.

In this circumstance, the faculty member may request to meet with the RPTC no later than October 5. The purpose of this meeting is for the candidate to provide clarification, answer questions, and address concerns raised by the RPTC. In the case that the recommendation letter does not support promotion, the candidate may submit a letter of dissent to the RPTC chair no later than October 10 as a supporting document to be uploaded to FIS along with the RPTC recommendation.

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In this circumstance, the faculty member may request to meet with the department chair no later than November 5. The purpose of this meeting is for the candidate to provide clarification, answer questions, and address concerns raised by the chair. In the case that the recommendation letter does not support promotion, the candidate may submit a letter of dissent to the department chair no later than November 10 as a supporting document to be uploaded to FIS along with the chair's recommendation.

3. Promotion Dossier Checklist

3A. Dossier

The "dossier" used to evaluate a candidate's record for the purpose of promotion is made up of the files uploaded to FIS. A dossier is built up over time with contributions from the candidate, the department chair, the department RPTC, the college PAC and the college dean. The entire process can take as long as ten months, beginning in May with a potential candidate notifying the department chair of his or her intention to seek promotion by May 1 and ending with the Provost's final decision on March 1 of the following year.

The dossier must contain the following (see Appendix B for additional details):

- I. University Information Form (VPAA-174)
- II. Curriculum Vita and Self-Evaluation/Personal Narrative
- III. Department Promotion Requirements for Lecturers
- IV. Summary Description of Annual Evaluations
- V. Summary Evaluation of Teaching Effectiveness
- VI. Recommendation of Department RPTC (departmental PAC)
- VII. Recommendation of Department Chair
- VIII. Recommendation of College RPTC (college PAC)
- IX. Recommendation of Dean
- X. Dissent Letters

Revised 2/14/2019

Appendix A: Form VPAA-174

See following page (check <http://vpaa.unt.edu/faculty-resources/forms-and-templates>) for updated form.

Appendix B: Details of Promotion Documents

- I. University Information Form (VPAA-174)
- II. Curriculum Vita and Self-Evaluation/Personal Narrative
- III. Department Promotion Requirements for Lecturers
- IV. Summary Description of Annual Evaluations
- V. Summary Evaluation of Teaching Effectiveness
- VI. Recommendation of Department RPTC
- VII. Recommendation of Department Chair
- VIII. Recommendation of College PAC
- IX. Recommendation of Dean
- X. Dissent Letters

I. VPAA UNIVERSITY INFORMATION FORM (available on CLASS and VPAA website)

The University Information Form (VPAA-174) must be completed. The department chair and the CLASS dean's office will each complete what is required on the information form. The vote summary (for-against-abstain) will be completed at each review level.

II. CURRICULUM VITA AND SELF EVALUATION/PERSONAL NARRATIVE

A current CV. An essay by the candidate of no more than 750 words concerning the candidate's teaching and service accomplishments. The narrative should provide context and coherence for the candidate's career to date and plans for the future, and should not simply restate information from the vita.

III. DEPARTMENTAL PROMOTION REQUIREMENTS FOR LECTURERS

A copy of the departmental lecturer promotion criteria (this document)

IV. SUMMARY DESCRIPTION OF ANNUAL EVALUATIONS (provided and signed by department chair)

Cumulative results of the candidate's annual evaluations from the last promotion are prepared by the chair. The chair must summarize the results of these annual evaluations, providing context by detailing how the candidate ranks with respect to other faculty members and their cohorts within the department. The purpose of this section is to summarize and provide context; mere copies of the candidate's evaluations are insufficient.

V. SUMMARY EVALUATION OF TEACHING EFFECTIVENESS INCLUDING STATISTICAL SUMMARY OF STUDENT EVALUATIONS (provided and signed by department chair)

A summary evaluation of teaching effectiveness is prepared by the chair and must include statistical summaries of student evaluations, interpretative comment on the statistical summaries, and other evidence of student learning.

Comprehensive evidence of teaching effectiveness is required, covering the period of time since the appointment or last promotion. Candidates receiving credit for previous years of service at another university must provide evidence of teaching effectiveness from that university.

The candidate and the department must ensure that teaching achievement is demonstrated and properly documented. Documentation must reflect a systematic appraisal of teaching performance, including a quantitative assessment of student opinion, peer reviews, input from the department chair and/or members of the department RPTC. The statistical summaries of quantitative assessments must be provided. Such summaries should indicate the candidate's ranking among all faculty in the department, ranking among faculty within the same cohort, and can include rankings within various types of courses. Typical students' comments can be included within the teaching evaluation summary to document overall teaching effectiveness; however mere copies of the comments should not be included. The purpose of this section is to summarize and interpret teaching effectiveness.

Evaluations must also consider the faculty member's activity in advising students, in supervising graduate students, and in other instructionally related activities.

Candidates should use a portion of the candidate essay to provide information they consider relevant for evaluating their effectiveness as university instructors.

Supporting materials placed in the supplementary folder will include: (a) sample syllabi and other relevant pedagogical materials and (b) teaching evaluation forms and the scale of values used on the forms.

VI. RECOMMENDATION OF DEPARTMENT RPTC COMMITTEE (must be signed by all members)

Review of the material by the RPTC will be conducted after the candidate submits the dossier to the chair and before the dossier and supporting materials are forwarded to the assistant to the dean.

Upon review of the dossier, the RPTDC must notify the candidate in writing if it is considering a negative recommendation. In this instance, the candidate has the right to request a meeting with the RPTC to answer questions and provide clarification (see the timeline in Section 4 for details). If the RPTC recommendation remains negative, the

candidate may submit a letter of dissent to the RPTC as a supplemental document to accompany the RPTC recommendation uploaded to FIS.

After reviewing the dossier and any consultation, the RPTC will upload its recommendation along with any supplemental documents to FIS. The recommendation of the RPTC will include a narrative statement. The document will provide a full and frank explanation regarding the recommendation and must be dated and signed by all committee members. The numerical vote of the committee and list of members must be noted in the narrative along with any minority reports from the committee.

VII. RECOMMENDATION OF DEPARTMENT CHAIR (must be signed)

The department chair will provide his/her own independent evaluation of the candidate's application which will be uploaded to FIS by the deadline set in the timeline.

A recommendation letter from the department chair evaluating the case for promotion to the relevant rank with reference to: a) quality of teaching; b) quality of service; C) evidence of leadership and/or professional growth and development, and f) years of experience teaching and whether other professional experience is substituting for teaching experience. The latter element should also address why the professional experience is relevant for instructional activities.

Upon review of the dossier, the department chair must notify the candidate in writing if he/she is considering a negative recommendation. In this instance, the candidate has the right to request a meeting with the chair to answer questions and provide clarification. If the chair's recommendation remains negative, the candidate may submit a letter of dissent to the department chair as a supplemental document to accompany the recommendation uploaded to FIS.

After reviewing the dossier and any consultation, the department chair will upload his or her recommendation along with any supplemental documents to FIS.

VIII. RECOMMENDATION OF COLLEGE PERSONNEL AFFAIRS COMMITTEE

The college PAC will make a written recommendation for each candidate's case.

The recommendation will provide context and discussion and must make either an affirmative or negative recommendation. This committee may also comment on matters of process as they may be evident in the earlier reviews. The committee report may include a minority discussion in addition to the majority recommendation. The written recommendation must be dated and signed by all committee members and include the numerical vote.

IX. RECOMMENDATION OF DEAN

Based on the review of the dossier and recommendations from the department RPTC, the chair, and the college PAC, the dean makes a recommendation to the provost.

X. LETTERS OF DISSENT

Candidates who receive a negative recommendation from the department RPTC or department chair may submit a letter of dissent to the department RPTC or chair accordingly.

**Reappointment, Promotion and
Tenure Guidelines Department of
Economics University of North Texas
(enacted April, 2013; revised March 2015
& November 2017; & March 2018 &
October 2018)**

I. Introduction

A faculty member being evaluated for promotion and/or tenure will receive an annual evaluation from the Promotion and Tenure Committee (the “P&T Committee” which serves as the Unit Review Committee as defined in UNT Policy 06.0004, III)) as well as from the Chair of the Department. Faculty members being evaluated for tenure will meet with the P&T Committee to review the evaluation. In addition, these faculty members will also meet with the Chair of the Department and the Chair of the P&T Committee for additional review. The P&T Committee will meet at least once during their first year with new faculty members to explain the promotion and tenure process. Please see the *University of North Texas College of Liberal Arts and Social Sciences Guidelines for Documentation of Reappointment, Promotion and/or Tenure Cases* (5/15/2017; revised 7/3/17) for procedures and required materials.

II. Promotion to Associate Professor with Tenure

A. General Guidelines

When evaluating faculty members for promotion to associate professor with tenure, the P&T committee will consider the minimal criteria needed for promotion, which are outlined in sections IIB or IIC. In general, the candidate must provide evidence of professional growth in all three areas: research, teaching, and service. In addition, the candidate must give evidence of a commitment to continued scholarship. The P&T Committee will evaluate all facets of a candidate’s application in making a decision on whether or not to recommend tenure; however, the faculty member must show "evidence of sustained excellence in the domains of teaching and scholarship along with evidence of sustained effectiveness in the domain of service." (See UNT Policy 0.6.0004, IV.A.1.)

B. The department will follow UNT Policy 06.0004 II & III for the Reappointment Reviews.

C. Candidates Hired on Normal (Six-Year) Tenure Track

1. Research

In general, scholarship in economics is indicated by publication in peer-reviewed professional journals, publications of books, publications of chapters in books edited by others, grants received, frequency of citation, and others. To be sure, the discipline values peer-reviewed journal articles most heavily. In an effort to provide an idea of both the quantity and quality of scholarship, in 2004 UNT’s Department of Economics designed a scholarly points system. This was revised in 2013. The system includes a division of more than 400 journals into 3 quality tiers. While a perfect ranking system is not possible, this one was created with as much objectivity as possible. Journals were delegated to particular tiers according to factual data collected. Journals were assigned to one of 3 tiers based on their 5- year Social

Science Citation Index impact factor, as well as on several published rankings of economics journals. The specific criteria for inclusion in a particular tier are explained in the attached journal ranking document in the Appendix 1.

When a faculty member publishes an article in a journal, the number of scholarly points assigned depends on the tier to which the journal has been assigned. This ranking is periodically revised and updated as new journals come along, and as additional information appears about a particular journal. A given publication might be worth as few as three points or as many as 15. Specific details can be gleaned from the attached document (see Appendix 1).

A final note involves collaborative research. In general, the department encourages faculty members to work with colleagues within and outside the department. To provide incentives for co-authorship, the department assigns equal scholarly points to sole authored and coauthored research. Given the size and mission of the department, co-authorship by UNT senior faculty with UNT probationary faculty is especially important, as it facilitates the scholarly development of junior faculty and it promotes better department collegiality. We also recognize that in other disciplines, the ordering of the authors' names carries some meaning. In Economics, however, there is no particular convention in this regard. The first author listed is not necessarily the principal author.

In an effort to calibrate our expectations to the norms in our discipline we have gathered curricula vitae of academic economists at the 40 institutions that are ranked directly above UNT in terms of research output. The particular programs comprising this group are listed in Appendix 2. The sample includes a total of 229 CVs. It should be noted that all of these individuals received tenure – our data do not include individuals who were denied tenure. Information regarding the distribution of scholarly points of these individuals during their probationary periods is shown in Appendix 2. The 25th percentile in this group is 37 scholarly points, with a median of 53. Regarding the total number of articles, the 25th percentile in this group is 5 articles, with a median of 7.

Although exceptional cases may arise, based on this evidence we consider 30 scholarly-development points to be the minimum level acceptable for tenure. Achieving this minimum threshold should not be construed as indicating that tenure will be awarded – rather, it should be viewed as the minimum standard necessary to be considered. A candidate is not expected to publish in the premier tier, but a candidate should have at least one publication in tier 1 or tier 2. Candidates are given full credit for forthcoming publications in peer-reviewed journals. Tenure-track faculty should concentrate their efforts on publishing in peer-reviewed journals; therefore, a maximum of 5 points will be given for each occurrence of these other scholarly activities. In addition, tenure-track faculty members are not expected to write grant proposals designed to bring money into the department. However, scholarly-development points may be given for funded research grant proposals (at the discretion of the P&T Committee). A book publication is not expected of an assistant professor in Economics. A book publication will receive credit according to the quality of the press. Our points system includes a mechanism to assign scholarly-development points for interdisciplinary scholarly activity (see Appendix 1, Interdisciplinary Journals),

although it is expected that the bulk of a successful candidate's scholarly points come from economics journals.

It is the function of the P&T Committee to weigh scholarly development against other factors (e.g., teaching, service, and commitment to continued scholarship). Satisfying the minimum scholarly-development level will not guarantee tenure; for example, a poor record of service or teaching may lead a candidate to be denied tenure despite reaching this minimum level of scholarship.

2. Teaching

The Department of Economics is committed to quality instruction, and classroom performance will be a critical element in all promotion decisions. The assessment of a faculty member's teaching performance will be based on a broad range of indicators including student evaluations, peer evaluations, P&T Committee evaluations, and additional information (when available) from classroom visitations, performance in departmentalized courses, and student exit interviews. To be considered for tenure, a candidate must have demonstrated a high level of teaching competence during his or her probationary period. Based on the teaching evaluation scale currently in use by the Department of Economics, a candidate must have an overall average score of no higher than 2.5 (on a scale of 1 to 4 with 1 being the best score) while at UNT to qualify for tenure. As is the case with the minimum scholarly-development level, achieving the minimum teaching score does not guarantee tenure.

3. Service

The candidate must establish and maintain an adequate level of service to the department; however, tenure-track faculty members are not expected to perform the same level of departmental service as tenured faculty. While the tenure decision cannot be based on the strength of professional service alone, a faculty member is expected to be a good departmental citizen and be willing and able to perform departmental and university service assignments as necessary.

D. Candidates Hired on Short (Less than Six-Year) Tenure Track

If a faculty member is hired on a tenure track of less than 6 years, the minimum requirements for tenure candidacy will differ from those listed in section IIB above. Specifically, the minimum number of scholarly-development points will be smaller and the expected level of departmental service will be reduced. The P&T Committee will establish the minimum requirements for short tenure tracks on a case-by-case basis. In addition, the P&T Committee will inform the faculty member of the minimum requirements for tenure candidacy prior to the end of his or her initial semester at UNT.

III. Criteria for Granting Tenure for Associate Professor and Professor

A. General Guidelines

The department will follow UNT Policy 06.0004 IV C. The P&T Committee will inform the faculty member of the minimum requirements for tenure candidacy prior to the end of his or her initial semester at UNT.

IV. Promotion to Professor

A. General Guidelines

When evaluating faculty members for promotion to professor, the P&T committee will evaluate the candidate's record in all three areas: research, teaching, and service. It should be recognized, however, that for promotion to professor special emphasis is placed on scholarly output.

B. Research

The *University of North Texas Policy Manual* states that the successful candidate for promotion to professor will have attained "...national or international reputation and recognition" (UNT Policy 06.0004 IV B). In the discipline of Economics, this is mainly demonstrated by publications in scholarly journals. Nevertheless, there are other important forms of scholarship and these may also contribute to a national or international reputation. These include publications of books, publications of chapters in books edited by others, grants received, contracts, frequency of citation, and others.

In an effort to calibrate our expectations to the norms in our discipline we have gathered curricula vitae of academic economists at the 40 institutions that are ranked directly above UNT in terms of research output (see Appendix 2 for details). The sample includes a total of 111 CVs. Several caveats are in order. First, it should be noted that all of these individuals were promoted to professor – our data do not include individuals who did not achieve this milestone. Second, our data only include information about publications in scholarly journals. We do not have comparable norms for other forms of scholarship.

There is no expectation that a candidate will publish books or engage in any of these other forms of scholarship in order to be eligible for promotion, but the P&T Committee will assign scholarly points for these activities on a case-by-case basis.

Information about the distribution of successful candidates for professor at schools in our comparison group can be found in Appendix 2. The data indicate that successful candidates for promotion to professor have a median of eight peer-reviewed articles, of which three are in the top quality tier. The median number of scholarly points is 54.

In light of the preceding evidence, the Promotion and Tenure Committee of the UNT Department of Economics determines that a faculty member whose scholarly output over the period as associate professor is in the range of the median would make a strong case for promotion. Naturally, achievement of these milestones should in no way be construed as guaranteeing promotion, since other factors also must be considered.

Finally, other cases where the candidate exhibits other forms of scholarships. besides journal publications may also be recognized and honored. In such situations, a convincing argument must be made that the candidate is outstanding as a scholar within these other forms of scholarship and that he or she brings considerable national or international recognition to the department and/or the university.

V. Post Tenure Review

A tenured faculty member will receive an unsatisfactory designation for post tenure review if either one of the following occurs:

1. Teaching evaluations rank a faculty member higher than 2.75 for two consecutive semesters (on a scale of 1 to 4 with 1 being the best score) **or** a faculty member receives an unsatisfactory Peer Teaching Review for the spring and fall semesters preceding the annual peer review process.
2. The annual peer review process rates the faculty member below a 2.0 on research **and** below a 2.0 on service (on a scale of 1 to 5 with 5 being the best score).

APPENDIX 1:

Journal Ranking and Scholarly Development Point System Department of Economics University of North Texas (Revised 1/25/13)

The Ranking

To quantify the quality of the research published by faculty members in the Economics Department, the department has ranked 445 economics journals. Journals were assigned to one of 3 tiers based on their 5-year Social Science Citation Index impact factor (SSCI5IF), as well as on rankings of economics journals published by Engermann and Wall (2009), Kalaitzidakis, Mamuneas, and Segnos (2003 and 2011), Barrett, Olia, and Bailet (2000), and Kodzrkcki and Yu (2006).

Ranking Criteria

14 journals are singled out as being premier journals. As the vast majority of articles published in these journals are written by economists at the top 25 Ph.D. programs in the country, we believe that publication in one of them should be given additional recognition. These journals are denoted with an asterisk.

Another 86 journals are ranked in Tier 1. These are journals which have SSCI5IFs greater than 1.8, or that have SSCI5IFs greater than 1.0 and also have an average ranking of at least 80th in the studies listed above, or that have SSCI5IFs greater than 0.5 and average rank of at least 70th.

Journals in our second tier have SSCI5IFs greater than 0.6, or have SSCI5IFs greater than 0.4 and an average rank of 120th or higher. There are 81 journals meeting these criteria.

We also list another 264 journals in our third tier. There are in addition many other peer-reviewed journals in Economics that we do not list for reasons of parsimony. All peer-reviewed journals not elsewhere listed will be considered part of this third tier unless persuasive evidence is presented to the Promotion and Tenure Committee that suggests a higher placement (see amendments section below).

Interdisciplinary Journals

We recognize scholarship that may fall outside the traditional bounds of economics. Because citation impact factors are not always comparable across disciplines, we will consider the top 20% of journals (as determined by that field's SSCI5IFs) in a given field to be on par with our Tier 1. Those journals in the next 20% will be counted in Tier 2. For example, within the 138 sociology journals listed in the Journal Citation Reports, those with the 27 highest SSCI5IFs would be considered the equivalent of a Tier 1 economics journal.

Weight for Articles Published in Each Tier

Points for each publication (For the purpose of summing scholarly development points, co-authored and single-authored publications will be treated similarly):

Tier 1*15 -- Premier Journals

Tier 1 10

Tier 2 6

Tier 3 3

Amendments and Changes to the Ranking

Non-ranked journals, including new journals, can be added to the Journal Ranking. Journals can be placed on the list by the Promotion and Tenure Committee. The faculty member who has published in a non-ranked journal has the initial responsibility to notify the Promotion and Tenure Committee. It is then the Promotion and Tenure Committee's responsibility to determine to which tier the unranked journal should be added. To the greatest extent possible, the journal's SSCI5IF should be used to inform the ranking.

The purpose of ranking the journals is to proxy the quality of the published research. The department recognizes that the quality of journals does change over time (and that our means to rank journals necessarily contains some measurement error). A faculty member may appeal to have any ranked journal moved up to a higher tier. As with establishing a ranking for unranked journals, the Promotion and Tenure Committee is responsible for changing the ranking of a journal. It is, however, the faculty member's responsibility to petition the Promotion and Tenure Committee to consider a change.

Relationship to Previous Ranking System

This ranking replaces an earlier one. Articles published in or after 2013 will be evaluated according to the ranking below. Articles published prior to 2013 will be evaluated according to the previous system.

References

1. Barrett, C. B., Olia, A., and Von Bailey, D. (2000). Subdiscipline-specific journal rankings—Whither applied economics? *Applied Economics* 32(2), 239–252.
2. Engemann, K., and Wall H.J. (2009) A journal ranking for the ambitious economist,' *Federal Reserve Bank of St. Louis Review* 91: 127–39.
3. Kalaitzidakis P., Mamuneas T. P. and Stengos T. (2003). Rankings of academic journals and institutions in economics. *Journal of the European Economic Association* 1: 1346-1366.
4. Kalaitzidakis P., Mamuneas T. P. and Stengos T. (2011) An update ranking of academic journals in economics, *Canadian Journal of Economics* 44(4): 1525—38.
5. Kodrzycki, Y. and Yu, P. (2006) New approaches to ranking economics journals. *Contributions to Economic Analysis and Policy* 5: 1--42.

Journal Ranking List
 Department of Economics
 University of North Texas
 (Journals listed alphabetically within tiers)

Tier	Journal
Tier 1: 101 Journals	
1	American Economics Review: Papers and Proceedings
1	American Economic Journal: Applied Economics
1	American Economic Journal: Economic Policy
1	American Economic Journal: Macroeconomics
1	American Economic Journal: Microeconomics
1*	American Economic Review
1	American Journal of Agricultural Economics
1	Annual Review of Economics
1	Annual Review of Resource Economics
1	Brookings Papers on Economic Activity
1	Canadian Journal of Economics
1	Demography
1	Ecological Economics
1	Econometric Reviews
1	Econometric Theory
1*	Econometrica
1	Economic Development and Cultural Change
1	Economic Inquiry
1*	Economic Journal
1	Economic Policy
1	Economic Theory
1	Economica
1	Economics Letters
1	Economics of Education Review
1	Energy Economics
1	Energy Journal
1	Environment and Development Economics
1	European Economic Review
1	Experimental Economics
1	Explorations in Economic History
1	Food Policy
1	Games and Economic Behavior
1	Health Economics
1	Industrial and Labor Relations Review
1	Industrial Relations
1	International Economic Review
1	International Journal of Forecasting
1	International Journal of Game Theory

1	International Journal of Industrial Organization
1	International Tax and Public Finance
1	Journal of Accounting and Economics
1	Journal of Applied Econometrics
1	Journal of Banking and Finance
1	Journal of Business and Economic Statistics
1	Journal of Comparative Economics
1	Journal of Development Economics
1*	Journal of Econometrics
1	Journal of Economic Behavior and Organization
1	Journal of Economic Dynamics and Control
1*	Journal of Economic Growth
1	Journal of Economic History
1	Journal of Economic Literature
1*	Journal of Economic Perspectives
1	Journal of Economic Surveys
1*	Journal of Economic Theory
1	Journal of Environmental Economics and Management
1*	Journal of Finance
1	Journal of Financial and Quantitative Analysis
1	Journal of Financial Economics
1	Journal of Health Economics
1	Journal of Human Resources
1	Journal of Industrial Economics
1	Journal of International Economics
1	Journal of International Money and Finance
1	Journal of Labor Economics
1	Journal of Law and Economics
1	Journal of Law, Economics, and Organization
1	Journal of Mathematical Economics
1*	Journal of Monetary Economics
1	Journal of Money Credit and Banking
1*	Journal of Political Economy
1	Journal of Population Economics
1	Journal of Public Economics
1	Journal of Regional Science
1	Journal of Risk and Uncertainty
1	Journal of the European Economic Association
1	Journal of Urban Economics
1	Labour Economics
1	Land Economics
1	Macroeconomic Dynamics
1	Monthly Labor Review
1	National Tax Journal
1	Oxford Bulletin of Economics and Statistics

1	Oxford Economic Papers
1	Oxford Review of Economic Policy
1	Public Choice
1*	Quarterly Journal of Economics
1*	Rand Journal of Economics
1	Regional Science and Urban Economics
1	Review of Economic Dynamics
1	Review of Environmental Economics and Policy
1	Review of Financial Studies
1*	Review of Economic Studies
1*	Review of Economics and Statistics
1	Review of Income and Wealth
1	Scandinavian Journal of Economics
1	Small Business Economics
1	Southern Economic Journal
1	Urban Studies (added February 21, 2014) ¹
1	World Bank Economic Review
1	World Development
	Tier 2: 81 Journals
2	Advances in Econometrics
2	Agricultural Economics
2	Annals of Regional Science
2	Annual Review of Financial Economics
2	Applied Economics
2	Australian Journal of Agricultural and Resource Economics
2	British Journal of Industrial Relations
2	Cambridge Journal of Economics
2	Canadian Journal of Agricultural Economics
2	Cato Journal
2	China Economic Review
2	Contemporary Economic Policy
2	Developing Economies
2	Development and Change
2	Econometrics Journal
2	Economic Development Quarterly
2	Economic History Review
2	Economic Modelling
2	Economic Record

¹ Urban Studies is an interdisciplinary journal. In every year between 2007 and 2012, its Social Science Citation Index 5-year Impact Factor placed it in the top 20% for its field (Urban Studies).

2	Economics and Philosophy
2	Economics of Transition
2	Empirical Economics
2	Environmental and Resource Economics
2	European Review of Agricultural Economics
2	Feminist Economics
2	Fiscal Studies
2	Growth and Change
2	Housing Policy Debate
2	Information Economics and Policy
2	International Labour Review
2	International Monetary Fund Staff Papers
2	International Regional Science Review
2	International Review of Economics Education (approved by P&T 5/4/2013)
2	International Small Business Journal
2	Journal of African Economics
2	Journal of Agrarian Change
2	Journal of Agricultural and Resource Economics
2	Journal of Agricultural Economics
2	Journal of Competition Law and Economics
2	Journal of Development Studies
2	Journal of Economic Education
2	Journal of Economic Psychology
2	Journal of Economics (Zeitschrift)
2	Journal of Economics and Business
2	Journal of Economics and Management Strategy
2	Journal of Evolutionary Economics
2	Journal of Financial Econometrics
2	Journal of Forecasting
2	Journal of Forest Economics
2	Journal of Housing Economics
2	Journal of Labor Research
2	Journal of Macroeconomics
2	Journal of Media Economics
2	Journal of Policy Analysis and Management
2	Journal of Policy Modelling
2	Journal of Productivity Analysis
2	Journal of Real Estate Finance and Economics
2	Journal of Real Estate Research
2	Journal of Regulatory Economics
2	Journal of Risk and Insurance
2	Journal of Sports Economics
2	Journal of the Japanese and International Economies
2	Journal of Transport Economics and Policy
2	Kyklos

2	Open Economy Review
2	Public Finance
2	Public Finance Quarterly/Public Finance Review
2	Real Estate Economics
2	Regional Studies
2	Resource and Energy Economics
2	Review of Agricultural Economics
2	Review of Development Economics
2	Review of Industrial Organization
2	Review of International Political Economy
2	Review of World Economics (Weltwirtschaftliches Archiv)
2	Scottish Journal of Political Economy
2	Social Choice and Welfare
2	Social Science Quarterly
2	Studies in Nonlinear Dynamics and Econometrics
2	Theory and Decision
2	World Bank Research Observer
2	World Economy
	Tier 3: 264 Journals
3	Academia Economic Papers
3	African Development Review
3	African Economic History
3	Agricultural and Resource Economics Review
3	Agricultural Economics
3	Agricultural Economics Research
3	Agricultural History
3	American Economist
3	American Journal of Economics and Sociology
3	American Prospect
3	Annals of Public and Co-operative Economy
3	Annals of Regional Science
3	Antitrust Bulletin
3	Applied Economics Letters
3	Applied Financial Economics
3	Archives of Economic History
3	Asian Development Review
3	ASIAN Economic Bulletin
3	Asian Economic Journal
3	Asian Economic Policy Review
3	Asian Journal of Agricultural Economics
3	Asian-Pacific Economic Literature
3	Asia-Pacific Development Journal
3	Asia-Pacific Economic Review

3	Atlantic Economic Journal
3	Australian Bulletin of Labour
3	Australian Economic History Review
3	Australian Economic Papers
3	Australian Economic Review
3	Australian Journal of Agricultural Economics
3	Bangladesh Development Studies
3	Bank of Israel Economic Review
3	Bank of Japan Monetary and Economic Studies
3	BE Journal of Economic Analysis and Policy
3	BE Journal of Macroeconomics
3	BE Journal of Theoretical Economics
3	Briefing Notes in Economics
3	British Review of Economic Issues
3	Bulletin for International Fiscal Documentation
3	Bulletin of Economic Research
3	Business and Economic History
3	Canadian Journal of Development Studies
3	Canadian Public Policy
3	Capital and Class
3	Chinese Economy
3	Cityscape: A Journal of Policy Development and Research
3	Communist Economies and Economic Transformation
3	Comparative Economic Studies
3	Computational Economics
3	Constitutional Political Economy
3	Contributions to Political Economy
3	Defence and Peace Economics
3	Development
3	Development Southern Africa
3	East African Economic Review
3	Eastern Economic Journal
3	Eastern Economic Review
3	Eastern European Economics
3	Economic Affairs
3	Economic Analysis and Policy
3	Economic Analysis and Workers' Management
3	Economic and Financial Modelling
3	Economic and Labour Relations Review
3	Economic and Social Review
3	Economic Development Commentary
3	Economic Issues
3	Economic Notes
3	Economic Philosophy
3	Economic Planning Journal of Agriculture

3	Economic Policy: A European Forum
3	Economic Research
3	Economic Review (Keizai Kenkyu)
3	Economic Systems
3	Economic Systems Research
3	Economics of Human Biology
3	Economics of Innovation and New Technology
3	Economics of Planning
3	Education Economics
3	Ekonomika
3	Empirica
3	Empirical Finance
3	Energy Studies Review
3	Enterprise Development and Microfinance (formerly Small Enterprise Development)
3	Environmental Modelling & Software
3	European Journal of Development Research
3	European Journal of Law and Economics
3	European Journal of Political Economy
3	European Journal of the History of Economic Thought
3	European Review of Economic History
3	Family Economics and Nutrition Review
3	Finnish Economic Papers
3	Forum for Development Studies
3	Forum for Social Economics
3	Foundation Journal Public Finance
3	Global Economic Review
3	Greek Economic Review
3	History of Economic Ideas
3	History of Economics Review
3	History of Political Economy
3	Hitosubashi Journal of Economics
3	Hong Kong Economic Papers
3	Human Resource Development Quarterly
3	Humanomics
3	Independent Review
3	Indian Economic and Social History Review
3	Indian Economic Journal
3	Indian Economic Review
3	Indian Journal of Applied Economics
3	Indian Journal of Labour Economics
3	Indian Journal of Quantitative Economics
3	Indian Journal of Quantitative Methods
3	Industrial and Corporate Change
3	Industrial Organization Review
3	Integration and Trade

3	International Advances in Economic Research
3	International Economic Journal
3	International Journal of Finance and Economics
3	International Journal of Production Economics
3	International Journal of Social Economics
3	International Journal of Sociology and Economics
3	International Journal of the Economics of Business
3	International Journal of Transport Economics
3	International Policy Review
3	International Review of Applied Economics
3	International Review of Economics and Finance
3	International Review of Law and Economics
3	International Social Science Journal
3	International Trade Journal
3	Islamic Economic Studies
3	Japan Quarterly
3	Japan and the World Economy
3	Japan Research Quarterly
3	Japanese Economic Review
3	Journal of the History of Ideas
3	Journal for Studies in Economics and Econometrics
3	Journal of Agricultural Economics Research
3	Journal of Applied Economics
3	Journal of Asian Economics
3	Journal of Australian Political Economy
3	Journal of Behavioral Economics
3	Journal of Borderland Studies
3	Journal of Common Market Studies
3	Journal of Consumer Policy
3	Journal of Developing Areas
3	Journal of Economic and Social Measurement
3	Journal of Economic Cooperation among Islamic Countries
3	Journal of Economic Development
3	Journal of Economic Growth
3	Journal of Economic Issues
3	Journal of Economic Methodology
3	Journal of Economic Studies
3	Journal of Economic Theory and Econometrics
3	Journal of Economics (MVEA)
3	Journal of Economics and Finance
3	Journal of Energy and Development
3	Journal of Environmental Law
3	Journal of Environmental Planning and Management
3	Journal of European Economic History
3	Journal of Evolutionary Economics

3	Journal of Forensic Economics
3	Journal of Income Distribution
3	Journal of Institutional and Theoretical Economics
3	Journal of International Development
3	Journal of International Forecasting
3	Journal of International Trade and Economic Development
3	Journal of Korean Trade
3	Journal of Post Keynesian Economics
3	Journal of Public Economic Theory
3	Journal of Public Finance and Public Choice
3	Journal of Regional Analysis and Policy
3	Journal of Reseach in Pharmaceutical Economics
3	Journal of Rural Development
3	Journal of Social and Economic Development
3	Journal of Socio-Economics
3	Journal of Taxation
3	Journal of the History of Economic Thought
3	Journal of the Japanese and International Economics
3	Journal of the Social Sciences
3	Journal of Time Series Analysis
3	Journal of World Trade
3	Keio Economic Studies
3	Kobe University Economic Review
3	Kredit and Kapital
3	Law and Contemporary Problems
3	Manchester School Studies
3	Marine Resource Economics
3	Mathematical Social Sciences
3	Metrika
3	Metroeconomica
3	Middle East Business and Economic Review
3	Middle East Technical University Studies in Development
3	MOGT-MOST: Economic Policy in Transitional Economies
3	Natural Resource Journal
3	Nebraska Journal of Economics and Business
3	New Economy
3	New England Economic Review
3	New Political Economy
3	New York Economic Review
3	New Zealand Economic Papers
3	Nomura Research Institute Quarterly Economic Review
3	North American Journal of Economics and Finance
3	OECD Economic Studies
3	Open Economies Review
3	Osaka Economic Papers

3	Oxford Development Studies
3	Pacific Economic Bulletin
3	Pacific Economic Review
3	Pakistan Development Review
3	Pakistan Economic and Social Review
3	Pakistan Journal of Applied Economics
3	Pacific Economic Review
3	Papers in Regional Science
3	Pennsylvania Economics Review
3	Perspectives on Labour and Income
3	Policy Analysis
3	Politica Economica
3	Population Research and Policy Review
3	Prague Economic Papers
3	Problems of Economic Transition
3	Property Tax Journal
3	Public Policy
3	Quarterly Review of Economics and Business
3	Quarterly Review of Economics and Finance
3	Regional Economics
3	Regulation
3	Research in Economic History
3	Research in Economics
3	Review of African Political Economy
3	Review of Agricultural Economics
3	Review of Agricultural Economics
3	Review of Austrian Economics
3	Review of Black Political Economy
3	Review of Economic Design
3	Review of Economics Conditions in Italy
3	Review of Financial Economics
3	Review of International Economics
3	Review of International Political Economy
3	Review of International Studies
3	Review of Political Economy
3	Review of Radical Political Economics
3	Review of Regional Studies
3	Review of Social Economy
3	Review of Urban and Regional Development Studies
3	RISEC: International Review of Economics and Business
3	Russian and East European Finance and Trade
3	Scandinavian Economic History Review
3	Science and Society
3	Seoul Journal of Economics
3	Singapore Economic Review

3	South African Journal of Economics
3	Southwestern Journal of Economics
3	Spaces and Flows
3	Spanish Economic Review
3	Studies in Economic Analysis
3	Studies in Economics and Finance
3	Swedish Economic Policy Review
3	Taiwan Economic Review
3	Telecommunications Policy
3	Ukranian Economic Review
3	UNCTAD Review
3	Urban Affairs Quarterly/Urban Affairs Review
3	Western Journal of Agricultural Economics
3	Western Tax Review
3	Work Employment and Society

Last revised by McPherson, 1/25/13

Appendix 2: Calibrating Scholarly Norms

The most recent ranking of U.S. Economics programs was published in the *Southern Economic Journal* in July 2012, and we use data from that study. The data involve pages published in the top-50 journals in the discipline by faculty over the 1994-2009 period. We use as a comparison group the 40 programs that are ranked directly above UNT's position. We consider this to be programs to which we aspire. These programs are as follows (in alphabetical order): Bentley University, Brandeis University, California State University- Fullerton, Claremont McKenna University, CUNY Graduate Center, DePaul University, East Carolina University, Florida International University, Fordham University, Georgia Institute of Technology, Indiana University Purdue University Indianapolis, Miami University, Northeastern University, Oklahoma State University, San Diego State University, Southern Illinois University - Carbondale, Swarthmore College, Temple University, Texas Tech University, University of Arkansas, University of Central Florida, University of Cincinnati, University of Hawaii, University of Memphis, University of Mississippi, University of Nebraska – Lincoln, University of Nevada – Las Vegas, University of Nevada - Reno, University of New Mexico, University of North Carolina - Greensboro, University of South Florida, University of Tennessee, University of Texas - Arlington, Utah State University, Virginia Commonwealth University, Wake Forest University, Wayne State University, Wellesley College, Wesleyan University, and Williams College.

To calibrate of scholarly points system we collected curricula vitae of faculty members at these 40 programs. The CV data include articles published through 2011, and these were evaluated using the ranking of journals presented in Appendix 1. An effort was made to gather the CV of every economics professor who was tenured or promoted to professor at any of the 40 programs.² If a CV was unavailable online, the faculty member was contacted and asked to provide us with a CV.

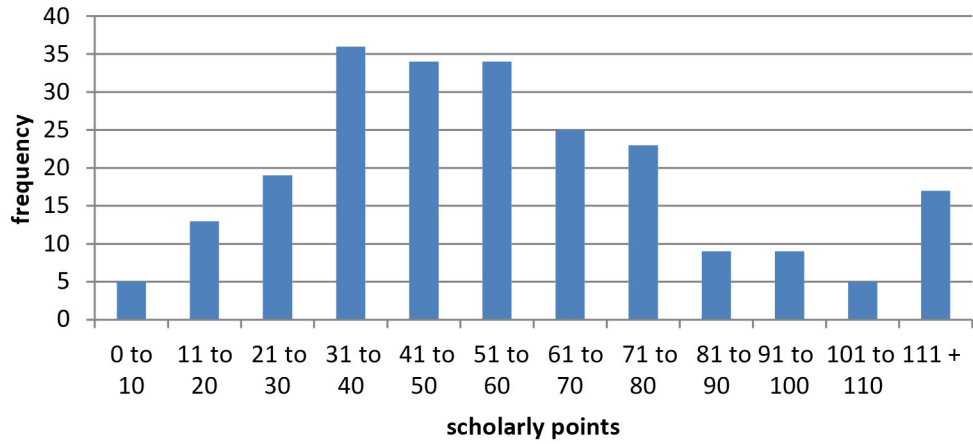
Scholarly Output During the Probationary Period

Summary statistics regarding this comparison group are as follows:

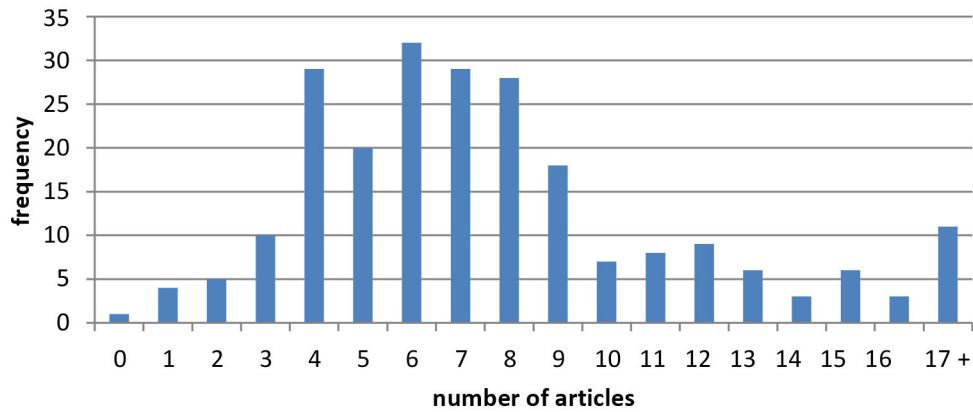
Scholarly Output During the Probationary Period: 40 Programs Ranked Above UNT			
	25th Percentile	Median	75th Percentile
Scholarly Points	37	53	72
Total # of Articles	5	7	9
# Articles, Tier I and above	2	4	6
# Articles, Tier II	0	1	2
# Articles, Tier III	1	2	4
observations	229		

² We excluded faculty members who earned their doctorates prior to 1980, on the argument that the discipline has changed quite a bit since that time.

Scholarly Points During Probationary Period: 40 Programs Ranked Above UNT

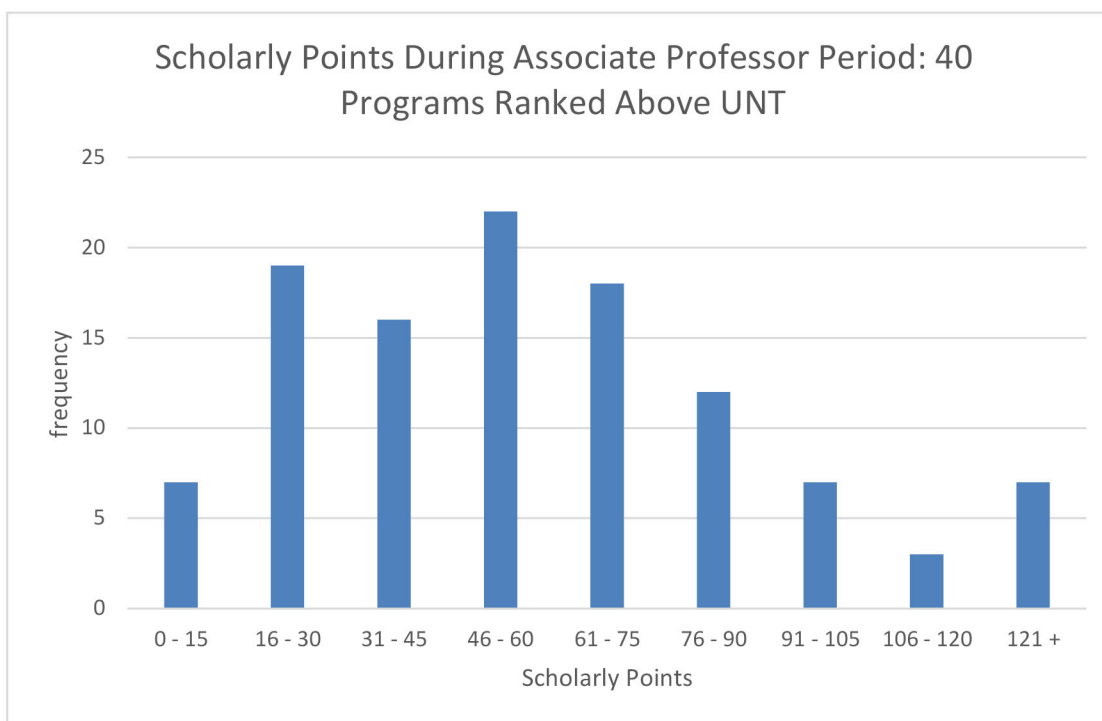


Articles During Probationary Period: 40 Programs Above UNT

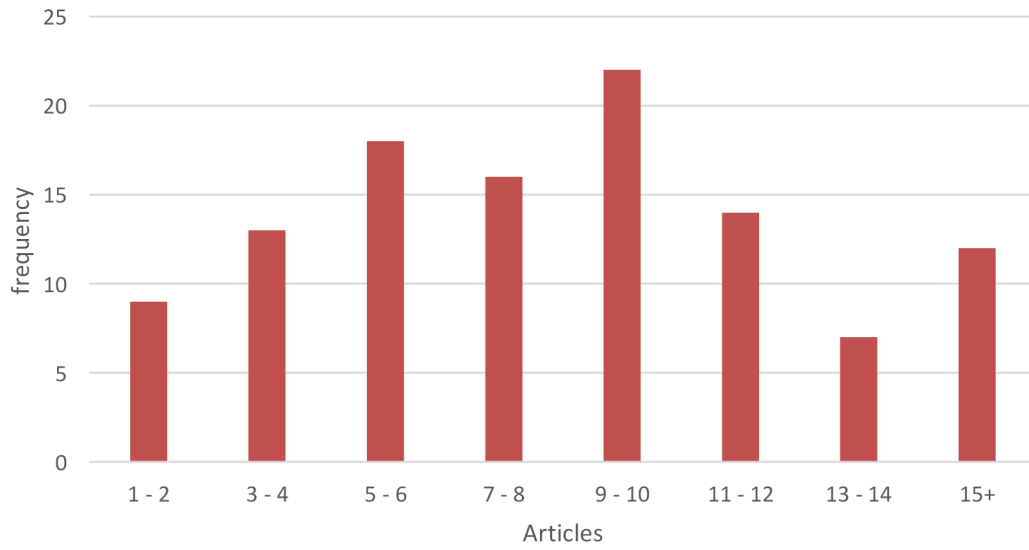


Scholarly Output During the Associate Professor Period

Scholarly Output During Associate Professor Period: 40 Programs Ranked Above UNT			
	25th Percentile	Median	75th Percentile
Scholarly Points	34.5	54	76
Total # of Articles	5	8	11
# Articles, Tier I and above	1	3	5
# Articles, Tier II	0	1	2
# Articles, Tier III	1	3	6
observations		111	



Articles During Associate Professor Period: 40 Programs Ranked Above UNT



**STANDING PROCEDURES
FOR REAPPOINTMENT, TENURE, AND PROMOTION RECOMMENDATIONS
AND**

FACULTY MERIT EVALUATION

**PERSONNEL AFFAIRS COMMITTEE
DEPARTMENT OF ENGLISH
UNIVERSITY OF NORTH TEXAS**

Approved May 2018

In compliance with departmental bylaws, the Personnel Affairs Committee (PAC) submits the following standing procedures to the Executive Committee (EC). These procedures accord with and are subordinate to any and all policies issued by the University of North Texas and/or the College of Liberal Arts and Social Sciences (CLASS).

Annually in the fall, the PAC presents to the department chair and to CLASS all cases for reappointment at midterm and for tenure and promotion to the rank of associate professor. Annually in the spring, the PAC writes second-, fourth-, and fifth-year evaluations of tenure-track faculty; assigns merit rankings based on the prior three years' performance to tenure-system faculty other than the PAC co-chair in charge of merit evaluations (see III, below); and forwards to the department chair the names of recipients of annual awards for departmental outstanding undergraduate and graduate teaching, as well as University Distinguished Professorship nominees. All nominations requiring or enabled by PAC support and receiving a majority vote (from either the PAC or Lecturer Personnel Affairs Committee) will go forward.

Section I of this document outlines standards for evaluating teaching, scholarship/creative activity, and service. These standards are applicable both to reappointment, tenure, and promotion recommendations and to merit rankings/evaluations. Section II specifically addresses reappointment, tenure, and promotion; Section III specifies the PAC's procedure for evaluating merit; and Section IV discusses post-tenure review and defines the criteria for judging a faculty member unsatisfactory.

I. Standards for the Evaluation of Teaching, Scholarship/Creative Activity, and Service

[I.]A. Teaching

Faculty must remain current in their areas of expertise and must demonstrate continuing effectiveness as teachers. Evidence considered in the evaluation of teaching for the purposes of reappointment, tenure, and promotion includes quantitative and qualitative student evaluations, as well as other relevant information, such as:

Peer Evaluations

Development of Instructional Materials

New courses developed and approved for the UNT catalogue

Substantive curricular revision, beyond that routinely undertaken by the Directors of Undergraduate and Graduate Studies and the Curriculum Committee

The innovative and demonstrably useful application of technology to teaching

Participation in Advising

Direction of M.A. theses, Honors theses, or Ph.D. dissertations

Membership on thesis or dissertation committees

Supervision of teaching fellows and academic assistants

Supervision of multi-section courses

Total Students Taught and the Teaching of Large-Enrollment Courses

Teaching Awards / Grants

Responsiveness to Departmental Needs (e.g., willingness, if needed, to teach required courses)

Evidence considered for merit/ranking evaluations includes quantitative student evaluations, thesis- and dissertation-advising, and total students taught.

[I.]B. Scholarship/Creative Activities

The department places the highest premium on peer-reviewed published work appearing in competitive venues that attract a substantial audience. However, as explained below, other kinds of scholarship/creative work are also valued.

Collaborative scholarship is often appropriate, and the PAC values it as a legitimate form of inquiry and production. Co-authored and co-edited work in any form (articles, monographs, anthologies, etc.) is evaluated in the same way as single-authored and single-edited work with respect to venue of publication. Faculty must specify the work for which they are responsible. Absent a compelling case for alternative measures, however, the individual authors/editors receive a percentage of credit according to the number of authors/editors involved in the project. For example, each author or editor under review would receive 1/2 credit for a publication written or edited with one collaborator, 1/3 credit for a publication written or edited with two collaborators, and so on.

Scholarship and creative writing adopting emerging technologies are essential to many areas of English studies. The PAC follows the MLA's "Guidelines for Evaluating Work in Digital Humanities and Digital Media" and understands that vetted work published in a digital medium is valued equally to analogous work appearing in print. Faculty must indicate peer review and publication guidelines for the digital media.

[I.B.]1. Scholarly/Creative Books

Books presented in support of tenure and promotion applications must be published by a well-regarded university or scholarly press or, in the case of creative books, by a well-regarded literary, academic, or university press. Books published by "vanity presses" and "dissertation mills" will not be considered. Because they take longer to produce than periodical publications, books will receive recognition from the PAC for four years rather than for three in annual merit assessments.

[I.B.]2. Peer-reviewed Periodical Publications

Peer-reviewed journal articles in literary/cultural studies and composition/rhetoric will generally be evaluated more favorably if they appear in journals with an acceptance rate of 20% or less, according either to the *MLA Directory of Publications* or to information from a journal's editor. These will be considered top-tier journals. Journals will be considered reputable if their acceptance rate is between 21% and 40%. Peer-reviewed creative writing periodicals will be judged top-tier if their acceptance rate is less than 5%. Such periodicals must have an acceptance rate of less than 20% to be accounted reputable. Any article published in a special issue of a journal or in an edited collection cannot qualify as top-tier.

The PAC understands that some journals have high acceptance rates because they address small but highly specialized audiences. A faculty member may petition the PAC to award top-tier status to specialized journals of this sort. Faculty wishing to make such an appeal will be asked to provide a list of eminent scholars who have recently published with the journal under consideration, along with whatever other documentation they deem pertinent.

Since the goal of all tenured or tenure-track faculty is to establish a strong research agenda resulting in a national or international reputation, articles or other work published outside one's main area(s) of emphasis may receive less credit than work published within one's area(s) of emphasis.

[I.B.]3. Scholarly Editions

Some scholarly editions of literature contain substantial original scholarship and thus may be considered equivalent to one or more articles or, in the case of a critical edition, a monograph. "Edition" can mean anything from a reprint of an existing text or the re-publication of essays written by others with a new introduction, to a definitive critical edition of previously unpublished primary materials. The greater the amount of original textual, scholarly, and interpretative work, the more weight the edition carries.

The PAC invites faculty to explain the nature of their editorial projects. We follow standard practice and understand the apparatus of a critical edition to comprise a preponderance of the following: an extensive general introduction, a textual introduction, tables of emendations, bibliographical descriptions of early editions or states, explanatory notes, a detailed index, and a glossary and/or record of historical collations. Classroom editions, which also may be billed "scholarly" or "critical," may partake of some of the elements of critical editions but will generally involve limited collation, thus limited emendation, and will necessarily include a less extensive apparatus. Examples of classroom editions include those published by W. W. Norton, Penguin, Oxford University Press (in the World's Classics Series), and Broadview; they do not qualify for the designation "critical." Critical editing is also distinct from "diplomatic" or "documentary" editing; diplomatic editions carry less weight than critical ones.

[I.B.]4. Essays / Creative Works Contributed to Edited Collections or Special Journal Issues

Essays contributed to edited collections are often not peer-reviewed with the same rigor as essays published in journals. Instead of being vetted by multiple anonymous referees, these essays are typically solicited and reviewed by the editor of the collection, who may or may not be required by the publisher to submit the completed project to referees. Even when submissions are refereed,

acceptance rates are often significantly higher than those of top-tier or reputable journals. Like edited collections, special journal issues often publish solicited essays. Even if submissions are open, calls for submissions typically generate far fewer submissions than are evaluated for regular issues of the journal in question.

[I.B.]5. Edited Collections / Special Issues of Journals

The PAC considers publishing edited collections of essays and special issues of journals primarily for merit and less significantly in the case of tenure and promotion. However, once a candidate secures the professional indicators specified in [II].C. (or [II.]D.), these activities may be worth pursuing, as they may make a significant impact on the field and add significantly to his or her inter/national reputation. Such accomplishments will be taken into account in the course of tenure and promotion review.

[I.B.]6. Textbooks, Instructional Works, Anthologies, Companion Volumes, Introductory Studies, Classroom Editions, and Analogous Work

Textbooks, instructional works, anthologies, companion volumes, introductory studies, classroom editions, and analogous work can also be very worthwhile: they provide needed information to students, instructors, and/or the general public while also circulating their authors' ideas and names more widely than highly specialized work. Still, the author or editor of such work typically spends more time summarizing existing knowledge and/or compiling existing work than creating new knowledge, and for this reason such projects will count to a lesser degree than original scholarship or creative work. The author of such work can expect to receive recognition comparable to what he or she would receive for publishing an article in a reputable journal, perhaps more to the extent that the project reflects the author's own new ideas and is published by a prominent press after peer review. As with edited collections, probationary faculty should limit time spent on such projects until meeting all milestones for promotion and tenure.

[I.B.]7. Conference Presentations / Creative Readings

Faculty make presentations at conferences and give readings of their creative works as ways of gaining feedback on their works in progress and networking with their peers. Such activities help faculty to prepare their works for publication and are thus less ends in themselves than means to achieving ends. Except in cases of a keynote address (i.e., an address to an entire convention) or a presentation given at a conference that can be demonstrated to be both peer-reviewed and highly selective, faculty will receive minimal recognition for conference presentations or creative readings when being evaluated by the PAC for purposes of merit evaluation/ranking or tenure and promotion. Such activities may be given more weight when probationary faculty are being considered for reappointment at the time of midterm review (i.e., they may constitute evidence that someone who has not yet had a chance to establish an extensive publication record is in fact pursuing an active program of scholarship/creative activity).

[I.B.]8. Grants

The PAC strongly encourages faculty to apply for external grants and fellowships and will appropriately recognize such activity. Faculty receiving internal UNT grants should not expect their merit evaluation/ranking to be significantly affected. Such internal grants may, however, be used by

probationary faculty to bolster a bid for reappointment at the time of midterm review or for tenure and promotion. We expect probationary faculty to seek such grants.

[I.B.]9. Reprinted Publications / Awards

While reprinted publications do not constitute evidence of fresh scholarly or creative accomplishment, they do suggest that the work in question is recognized as important and influential. Faculty whose works are reprinted can expect favorable recognition but to a lesser degree than that accorded upon initial publication of such a work. Reprinted creative/scholarly works appearing in major anthologies or other particularly prominent venues may receive more recognition. Faculty whose published work wins a major award can also expect greater recognition, especially if the award is given by a nationally or internationally prominent organization (e.g., the Modern Language Association, National Book Foundation, etc.).

[I.B.]10. Editorships of Journals / General Editorships

The PAC weighs the following editorial tasks as scholarly/creative achievements: work as a general editor, textual editor, or consulting editor; work as the editor of a collection of essays or as a guest editor for special issue of a journal; work as an editor of a collection of primary materials; work as the editor of an edition of a primary work. The Committee counts as service to the profession (i.e., for computational purposes, service) the following tasks: work as an editor of a journal or literary magazine, work as a referee for a journal or literary magazine, work as a judge for a contest or an award, and other similar tasks. Probationary faculty should consult with the department chair and the PAC before assuming editorial responsibilities.

[I.B.]11. Submissions / Forthcoming Publications

When making recommendations regarding merit rankings/evaluations, the PAC does not give credit to articles submitted for publication or to forthcoming publications. Submissions may, however, count as evidence of progress toward tenure when the PAC is conducting reappointment reviews of tenure-track faculty. In cases of tenure and/or promotion, forthcoming publications count the same as published work, provided that it has been officially documented they are fully accepted, with no contingencies or revisions required, and with the final draft having been submitted and awaiting publication at the journal or press that has accepted them (see Policies of the University of North Texas 06.004.V.D). Per the university tenure policy “when a scholarly/creative work submitted prior to the closing of the dossier has received final and unconditional acceptance” before the provost renders his or her own recommendation, “this material will be included in the dossier. All internal reviewers will reconsider any prior recommendation, based upon the new material.”

[I.]C. Service

Faculty members must demonstrate a continuing commitment to high-quality service to the department, the college, and the university. The PAC also recognizes professional service to constituencies external to UNT (e.g., professional organizations). The quantity of service performed is accounted for in the percentage of effort apportioned in faculty workload assignments. After tenure, expectations regarding service assignments and the assumption of leadership roles increase. Thus, the PAC’s evaluation of service may focus on the quality of service performed and on the faculty member’s willingness to take on service assignments as needed by the department. In these instances

the PAC will consult with the department chair. For service to the profession, the PAC may solicit input from members of the academic community relevant to such service.

II. Reappointment, Tenure, Promotion

[II.]A. Procedures

[II.A.]1. In September of each year, the PAC and department chair will meet with probationary faculty as a group. The purpose of this meeting will be to ensure that all probationary faculty are in possession of and familiar with: 1) this document; 2) the CLASS “Guidelines for the Documentation of Reappointment, Promotion, and/or Tenure Cases”; 3) the university’s “Faculty Reappointment, Tenure, and Promotion Policy and the Granting of Tenure and Promotion”; 4) all pertinent deadlines.

[II.A.]2. In keeping with university policy, all probationary faculty will be reviewed annually (see 06.004.II.B), the first year in the form of the composite report. At the third year and each year thereafter all tenured faculty will vote on reappointment. Per university tenure policy, “the third-year reappointment review is a more extensive and intensive review that includes the unit, the college, and the Provost, but without external letters.”

[II.A.]3. Candidates for midterm/reappointment review or tenure and/or promotion are responsible for submitting necessary materials to the PAC in accordance with the deadlines it sets. After completing its review, the PAC must notify the candidate if it is considering a negative recommendation. The candidate then has the right to meet with the PAC to discuss the case but must do so within five business days of the notification. A faculty mentor or advocate, chosen by the candidate, may attend this meeting. Afterwards, the PAC makes a written recommendation to the department chair in accordance with the schedule established in the CLASS calendar. This recommendation must specify the number of votes for and against a recommendation for reappointment or tenure and/or promotion. Those voting in the minority may submit a separate minority recommendation at their discretion.

[II.A.]4. After reviewing the candidate’s dossier and the PAC recommendation(s), the department chair makes an independent recommendation to the dean. If the chair is considering a negative recommendation, he or she must first notify the candidate, who has the right to meet with the chair to discuss the case within five business days of this notification. Both the PAC’s and the chair’s written recommendations must be forwarded to the dean in accordance with the CLASS calendar.

[II.A.]5. In the case of a negative recommendation by either the PAC or the chair, the chair must provide a written explanation to the candidate. In such cases, the candidate has the right to add to the tenure dossier, prior to its transmittal to the dean, a letter disputing the negative recommendation. This right must be exercised within three business days of being notified of the negative recommendation.

[II.A.]6. As per university tenure policy (06.004.I.B), “The sixth year will normally be the mandatory tenure-review year. In extraordinary circumstances, as reflected in disciplinary metrics and national comparisons and as deemed appropriate by the chair and the dean, a candidate for tenure and promotion may be reviewed early in the probationary period, except in the third-year review. If the early review process is unsuccessful, the candidate may be reviewed again during the sixth year.”

[II.]B. Reappointment Review

University policy states that that all probationary faculty shall be reviewed for reappointment annually (see 06.0004.II.B). Although the self-evaluation narrative is only required for third- and six-year reviews, candidates for tenure are encouraged to submit these statements as part of their second-, fourth-, and fifth-year review documents (see 06.004.V.A).

In the English Department, at the time of the third-year review, the PAC expects:

- At least one scholarly/creative publication accepted by a reputable peer-reviewed periodical. The expectation is that this work will be relatively recent, specifically that it will not have been published more than a year before the faculty member's arrival at UNT.
- Evidence of a significant quantity of additional scholarly or creative work in progress. The faculty member must show that his or her trajectory points toward tenure and promotion.
- A developing record of high-quality teaching responsive both to the educational needs of students and to the curricular and scheduling needs of the department. If notable problems with any aspect of the faculty member's teaching occur during the first two years, resolution of same must be under way if the PAC is to recommend reappointment.
- A developing record of high-quality service consistent in quantity with the faculty member's workload assignment.
- At least one internal or external grant or fellowship application.

[II.]C. Tenure/Promotion to the Rank of Associate Professor

Consideration for promotion to the rank of associate professor and a decision regarding tenure will be made concurrently. Therefore, the criteria for promotion to associate professor are the same as those for tenure.

To achieve tenure and promotion, an assistant professor must:

- Develop a consistent record of high-quality teaching responsive both to the educational needs of students and to the curricular and scheduling needs of the department. The candidate must excel in both graduate and undergraduate courses. Any deficiencies in the area of teaching noted at any point in the probationary period must be entirely and unambiguously resolved by the time of the tenure decision.
- Develop a consistent record of high-quality service consistent in quantity with the candidate's workload assignments and attentive to departmental needs as determined by the chair and the PAC. The candidate must show that he or she is a reliable departmental citizen, someone who will be willing and able to take on a greater share of service responsibilities after promotion to associate professor.

- Develop a consistent record of grant applications. During the course of the probationary period, the candidate must apply for at least two internal or external grants or fellowships.
- In addition to the piece of writing required at midterm, write a scholarly or creative book at least 75,000 words in length, excluding bibliography and index (or 50 manuscript pages of poetry, in the case of a volume of poetry) and have it published or fully accepted for publication—that is, under contract without contingencies of any sort—by a well-regarded university or academic/literary press. Anyone whose book is shorter than 75,000 words (or 50 manuscript pages of poetry) must make up the difference by publishing additional scholarly/creative work not appearing in any form in the book. At least one article must appear in a top-tier journal. Of any additional essays or creative productions, no more than one may appear in an edited collection or special issue of a journal. This article and book must establish their author as an up-and-coming presence in the field.
- As an alternative to publishing a scholarly/creative book, a candidate may produce a series of shorter creative works or scholarly articles, inclusive of the piece of writing required at midterm, totaling at least 75,000 words (or 50 manuscript pages of poetry). Co-authored works will be considered, but their per-author word count will be calculated according to the system specified above (see [I.B]). If the case for tenure rests exclusively on such shorter works rather than wholly or partly on a book, at least 50,000 words (or 30 manuscript pages of poetry) must appear in top-tier scholarly or literary periodicals, as defined above (see [I.B.]2). The remaining 25,000 words may be published in reputable journals, and no more than one of these essays or creative productions may appear in an edited collection or a special issue of a journal. As a group, these shorter works must evince a capacity for sustained intellectual and/or creative effort comparable to that of a book: they must constitute a major body of work sufficiently of a piece to establish their author as an up-and-coming presence in the field.

Critical editions that are rigorously vetted and well placed may be credited toward word-counts in applications for tenure and/or promotion. Potential editors, however, should realize that critical editing is a highly specialized discipline and that applications for promotion and/or tenure that include critical editions will be refereed externally by trained textualists in addition to specialists in the applicant's branch of literary or cultural studies. Textbooks, instructional works, anthologies, companion works, introductory studies, classroom editions, diplomatic editions, and analogous publications may contribute to a case for tenure and promotion but are not considered comparable to scholarly or creative books (see [I.B.]6). Probationary faculty are advised to exercise caution in undertaking such projects: the amount of time consumed is typically out of proportion to the amount of credit accrued. Would-be editors are instructed to meet with the PAC and the department chair prior to agreeing to produce such an edition, in order that the nature and likely internal assessment of their work will be understood by all concerned parties.

Conference presentations and creative readings may provide valuable intellectual and networking opportunities but do not significantly bolster a bid for tenure/promotion.

[II.]D. Promotion to the Rank of Professor

In keeping with university policy, “an associate professor may undergo the promotion process when, in consultation of the chair and/or unit review committee chair, the faculty member believes their [sic] record warrants consideration for promotion” (06.004, IV.B.3).

In the area of teaching, candidates must participate in the graduate program by offering and developing graduate seminars as appropriate to departmental need and graduate student demand, and by serving on thesis and dissertation committees when asked. Candidates must also demonstrate a record of mentorship, which may include directing theses and dissertations to completion, attending conferences with students, assisting students with placement in graduate programs or with navigating the job market, and assisting graduate students with their publication goals.

In the areas of grant applications and scholarship/creative activities, the candidate’s post-tenure record of accomplishment must equal or surpass what is required from an assistant professor seeking tenure and promotion.

In the area of service, candidates must demonstrate a record of service and leadership at the department and either the college or the university levels, as well as to the profession. They must demonstrate that they have been willing, when asked by the department chair or nominated by the faculty, to serve on major committees and/or take on major service assignments, such as Director of First-Year Writing, Director of Creative Writing, Director of Graduate Studies, Director of Undergraduate Studies, co-chair of the PAC, or the editorship of departmental journals. Candidates can also demonstrate a record of service to the profession, including leadership roles in learned societies, journal-editing, manuscript reading, or tenure-case adjudication.

Following consultation between the chair and candidate for promotion to full professor, the chair will convene an ad hoc committee of full professors totaling five members (constituted with full professors from other departments as necessary). This committee will deliberate per the procedures followed by the PAC for tenure and promotion cases, and all university and departmental policy regarding rights, responsibilities, and particulars for promotion and tenure will apply to cases of promotion to full professor.

[II.]E. External Reviewers

The departmental PAC assigns considerable weight to the letters provided by external reviewers. The reviewers, chosen according to the process described in section XII.A-D of the CLASS “Guidelines for the Documentation of Reappointment, Promotion, and/or Tenure Cases” (2017), are experts in the candidate’s field and are as such qualified to make more sophisticated qualitative judgments about the applicant’s scholarly or creative record than the PAC is likely to be. The CLASS “Guidelines” describe the external reviewers’ purview thus: “The external review letters must address the candidate’s record as a scholar, the extent [that] his/her scholarly/creative record constitutes a significant contribution to the discipline, and his or her potential for continued productivity. The reviewers will also address the question of whether the reviewer thinks the candidate should be promoted based on the UNT department’s criteria for promotion and/or tenure” (XII.E). The PAC expects claims about “continued productivity” to rest on clear evidentiary bases.

III. Procedures for Evaluating Merit

Except for the PAC co-chair responsible for merit evaluation (who is evaluated by the department chair), the PAC evaluates all tenure-system faculty annually in the three areas of teaching, scholarship/creative activity, and service. The PAC makes recommendations to the chair regarding merit rankings/evaluations.

When formulating merit rankings each spring, the PAC examines tenure-system faculty members' records of achievement for the three-year period that ended on the final day of the previous calendar year. Using data and formulae provided by the department chair and based on departmental and university policies, the PAC factors in the percentages allotted to each of the three areas by the workload assignments given to the faculty member during the evaluation period (in accordance with departmental and university workload policy). Each PAC member assigns a number to each member of the faculty (except himself or herself, his or her relatives and domestic partners, and the PAC co-chair responsible for merit evaluation) in the areas of scholarship/creative activity and service on a scale of 1 to 5, in increments of 0.5 and with 1.00 being the highest score. The numbers are weighted to factor in workload percentages, then combined to create an overall number for each faculty member in each of the three areas as well as a final composite number (rounded to the nearest 0.25).

At the end of the process, the PAC distributes to each faculty member a "composite report" detailing the faculty member's numbers in each of the three areas as well as the final composite number. The composite report also provides a written summary of the faculty member's performance in each of the three areas. The chair may contribute an addendum to the composite report if he or she has anything to add to the PAC's evaluation; in such cases the addendum must be distributed to the faculty member along with the composite report.

In the PAC's annual review, first-year faculty will receive scores that are no lower than the tenure-system departmental average.

IV. Post-Tenure Review

Applying the standards specified in this document, the PAC rates every faculty member on a five-point scale where 1.00 is the highest possible score. Any faculty member who receives a final composite score of 3.25 or below will be regarded as having been rated unsatisfactory by the PAC and will be referred to the department chair for appropriate application of Policy 06.052, "Review of Tenured Faculty."

Per this policy, a faculty member who receives a single overall review of unsatisfactory may be placed on a Professional Development Plan (PDP). A faculty member who receives two (2) overall reviews of unsatisfactory must be placed on a PDP. At that time, a Faculty Professional Development Committee (FPDC) will be assembled along the lines specified in 06.052 and establish a plan of action, also as stipulated in the policy, with the faculty member involved. According to the policy, "A faculty member may be on a PDP for up to three (3) calendar years" (06.052.IV.) By or before that time, the FPDC may determine that the faculty member has addressed all issues and submit a report to the chair, dean, and provost recommending removal from the PDP. If after three years, outcomes have not been achieved, the FPDC will again report to the chair. The chair then makes a recommendation to the dean and the dean to the provost, who will ultimately determine

“whether to recommend revocation of tenure and termination of employment, taking into account the faculty member’s record and all annual reviews” (06.052.IV.B).

(September 2018)

**PROMOTION AND TENURE EXPECTATIONS
DEPARTMENT OF GEOGRAPHY AND THE ENVIRONMENT
UNIVERSITY OF NORTH TEXAS**

Successful candidates for promotion and tenure must demonstrate sustained excellence as teachers and researchers, and they shall also demonstrate sustained effectiveness in service to the department and the university. The department has a broad and integrated definition of these three areas. Teaching may include classroom and laboratory instruction, mentoring and supervision of students, and preparation of instructional materials. Research may be basic, synthetic, applied, or interdisciplinary in nature, and includes publication of research findings and efforts to secure funding for scholarly activity. Service includes activities that benefit the department, university, and profession, as well as outreach to the community, business, and government.

The Department of Geography and the Environment adheres to all University and CLASS policies with respect to promotion and tenure procedures. The UNT policy can be found [here](#), and the CLASS guidelines can be found [here](#).

1. Tenure and Promotion to Associate Professor

1.1 Teaching Activity

Given the importance of teaching to our department, faculty should be effective educators of undergraduate and graduate students, providing a high-quality educational experience. Teaching encompasses combinations of classroom lectures, laboratory instruction, activity outside the classroom that reinforces and supplements lectures, and mentoring and supervising undergraduate and graduate students. Evidence of excellence in teaching may be derived from various sources.

Evaluations from students, administered in each organized class each long semester, are especially important in assessing teaching performance. The department considers both written comments and quantitative scores from students. In general, the department expects faculty members to strive for very good to excellent teaching, based upon current evaluation protocols and student comments. The candidate's mean score will be compared to the departmental mean score. In addition, qualitative assessments (e.g., students evaluation comments and peer assessment) are of high importance.

Additional measures of teaching performance shall include at least one of the following: peer observation, number of students mentored and supervised, quantity and quality of instructional materials produced, and grants to support classroom instruction.

Both the department chair and the Promotion and Tenure Committee will use the above sources in a holistic appraisal of teaching performance.

1.2 Research

Whether the individual does basic, synthetic, applied, or interdisciplinary research, or a combination of these, s/he will be expected to publish and present results in appropriate peer-reviewed outlets and to seek funding to support scholarly activities. The candidate for tenure and promotion to associate professor must have a well-defined research agenda and demonstrate professional growth beyond the dissertation. Review of the candidate's record will place particular emphasis on the rate of research productivity (i.e., number of publications per year) in the candidate's time at UNT (i.e. the probationary period).

Publication venues—Geography is an integrative discipline. Research specialties of geographers cover a wider range of topics than most other academic disciplines. Current faculty members in the department specialize in climatology, development geography, economic geography, ecosystem science, environmental archaeology, geographic information science, geomorphology, health geography, hydrology, meteorology, political ecology, resource geography, urban geography, and water resources. Consequently, there is not a single set of journals in which all faculty members are expected to publish nor is there a preferred mode of publication. Most candidates will have both single- and jointly-authored publications and each faculty member may select the most appropriate outlet for her/his work, from geography to other interdisciplinary journals, provided the review process is strictly refereed. For some (though not all) areas of geography, publication of books with reputable scholarly presses is important, and, on a case-by-case basis, a sole-authored book may offset one or more refereed journal articles. In addition, most candidates for promotion will have a publication record that includes some non-refereed manuscripts. These would include such items as symposia proceedings, research reports, and book chapters (which in some cases may be peer-reviewed).

Publication rate and impact—The Promotion and Tenure Committee recognizes the vast differences in the amount of time and effort that an individual publication may represent. Assuming the candidate has had a two course per semester teaching load and relatively modest service commitments, the successful candidate for tenure and promotion to associate professor will typically average one refereed publication per year on which s/he is single or first author. It is the responsibility of the candidate to explain the impact and merit of their publication record within the dossier, which may be done in the annotated CV and/or the authorship statement. Tiering of journal publications and weighting of multi-year book projects follows the recommendations of our Personnel Assessment Policy, which is used for our faculty annual evaluations (see Supplement). Forms of evidence can include impact factors and citation indices of journals, statements about the reputation of scholarly presses, citation rates of papers, books, or other works, or appearance of research findings in the media. In addition, we place substantial emphasis on comments provided by external reviewers concerning the quality of the candidate's publication record.

Research funding— Seeking funding to support research and other professional activity is integral to the functioning of a contemporary academic department and university. The candidate

should demonstrate a record of seeking funding from competitive external granting agencies (e.g., National Science Foundation, NASA, National Geographic Society, National Institutes of Health, and other agencies). The Promotion and Tenure Committee also encourages candidates to seek funding from internal UNT grant competitions, funds that can provide the foundation for more competitive external grant applications. A record of seeking funding in the probationary period should demonstrate grant proposal submissions to both external agencies and internal competitions.

The weight of funding related to forms of scholarship other than grant seeking is clarified in the Personnel Assessment Policy (see Supplement). The Department requires “grant seeking” but also rewards “grant getting” under the following logic. As a social science department at a tier 1 research university, two factors are important: 1) faculty members in CLASS teach twice the load (on average) compared with faculty in the sciences, thus any weight added to the research component of productivity through grant seeking is indeed a significant contribution to UNT’s research goals. 2) Social scientists draw from highly competitive, small pools of funding. Sustained effort put into grant proposals may thus result in little to no funding. Given this stark funding reality, it is necessary to submit proposals many times. Thus, in our Personnel Assessment policy we *reward seeking and getting* of grants, but for promotion and tenure we *require* that people *seek* grants. Rewarding the seeking of funding increases the number of proposals that are submitted and, thus, sustains an environment in which faculty members become better grant writers over time.

1.3 Service

Some service activity is expected from all faculty members. Typically, untenured assistant professors have lower service expectations than faculty of higher rank. Service consists of the additional activities each faculty member undertakes, usually for which there is no explicit reward. Examples include time-consuming governance activities within the department, college, or university. A typical candidate for promotion and tenure will have a service record both within and outside the department. Candidates should serve on one departmental committee (e.g., curriculum, graduate admissions) or render a significant service to the department (e.g., student recruitment, Geography Club advising). Service outside the department may include service to the discipline, such as board/committee membership, serving on funding agency review panels, and organizing conference sessions. Service is an important part of professional growth and also is evidence of attaining a national/international reputation. Generally, assistant professors should not serve on university-level committees and should not chair departmental committees. In all cases, the Promotion and Tenure Committee will evaluate the time expended on service activities as well as the type of contribution.

2. Promotion to Full Professor

The College of Liberal Arts and Social Sciences guidelines indicate promotion to full professor will normally be considered after five to eight years at the level of associate professor. Requests for earlier promotion will be considered in cases of exceptional achievement. Promotion to full professor is based upon demonstrated achievement of a national and possibly international reputation in the candidate’s area of expertise. Essential evidence for a national/international reputation must be

demonstrated by a record of peer respect, such as invited lectures/seminars, roles on granting agency panels and journal editorial boards, invited publications, invited reviews from prestigious journals, awards for teaching/research, leadership roles, and recognition/awards by professional societies. Achievement of a national/international reputation must be fully supported by letters from at least five full professors at other universities. At a minimum, those universities must be comparable to UNT in terms of academic programs, funded research, and standards for promotion.

Additional evidence for this achieved status should include a consistent and continuous level of scholarly productivity, resulting in refereed publications and multiple external funding applications. This should include a consistent record of seeking funding from competitive external granting agencies (e.g., National Science Foundation, NASA, National Geographic Society, National Institutes of Health, and other agencies including external contracts with businesses and/or non-profits). Numbers of publications should be equal to and preferably greater than the standards for tenure and promotion to associate professor (annually, one refereed journal article as first/sole author in geographic and topical journals appropriate for the candidate's research specialties). Additional scholarly publications such as book chapters will be considered. The number of refereed articles may be offset to some degree by a sole/senior-authored book, and to a lesser degree by an edited book of separately contributed papers (see Supplement for the weighting of articles and books below). It is the responsibility of the candidate to explain the impact and merit of their publication record, which may be done in the annotated CV and the authorship statement. Forms of evidence can include impact factors and citation indices of journals (see description of journal tiering in the Supplement below), statements about the reputation of scholarly presses, citation rates of papers, books, or other works.

Successful candidates will maintain a level of high-quality teaching consistent with promotion to associate professor. Individuals must demonstrate this commitment to high-quality teaching as evidenced by student evaluations of teaching and/or other supporting materials, providing evidence of additional instructional activity as described previously. In all cases, it is expected that candidates for promotion to full professor will have mentored graduate students through the defense of their thesis (or dissertation, if mentoring PhD students).

The Department of Geography and the Environment will expect candidates for promotion to full professor to maintain excellent levels of service to the department, the university and the profession.

Associate professors may seek a preliminary review by the Promotion and Tenure Committee to determine the timing of seeking promotion to full professor. The candidate may request that the Department Chair and/or a faculty advocate participate in the review. The product of the preliminary review will be a feedback letter from the Promotion and Tenure Committee to the candidate.

3. Final Analysis

The annual evaluations and midterm reviews are important milestones on the road to tenure and promotion. The activities and accomplishments reported ought to be consistent with the percentage of effort for professional activity, teaching, and service in the annual workload

reports. Deficiencies identified in the midterm review should be explicitly addressed in the final dossier submitted for promotion and tenure. After promotion and tenure, the annual evaluations should provide guidance for assessing progress toward promotion to full professor, and to assist the chair in counseling faculty.

In the final analysis, the Promotion and Tenure Committee will examine sustained excellence in the three traditional categories of professional activity, teaching effectiveness, and service activities when evaluating candidates for promotion and tenure. Excellence in one or two categories will not outweigh a lack of performance in any category.

All candidates for tenure and promotion to associate or full professor should demonstrate an understanding of the nature of membership in a community of scholars, that s/he adheres to high standards of integrity and professional ethics, that s/he has the ability and desire to work as a member of a group while retaining all rights to individual expression, and that s/he feels a sense of responsibility for the well-being of the University of North Texas and a commitment to work for the accomplishment of its goals.

Supplement: Department Personnel Assessment Policy

Introduction

Faculty members at the University of North Texas are evaluated in terms of their scholarly productivity for two purposes: promotion and merit. Promotion refers to cumulative productivity in relation to teaching, research, and service and is evaluated by the Promotion and Tenure Committee (PTC). Merit refers to yearly scholarly output which is evaluated by the Personnel Affairs Committee (PAC). As with tenure and promotion, merit too is evaluated in terms of teaching, research, and service. Each faculty member does an annual self-evaluation and submits it to the Department PAC. Decisions based on merit evaluation (e.g., merit raises) use a record from a sliding “three year window,” such that when merit raises are being decided by the Department Chair she/he uses an average of the previous three years of annual evaluation scores in teaching, research, and service. Productivity in these areas, however, also relates to how a faculty member plans to use their time during a year. For each year faculty members negotiate a workload allocation in anticipation of how she/he plans to spend their time and energy in terms of teaching, research, and service. This document discusses the organizational structure of the PAC, the workload allocation process, and the annual evaluation process.

PAC Organizational Structure

Committee Chair: The Chair of the PAC is elected to a three-year term. An incoming PAC Chair must have served on the committee during the previous term and must be a tenured faculty member. The PAC Chair is responsible for guiding application of the Personnel Assessment Policy and for summarizing the annual productivity of each faculty member in letters to CAS. The PAC Chair facilitates meetings of the PAC committee for administration of the annual evaluation process and for consideration of revisions to the annual evaluation criteria. The PAC Chair summarizes the committee’s review of faculty members’ annual updates and drafts summary letters of faculty members. The Chair of the PTC will draft the annual letter for the PAC Chair. If the PAC Chair has a spouse on the Geography Faculty, the PTC Chair will also draft the spouse’s annual letter.

Committee Members: There are four members (excluding the chair) on the PAC who serve for terms of two years; each year three members will rotate off the committee. Ideally, the three major subject matter areas (human geography, physical geography, and archaeology) as well as all faculty ranks (full

professor, associate professor, and assistant professor) should be represented on the PAC. The role of the committee in the evaluation process is to assess, challenge (if necessary), and approve the self-evaluation that each faculty member does each year. This may include offering clarification concerning what is important in terms of productivity in one of the subject areas, asking for clarification from faculty members, or recognizing weaknesses in the system that need to be accounted for in a particular case or for a particular year. The PAC Policy is a living document subject to revision and improvement from year to year.

Committee Meetings: The committee members will review all updates each year and choose either to support a faculty member's self-evaluation, ask for clarification about aspects of the evaluation, or to not support aspects of the evaluation. If a majority of the committee members do not support an aspect of the evaluation of any faculty member, she/he will be asked to submit a revised update and the process will proceed to the point of resolution.

Committee Product: The evaluation finally approved by the committee will be summarized by comparing the faculty members productivity for the year to her/his declared workload. The PAC will report if a faculty member met, exceeded (percent above), or failed to meet (percent below) their declared workload. In addition to a quantitative assessment of a faculty members productivity for the year, the PAC Chair, in consultation with the committee, will draft a qualitative assessment of productivity in letter highlighting research, teaching, and service accomplishments.

The system is designed to evaluate productivity in relation to a faculty members declared workload. The system is designed to compensate for temporary fluctuations in productivity through two mechanisms: (a) faculty members have an opportunity to declare workloads twice a year – they can choose to adjust their workloads mid-year to better reflect circumstances surrounding their teaching, research, or service output, and (b) a three-year moving window for evaluating merit will smooth out any temporary fluctuations in productivity.

Department Chair's Evaluation

Each year the PAC will evaluate the chair through two mechanisms: (a) the committee reviews the annual update of the Department Chair to evaluate her/his annual performance in terms of teaching, research, and service, and (b) the PAC Chair solicits responses to an anonymous and confidential survey evaluating the administrative role of the Department Chair. This survey provides quantitative and qualitative feedback to the Department Chair from the faculty. The PAC Chair does not participate in the survey and drafts a letter to the Chair summarizing the results of the survey.

Workload Allocation

Faculty members may negotiate a workload allocation with the Department Chair each calendar year, for the current academic year, in mid fall semester. Declaring an appropriate workload allocation is critical as the PAC will evaluate a faculty members productivity with reference to their declared workloads. There are a few simple rules: 1) although workload allocation can be flexible, the PAC recommends that each faculty member allocate standard 40-40-20 (TRS) workload. Certain circumstances such as those pertaining to a faculty member in her/his first year of appointment or those on sabbatical leave may adjust their workload allocation to reflect higher percentages of research compared to teaching and service. 2) Teaching loads are negotiated with the Department Chair, though a "standard teaching load" in Geography is 2 courses per semester. 3) Although there is no departmental average workload that CAS wishes the faculty to aspire to, the departmental PAC recommends using a standard 40-40-20 (TRS) workload allocation. The Department Chair has final say in teaching load distributions each year. For general information on the UNT Workload Allocation Policy,

see this [link](#).

Honor System

Annual PAC updates are self-reported assessments of a faculty member's teaching, research, and service output each year in terms of points achieved. While these annual updates are based on an honor system, the PAC may request additional clarifications and/or changes if substantial variations are noted in point allocations for similar activities.

The Annual Evaluation System

Step 1: Select your workload allocations (e.g. T 40%, R 40%, S 20%)

Step 2: If you have selected a standard 40-40-20 workload, the point levels needed to meet expectations for the year are: Teaching: 400; Research: 400; Service: 200

Step 3: If you have selected a workload other than 40-40-20, compute point levels needed to meet expectations for your declared workload using the following steps:

- a. Calculate your multiplier:

$$M_t = (\text{Declared Teaching Workload}/40)$$

$$M_r = (\text{Declared Research Workload}/40)$$

$$M_s = (\text{Declared Service Workload}/20)$$

- b. Compute point levels needed to meet expectations:

Teaching Point Threshold: ($M_t * 400$)

Research Point Threshold: ($M_r * 400$)

Service Point Threshold: ($M_s * 200$)

For example, a faculty member with a 30-60-10 (T-R-S) workload:

$$M_t = (30/40) = 0.75$$

$$M_r = (60/40) = 1.5$$

$$M_s = (10/20) = 0.5$$

Point levels needed to meet expectations:

$$\text{Teaching} = 0.75 * 400 = 300$$

$$\text{Research} = 1.5 * 400 = 600$$

$$\text{Service} = 0.5 * 200 = 100$$

Step 4: Compute your points using the tables below.

Research			
<i>Books, Edited Books, Premier Journal Publications (e.g. Nature, Science, PNAS)</i>			
Sole/Lead Author	800	Co-Author	400
Notes: Author(s) may choose to split points over 2 years for the categories above			
<i>Tier 1 Journal</i>			
Sole/Lead Author	400	Co-Author	200
<i>Tier 2 Journal</i>			
Sole/Lead Author	300	Co-Author	150
<i>Tier 1 Book Chapter</i>			

Sole/Lead Author	300	Co-Author	150
<i>Tier 2 Book Chapter</i>			
Sole/Lead Author	200	Co-Author	100
<i>Book Review, Bibliographic Entry, Other Opinion Piece</i>			
Sole/Lead Author	150	Co-Author	75
<i>Invited Lecture</i>			
International/National	75	Regional/Local/UNT	25
<i>Tier 1 Conference Presentation</i>			
Sole/Lead Author	50	Co-Author	25
<i>Tier 2 Conference Presentation</i>			
Sole/Lead Author	25	Co-Author	15
<i>Grants from Federal Agencies (e.g. NSF, NIH, NASA, EPA, etc.)</i>			
Application (PI/Co-PI)	50	Application (Co-I)	35
Award (PI/Co-PI)	200 per year	Award (Co-I)	100 per year
<i>Grants from State & Regional Agencies (e.g. TCEQ, TX-DSHS, etc.)</i>			
Application (PI/Co-PI)	35	Application (Co-I)	20
Award (PI/Co-PI)	150 per year	Award (Co-I)	75 per year
<i>Internal UNT Grants, Local Agencies, Local Businesses (e.g. City of Denton, etc.)</i>			
Application (PI/Co-PI)	25	Application (Co-I)	10
Award (PI/Co-PI)	50 per year	Award (Co-I)	25 per year

Authoring

Being sole/lead author leads to the maximum possible score in any research publication or conference presentation category. Being co-author results in half the score of that of a sole/lead author.

Journal Rankings

What is a premier journal?

A premier journal is international in reputation for the strength of the scholarship that it publishes, and it is disciplinary-wide (or wider) in scope such that scholars from multiple of areas of scholarship could aspire to publish in it. Key elements of this category are thus, *scope* and *impact* of the journal. The journal must be of wide enough in scope first, and then it must also be extremely high in terms of impact to attain the status of premier journal. Very few journals will qualify for this category; they will be heavily scrutinized by the PAC for inclusion.

Representative Examples: PNAS, Science, Nature

What is a tier 1 journal?

A tier 1 journal is one that ranks highly in terms of scholarly impact in a discipline or sub-discipline (a top 5 journal in one's field). Key elements of this category are thus, *scope* and *impact* of the journal. The journal must be of wide enough in scope first, and then it must also be high in terms of impact to attain the status of tier journal. Metrics from rating systems (e.g., H-index, impact factor, or SJR score), such as ISI, Scopus, or Google Scholar should be used to highlight the ranking of a journal relative to other journals in the discipline or sub-discipline. Areas might include hydrology, archaeology, GIS, medical geography, or broader geography-wide journals. Documentation of journal ranking should be provided to the PAC.

Questionable based on weak impact but not breadth: move to tier 2

Questionable based on narrow breadth but not impact: move to tier 2

What is a tier 2 journal?

Tier 2 journals are disciplinary or sub-disciplinary journals that are national and international in scope that are not in the top five for an area using any of the metrics mentioned for Tier 1.

The meaning of publishing in tier 2 journals: publication in tier 2 journals is an important component of the research program for faculty in our department. These are reputable journals that relate directly to each faculty member’s individual research program.

Co-Authoring w/ Students

Faculty members may take points in two categories for publications with students—in *research* and/or in *mentoring*. In cases where the faculty member plays a major role in the writing and analysis of a publication, she/he may request to be co-lead author provided evidence from the journal is included. Evidence may include a letter from the editor or a note on the publication itself.

Co-Presenting w/Students

Faculty members co-presenting with students may take points as a co-presenter in one of two categories—in *research* or in *mentoring*. If a faculty member is the lead author, points will be taken under research in the lead author category, and no points will be taken for mentoring.

Teaching			
<i>Teaching</i>			
Fall/Spring Semester	75 x	Number of Classes	
<i>Graduate Student Advising</i>			
Proposal (Chair)	25	Proposal (Member)	10
Thesis (Chair)	50	Thesis (Member)	20
PSM (Chair)	25	PSM (Member)	10
<i>Undergraduate Student Advising</i>			
Honors/Thesis	25		
Other Mentoring	10		
<i>Mentoring Leading to Publications/Grants/Fellowship Awards and Presentations</i>			
Publication/Awards	25		
Presentations	10	Choose research or mentoring	
<i>Teaching Evaluations</i>			
SPOT Effectiveness	Compute average of all courses and use lookup table		
SPOT CEI	Compute average of all courses and use lookup table		
Effectiveness	Points	CEI	Points
≥ 4 and ≤ 5	30	≥ 6 and ≤ 7	30
≥ 3 and < 4	25	≥ 5 and < 6	25
≥ 2 and < 3	20	≥ 4 and < 5	20

≥ 1 and < 2	15	≥ 3 and < 4	15
<i>Others</i>			
Summer Field School	30		
Field Trip	15		
New Course Prep	15		
Other Activity	15	Provide justification	

Semester Course Load Expectations

The allocated points received for each structured, formal course during the academic year is lucrative and includes credit related to a number of baseline expectations. All use and dissemination of web-based materials related to normal teaching activities (e.g., circulation of syllabi, exercises, readings, discussions, correspondence, announcements, et cetera) that might alternatively be handled via paper copy or in person during class time are accounted for in the 75 points allocated per course. All correspondence, individualized meetings with students and efforts to retain students in courses that are part of normal class-time and office-hour responsibilities are also accounted for in the 75 points. Efforts to retain students and to aid them to encourage their success are baseline expectations of instruction. If the instructor structures workshops, panels, exercises, field trips, or similar activities that are substantial investments outside of course preparation, the effort may be awarded in the “Field Trip” or “Other Activity” categories.

Summer Courses/External Contracts

The annual update is for purposes of evaluating merit related to the 9 month salary. Faculty members may not take points for teaching or preparation of summer courses, field courses, studies abroad, or external contract research that pay salary in addition to the 9 month salary. However, points for organizing field schools during the academic year are allowed.

Mentoring Milestones

There are three departmental milestones that points may be taken for in terms of mentoring graduate students: defense of the proposal and defense of the thesis. Mentoring centers on an average-effort, with some students requiring more attention and others requiring less attention. Retention of struggling students, for example, is balanced by excellent forward progress of other students. Mentoring is also recognized by achievement of merit in terms of presentations and papers co-authored with students; if students are unable to meet these internal and external criteria representing professional progress, no mentoring credit should be taken for their efforts. The same criteria apply to mentoring of students funded as RAs via external grants; merit is taken in the funded grant categories, and mentoring is to be recognized via reaching the expected milestones and/or through co-authoring and co-presenting. The PAC recognizes progress via achievement of milestones; all related efforts on a weekly, monthly, and semester-wise basis are assumed to be represented by students’ abilities to reach these marks and faculty members’ ability to mentor successfully.

Service			
<i>Service to the Department</i>			
All Committee Chairs	50	All Committee Members	25
Graduate Advisor	100	Undergraduate Advisor	100

Lab Coordinator	25	Certificate Coordinator	25
Core Assessment Coord	25	Core Assessment Contrib	5
Geog. Club Mentor	20	Website News Editor	20
SACS Assessment Coord	25	Other Adhoc Charge	25
Awards Coordinator	25	Student Org. Advisor	20
<i>Service to the University or College</i>			
All Committee Chairs	50	All Committee Members	25
Other Charges	25 (provide justification)		
<i>Service to the Discipline</i>			
Editor (Tier 1)	100	Editor (Tier 2)	50
Editorial Board (Tier 2)	25	Editorial Board (Tier 2)	15
Review Panel (Federal)	100	Review Panel (State)	50
Review Panel (Local)	25	Review Panel (UNT)	15
Society Board Chair	25	Society Board Member	15
Peer Review	5 per article	External P&T Review	25
Conference Session Chair	5	Conference Session Organizer	5
Workshop Organizer	15	Workshop Participant	5
Other Charges	15 (provide justification)		

CRITERIA FOR THE
ANNUAL EVALUATION OF FULL-TIME FACULTY MEMBERS
OF THE DEPARTMENT OF HISTORY

Adopted by the Department
January 22, 2003

The Department Affairs Committee (DAC) will assess the work of full-time tenured and tenure track faculty on the basis of the work distribution outlined in each faculty member's Total Workload Report Form for the three-year period under evaluation.

Because the Department of History is a Ph.D. granting department, it expects its full-time faculty members to be active in the three areas of scholarship, teaching, and service. Therefore, faculty members shall choose some variant of workload option 1 or workload option 3. Exceptions may be made for faculty members who have significant administrative duties which bring them under the direct supervision of the Dean of the College of Arts and Sciences and who have received permission from the Dean to adopt a workload distribution that does not fall into category 1, 2, or 3.

The DAC will assess each faculty member's three-year record of scholarship, teaching, and service in light of the following considerations:

1. Evaluation of scholarship will consider the quality of a faculty member's published research and work in progress including:

- a. Research monographs (peer-reviewed books) that are the product of substantial research based on primary sources. (Because a research monograph requires years of research and writing, such books will be counted for five years beginning with the year of publication.)
- b. Edited books involving significant primary research; major works of synthesis such as textbooks; research articles and book chapters based on scholarly research; anthologies and readers. (Items in this category are not listed in any rank order of importance. Each will be considered as having secondary importance only to a research monograph. However, any book-length item in this category that is reviewed in a scholarly journal may be submitted for consideration during the fourth and fifth years after its publication.)
- c. Digital scholarship: Scholarship of the varieties described in items a., b., d., and e., which appears in online publications will be considered the equivalent of printed publications of the same kind. Other forms of digital scholarship may also be considered evidence of scholarly achievement and will be evaluated based upon their degree of engagement with scholarly sources, originality, impact, and contribution to historical interpretation. Faculty members who wish to have other forms of digital scholarship included in their annual evaluation must provide an explanation of how their work meets

these criteria; they should also offer evidence of peer-review, editorial critique, or other elements of professional scholarly evaluation.

d. Encyclopedia articles of substantial size (more than a few hundred words) that show evidence of significant research in scholarly sources.

e. Minor encyclopedia and historical dictionary articles (those of only a few hundred words), book reviews and “think pieces” (reflective articles expressing opinions or conclusions but not presenting the results of research). However, such items are not as important as those listed in a., b., c., and d. above.

f. Presenting papers at professional meetings and giving invited talks may be considered as evidence of scholarly productivity. Particular value will be placed upon participation in national and international conferences of major professional organizations. Faculty members who wish to have these activities evaluated must describe the peer review process, selection criteria, and audience for each presentation. These activities will not normally be considered as important as items a., b., c., and d. above.

g. Grant activity may be considered as evidence of scholarly achievement. Grants will be evaluated on the basis of proposal feedback from peer-reviewers, the amount of funding, and the prestige of the organization offering funding. Grant activity will generally not be considered as important as items a. and b. above.

h. Other kinds of scholarly activity not listed above will be evaluated on a case by case basis. Faculty members who wish to have other kinds of scholarly activity evaluated must provide detailed descriptions of these activities. Other scholarly activity will be evaluated upon its degree of engagement with scholarly sources, originality, impact, and contribution to historical interpretation. Other scholarly activities will generally not be considered as important as items a. and b. above.

2. The DAC will assess a faculty member’s teaching on the basis of:

- a. Numerical student evaluations
- b. Written student evaluations (if submitted by the faculty member)
- c. Supervision of graduate students
- d. Syllabi and other course materials submitted by the faculty member
- e. Grants relevant to teaching

3. The DAC will assess a faculty member’s record of service including:

- a. Service on Department committees
- b. Service on College of Arts and Sciences committees
- c. Service on University committees
- d. Grants relevant to service activity.
- e. Other service to the Department, the College, the University, profession, and/or the community.

DEPARTMENT OF HISTORY
UNIVERSITY OF NORTH TEXAS

Guidelines for Tenure and Promotion Committees

1. The Tenure Committee (for tenure and promotion to Associate Professor) and the Promotion Committee (for promotion to the rank of Professor) shall consider and recommend individuals for promotion and tenure in accordance with those found in the University Policy Manual (6.004).
2. Decisions regarding tenure and promotion shall be made upon evidence of continuing productive performance during the professional career of the faculty member, including the results of the faculty members annual reviews. Evaluation of a faculty member will focus on teaching, scholarly/creative activities, and service.
3. The University Policy Manual states that sustained excellence in teaching and research is essential for granting tenure and for promotion. Continuing growth through research and writing or other creative activities, and through participation in professional activities, must be evident for all promotions. Service to the university and profession is also expected of faculty members.
4. Teaching will be evaluated by means of the following elements: peer observations, student evaluations (both narrative and numerical), and self-evaluation. All three elements must appear in the faculty member's documentation for tenure and promotion. Faculty may submit such other documentation as they deem relevant. All faculty are expected to participate, as appropriate based upon their specific area of research concentration and graduate student demand in the graduate program, advising, teaching, organizing new courses, and providing advice to graduate students beyond the classroom setting.
5. Faculty seeking tenure and promotion will present their record of committee activities within the university and service to professional organizations outside the university, as well as such other activity as they deem relevant. In cases of probationary faculty, care must be exercised to prevent extensive service activity from interfering with teaching and scholarly activity. Faculty seeking promotion to professor must actively engage in service and assume leadership roles at the level of the department, college, university, and/ or the profession.
6. Although teaching and service are important in consideration for promotion and tenure, no faculty member will be either tenured or promoted without evidence of publication of historical research in primary sources.

The Department acknowledges that history is a diverse field, which contains many subfields that utilize different methodologies. Likewise, the publishing venues in history are equally diverse. For these reasons, the Department will ask candidates for tenure and promotion to explain their choices for publishing venues. Furthermore, external reviewers will be asked to evaluate the publishing venues along with the work itself in their evaluations.

- (a) Assistant professors seeking tenure and promotion to associate professor must publish a substantial book based on scholarly research or the scholarly equivalent within rank in addition to two peer reviewed articles or book chapters and/ or equivalent editorial or translation or digital scholarship work and/ or a book-length synthesis of a broad historical subject or a textbook. All work that has received final and unconditional acceptance with no contingencies or revisions required, and with the final draft having been submitted and

awaiting publication may be included in the dossier. In instances when the work has not yet appeared in print, candidates for tenure and promotion should include the manuscript or page proofs and a letter from their editor clearly indicating the planned date of publication in their dossier.

(b) Associate professors seeking promotion to professor must publish in-rank a substantial book based on scholarly research in addition to two peer reviewed articles or book chapters and/ or equivalent editorial or translation or digital scholarship work and/ or a book-length synthesis of a broad historical subject or a textbook. . All work that has received final and unconditional acceptance with no contingencies or revisions required, and with the final draft having been submitted and awaiting publication may be included in the dossier. In instances when the work has not yet appeared in print, candidates for tenure and promotion should include the manuscript or page proofs and a letter from their editor clearly indicating the planned date of publication in their dossier.

(c) Individuals employed first at the rank of associate professor and seeking tenure at that rank must have a career record of publications such as a substantial book based on scholarly research in addition to two peer reviewed articles or book chapters and/ or equivalent editorial or translation work and/ or a book-length synthesis of a broad historical subject or a textbook.

(d) Individuals employed first at the rank of professor and seeking tenure at that rank must have a career record of publications that includes at least two substantial books based on scholarly research in addition to four peer reviewed articles or book chapters and/ or equivalent editorial or translation work and/ or a book-length synthesis of a broad historical subject or a textbook.

(e) A “substantial book” is understood to be one published by a reputable academic press (e.g., a member of the American Association of University Presses) that employs a blind peer-review process or by a non-vanity trade press of equal scholarly prestige. Such a book will have successfully undergone peer review, and external reviewers will further assess the book’s quality during the tenure process. The publishing company’s peer-review process and the external reviews principally determine the quality of the book for tenure and promotion purposes. The Department generally ranks academic presses from peer or aspirational institutions the most highly, but candidates who publish with a non-preferred or non-academic press should make the case for the quality of that venue in their particular subfield. As a recommendation, the department suggests authors’ book manuscripts be a minimum of 60,000 words. Because each book project is different and individual presses may have different word count contractual requirements, when an assistant or associate professor applies for promotion in rank and/or tenure on the basis of a book below this departmental recommended word count, the Departmental Affairs Committee shall undertake a holistic review of the book and determine whether or not it meets the standard of “substantial” according to the Department.

(f) The department assesses articles partly by the acceptance rates of the journals in which

they are published. Although acceptance rates may vary for an array of reasons, the department will evaluate articles more favorably if they are frequently cited by other scholars or if their journals have acceptance rates of 20% or less according to the updated information of a journal's editor. Journals will also be deemed reputable with acceptance rates between 21% and 40%. A faculty member may petition the DAC to award top-tier status to a specialized journal due to it addressing a small, highly specialized, influential audience. Such faculty members should provide a list of distinguished scholars who have also published in that journal. In some cases, a book chapter in a peer-reviewed edited collection published by a major press can be considered the equivalent of a journal article, if it clearly demonstrates the same level of scholarly merit.

(g) Single authored books of historical synthesis, textbooks, translations, and edited collections should also be peer reviewed and published by a reputable press. However, the Department does not weight the selection of publisher for these supplemental publications as highly as in the case of research monographs.

(h) Digital scholarship: Scholarship of the varieties described in items e, f, and g which appears in online publications will be considered the equivalent of printed publications of the same kind. Other forms of digital scholarship may also be considered evidence of scholarly achievement and will be evaluated based upon their degree of engagement with scholarly sources, originality, impact, and contribution to historical interpretation. Faculty members who wish to have other forms of digital scholarship included in their dossier must provide an explanation of how their work meets these criteria; they should also offer evidence of peer-review, editorial critique, or other elements of professional scholarly evaluation.

These guidelines for tenure and promotion apply to all candidates for promotion and tenure who begin their in-rank work for advancement after the approval of these guidelines; they will apply to all candidates seeking promotion from associate to full professor three academic years after adoption by the department faculty.

(i) "Publication" is understood to include dissemination by both electronic and print methods. Electronic publications (E-publications) must have gone through the same process of editorial and blind peer review as print publications.

(j) Publication of a substantial book or its scholarly equivalent in addition to two peer reviewed articles or book chapters and/ or equivalent editorial or translation work and/ or a book-length synthesis of a broad historical subject or a textbook is necessary but not sufficient for promotion. The Department of History's evaluating committee must judge the quality of publications and their contributions to the historical profession. For this it will rely in part on book reviews, when available, in journals of national or international standing such as the *American Historical Review* and major journals in appropriate sub-fields and on reviews and judgments of external evaluators.

(k) Recommendations to the College of Liberal Arts and Social Sciences on tenure and promotion to associate professor, promotion from associate professor to professor, and tenure for individuals hired as associate professors or professors, are the responsibility of the appropriate departmental officials who will rely on as much evidence as is made available. When promotion is involved, the chair and the evaluating committee will seek external evaluations of each candidate. Details for requesting this information are outlined in the College of Liberal Arts and Social Sciences' "Promotion and Tenure Guidelines" and the University Policy Manual.

7. Consideration for promotion to the rank of associate professor and a decision regarding tenure will be made concurrently, except in unusual cases. Normally, a faculty member will serve the full probationary period as defined in the University Policy Manual before a tenure decision is made. Length of service per se cannot be a basis for the awarding of tenure or a promotion to associate professor.

8. The entire professional career, with emphasis on activities during the probationary period at the University of North Texas, will be used in evaluating faculty for tenure and promotion to associate professor.

9. Performance that merits promotion to full professor must be superior and demonstrated on a continuing basis. An associate professor may apply for promotion when, in consultation and department chair and promotion committee chair, the faculty member believes their record warrants consideration for promotion.

10. The entire professional career, with emphasis on activities since the last promotion, will be used in evaluating faculty for promotion to full professor.

11. As designated by the College of Liberal Arts and Social Sciences, the Department chair will identify all faculty who must be considered for tenure and those who may be considered for promotion. The Tenure Committee and the Promotion Committee will nominate for tenure and/or promotion all persons who must be considered and may nominate others. The evaluating committee will follow procedures as stipulated in the College of Arts and Sciences' "Promotion and Tenure Guidelines" and the University Policy Manual.

12. Grievance procedures for tenure and promotion cases in the Department of History will follow the stages and timelines laid out in the CLASS Promotion and Tenure Guidelines. A candidate who is under consideration to receive a negative recommendation from either the departmental committee, the chair, the college PAC or the dean has the right to meet with the chair of the committee, departmental chair and/or dean to discuss the decision. The meeting must take place within five (5) business days upon notification of the decision under consideration.

If a negative recommendation is made at any level, the candidate has the right to insert a letter of dissent disputing this recommendation before the dossier is transmitted to the chair, college, or provost's office. The candidate has three (3) business days after notification of the negative recommendation to provide the letter for placement in the dossier.

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DEPARTMENT OF HISTORY
GUIDELINES FOR EVALUATING AND PROMOTING LECTURERS
May xx, 2018

Responsibilities/Expectations:

Lecturers are faculty members primarily responsible for teaching courses and maintaining currency in their field of instruction. Depending on the needs of the department, their duties may also include, but are not limited to, program development, service, professional development, student advising, and/or meeting other student-related responsibilities. Lecturers are appointed to one of the following classifications: lecturer, senior lecturer, or principal lecturer. Lecturers are not eligible to participate in the university's tenure system. Lecturers are not eligible to vote in decisions relating to the hiring or the review process of tenured and tenure-track faculty.

With regard to lecturer ranks and eligibility for promotion, the Department of History follows the Guidelines of the College of Liberal Arts and Sciences as follows:

- **Lecturer:** To be eligible for the classification of lecturer, the faculty member must demonstrate effectiveness in teaching. In situations where the lecturer will be performing tasks other than teaching, the faculty member must demonstrate effectiveness or promise in the appropriate area. Lecturer appointment contracts may be for one to three years. A one-year appointment lecturer cannot be placed in a multi-year appointment without a new search for the multi-year appointment. All contracts are annually renewable.
- **Senior Lecturer:** To be eligible for the classification of senior lecturer, the faculty member must have a record of substantial and continued effectiveness in teaching and have the equivalent of four years (eight semesters of full-time teaching) of college-level teaching and/or equivalent professional experience. In situations where the lecturer will be performing tasks other than teaching, the faculty member must demonstrate effectiveness in the appropriate area. Candidates for promotion to senior lecturer must demonstrate the quality of their teaching through student evaluations and annual peer visitations. In addition, a candidate for senior lecturer must provide evidence of professional growth and development as an instructor and member of the profession. This includes but is not limited to course development, mentoring other instructional faculty, advising, and maintaining currency in the area of expertise through pedagogical development, conference participation, and/or research. Faculty promoted from lecturer to senior lecturer will receive a standard increase in base salary (FTE prorated) at the time the new rank appointment begins. Senior lecturer appointment contracts may be for one to three years. A one-year appointment lecturer cannot be placed in a multi-year appointment without a new search for the multi-year appointment. All contracts are renewed annually.
- **Principal Lecturer:** To be eligible for the classification of principal lecturer, the faculty member must have a record of sustained excellence in teaching and have the equivalent of eight years (16 semesters of full-time teaching) of college-level teaching including at least

four years (eight semesters of full-time teaching) qualified at the senior lecturer rank, and/or the equivalent professional experience. In situations where the lecturer will be performing tasks other than teaching, the faculty member must demonstrate excellence in the appropriate area. Candidates for promotion to principal lecturer must demonstrate the excellence of their teaching through student evaluations and annual peer visitations. In addition, a candidate for principal lecturer must provide evidence of their leadership and professional development within the university and as a member of the profession. This includes but is not limited to coordination of courses or curriculum areas, new course development, mentoring other instructional faculty, advising, and maintaining currency in the area of expertise through pedagogical development, conference participation, and/or research. Faculty promoted from senior lecturer to principal lecturer will receive a standard increase in base salary (FTE prorated) at the time the new rank appointment begins. Principal lecturer appointment contracts may be for one to five years. A one-year appointment lecturer cannot be placed in a multi-year appointment without a new search for the multi-year appointment. All contracts are renewed annually.

Review and Promotion Procedures

Lecturers are evaluated by the Department Affairs Committee and the Department Chair on the same schedule as the annual evaluations of tenure system faculty. Lecturers are evaluated only on teaching and service. The DAC and the Chair may consider a lecturer's research and publication as activities that enhance their teaching effectiveness.

Promotion of lecturers in the Department of History will follow the procedures outlined in the CLASS "Guidelines for Hiring, Evaluating, and Promoting Lecturers" and be conducted on the timeline determined annually by the College.

University of North Texas Department of Media Arts

Evaluation of Media Arts Faculty: Procedures and Guidelines

Section I - Standards for evaluating teaching, scholarship/creative activity, and service

Section II - Procedure for reappointment, tenure, and promotion

Section III - Procedure for annual review and evaluating merit

Section IV - Post-Tenure Review

FINAL DRAFT: Approved by a majority of the Media Arts Faculty on November 2, 2018

Appended February 2019 in accordance with Provost's suggestions

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Introduction

The University of North Texas policy requires several types of periodic evaluation of faculty performance. Each of these evaluations is performed by the Media Arts Reappointment, Promotion and Tenure Committee (RPTC). All recommendations coming from the RPTC are forwarded to the Media Arts Chair. The RPTC consists of all tenured faculty members, plus one lecturer representative who may participate in decisions and votes regarding lecturer evaluations, but not those pertaining to tenured or tenure-track professors, or professors of practice.

Section I of this document outlines standards for evaluating teaching, scholarship/creative activity, and service. These standards are applicable to reappointment, tenure, and promotion recommendations and to merit rankings/annual evaluations. Section II specifically addresses procedures for reappointment, tenure, and promotion. Section III specifies the RPTC's procedure for annual review and evaluating merit. Section IV discusses post-tenure review and defines the criteria for judging a faculty member unsatisfactory.

Evaluation Classifications

A. Annual Evaluation

Every full-time faculty member will be evaluated annually based on his/her assigned workload, measured over the course of the three-preceding year's employment. Faculty members' workloads are defined each year in consultation with the Department Chair, and include the following categories: Teaching, Service and Research/Creative Activities (the Research/Creative category is not applicable to Lecturers). At the department level, the Annual Evaluation is a joint effort of the Media Arts RPTC and the Media Arts Chair in accordance with applicable department, college, and university policy. Annual Evaluations are one factor in determining the amount of faculty merit pay increases.

B. Reappointment, Promotion, and Tenure Evaluations of Tenure-Track and Tenured Faculty

Tenure-track faculty members are reviewed each year as the basis for a departmental recommendation for future reappointment and tenure. An expanded midterm review (usually the 3rd year) is intended to provide a thorough examination of the junior faculty member's progress toward tenure. Procedures for tenure and promotion to Associate Professor generally occur during the sixth year of the candidate's probationary period, and require external letters of support. Promotion to Full Professor is possible following the recommendation of the Media Arts RPTC and the Media Arts Chair. Promotion to Full Professor also requires external letters of support. At the department level, all tenure-track Reappointment, Promotion, and Tenure Evaluations are a joint effort of the Media Arts RPTC and the Media Arts Chair in accordance with applicable department, college and university policy.

C. Reappointment and Promotion Evaluations of Lecturers and Professors of Practice

Lecturers and Professors of Practice are reviewed each year as the basis for a departmental recommendation for future reappointment and promotion. At the department level, Lecturer and Professor of Practice reappointment evaluations are a joint effort of the Media Arts RPTC and the Media Arts Chair in accordance with applicable department, college and university policy. Lecturers and Professors of Practice who wish to apply for promotion must adhere to the CLASS guidelines on promotion for Lecturers and Professors of Practice.

D. Special Considerations

The basic procedure for annual evaluation for all Media Arts faculty members shall be in accordance with the procedures outlined in this section with the following special considerations:

- A. Visiting Faculty. Visiting faculty shall be subject to the same basic annual evaluation procedure as other Media Arts faculty members. The procedures for dealing with a shortened review period are discussed below.
- B. Department Chair. The Media Arts Department Chair shall be subject to the same basic annual evaluation procedure as other faculty members except that the department chair's evaluation will be transmitted by the RPTC directly to the CLASS Dean. Prior to the transmittal, the RPTC will furnish the Media Arts Chair with a copy of the evaluation. The Media Arts Chair may elect to attach comments that shall be forwarded to the dean with the evaluation. The Media Arts Chair's evaluation is not assigned numerical evaluations. The workload of the Media Arts Chair is negotiated with the CLASS Dean, but generally includes an assignment of at least 50% "administration." This assignment is in addition to the expectation of instructional activities, research or creative activities, and service the Chair carries in fulfillment of his/her duties as a faculty member.
- C. Tenured faculty. Tenured faculty shall be subject to the same basic annual evaluation procedure as untenured, tenure-track faculty members. However, a tenured faculty member who receives an "unsatisfactory" rating will be subject to the procedures outlined in the UNT Policy Manual.
- D. Faculty on leaves of absence. Unless specifically exempted by the CLASS Dean, faculty members who are on a leave of absence (paid or unpaid) for one of the years under review shall be subject to the same basic annual evaluation procedure as other faculty members and should arrange to submit appropriate documentation even if they are away from campus during the evaluation period. Faculty members anticipating leave will determine in collaboration with the Department Chair the expectations for their research, teaching, and service while on leave. The Chair will submit a letter to the RPTC outlining those expectations, and the RPTC will evaluate the faculty member's work during their time on leave based on the expectations outlined in the Chair's letter.
- E. Modified service faculty. Since faculty members on modified service continue to be eligible for annual salary adjustment, they shall be subject to the same basic annual evaluation procedure as other faculty members with the exception that they shall only be evaluated on those areas covered in their negotiated workload.
- F. Joint faculty appointments between one or more academic units. Faculty holding joint appointments should adhere to the college guidelines for evaluation and to their hiring letter for identification of their academic home department.

Section I Standards for Evaluation Teaching, Scholarship/Creative Activity, and Service

I-A Teaching

Faculty must remain current in their areas of expertise and must demonstrate continuing effectiveness as teachers. Evidence considered in the evaluation of teaching for the purposes of reappointment, tenure, and promotion includes relevant information such as:

- i. **Student evaluations** including both qualitative and quantitative data from the UNT-selected teaching evaluation instrument utilized by students.

- ii. **Development of Instructional Materials**
 - a) Syllabi for all classes developed and taught and any other relevant instructional material (e.g. assignments, exams, etc.).
 - b) Substantive curriculum revisions beyond that routinely taken on an annual basis
 - c) Innovative and demonstrably useful application of technology to teaching
- iii. **Types of courses taught** (e.g. “meets with,” large enrollment, online, international, etc.)
- iv. **Participation in student advising including:**
 - a) direction of graduate theses
 - b) direction of Honor’s theses/membership on thesis/dissertation committees
 - c) supervision of special problems, practicum, and internships
 - d) supervision of teaching fellows and academic assistants
 - e) supervision of multi-section courses
 - f) mentoring and aiding students in graduate admissions or job searches, etc.
- v. **Teaching honors, university awards, and competitive grants** (nationally/internationally competitive teaching honors, awards and grants carry more weight than internal)
- vi. **Professional development related to teaching** (may include industry-related certifications, workshops, programs or activities outside of the university that benefit one’s pedagogy.)
- vii. **Peer evaluation by senior colleagues in the department (optional)**
- viii. **Responsiveness to departmental needs** (e.g. willingness, if needed, to teach required courses, development and teaching of online courses as appropriate to departmental needs, etc.)

I-B Scholarship/Creative Activities

Given the diversity of research/creative activity in media arts, evaluation criteria are divided between research and creative activities. Although there are overlaps, tenure-track faculty are typically hired as either research faculty with a Ph.D. or production faculty with a M.F.A. The nature and contents of the candidate’s proposed research/creative trajectory will be outlined as an addendum at the time of hire and at the commencement of the tenure track probationary period. Since the goal of all tenured or tenure-track faculty is to establish a strong research or creative agenda leading to a national or international reputation, the department places the highest emphasis on the faculty member’s primary area of expertise for which they were hired. Scholarship or creative activities produced outside of the faculty’s main area(s) of emphasis may receive less credit than work published within one’s area(s) of emphasis. In other words, some weight may be given to a production faculty who publishes a scholarly article, but they will be evaluated most heavily on their creative activity, with an emphasis given to the impact of this work in its final, distribution/exhibition form. Likewise, a research faculty may produce a creative film as supplemental to their scholarship, but they will be evaluated most heavily on their research publications.

For both research and creative faculty, the department places the highest premium on peer-reviewed or juried/peer reviewed, published, and distributed work appearing in competitive venues that attract a substantial audience. However, as explained below, other kinds of scholarship are also valued.

Collaborative scholarship is often appropriate, and the department values it as a legitimate form of inquiry and creativity. Co-authored or co-edited research in any form (articles, monographs, anthologies, etc.) is evaluated in the same way as single-authored and single-edited work with respect to venue of publication. Faculty must specify the work for which they are responsible. Absent a compelling case for alternative measures, however, the individual authors/editors receive a percentage of credit according to the number of authors/editors involved in the project. In media production of creative work, collaboration is much more common. Faculty seeking

promotion, tenure and reappointment are expected to hold substantial roles in their creative scholarship, including traditional “above the line” creative/business roles. Directing, producing, writing, cinematography, production audio and postproduction activities are most heavily weighted, with the emphasis on original creative work coming out of the faculty member’s own creative/research agenda most important.

I-B(a) Research Scholarship

Below are guidelines for determining what constitutes quality research. The RPTC will assess research based on quality of the venue/publisher, authorship, impact, and length. The nature of scholarship and publication is always evolving and thus the guidelines cannot be exhaustive; ultimately it is the responsibility of the faculty member to communicate the significance, impact, and quality of their research.

a. Scholarly Books

Books presented in support of tenure and promotion applications must be peer-reviewed (the proposal and full manuscript) and published with a well-regarded university or scholarly press (i.e. a member of the American Association of University Presses). Books published by “vanity presses” and “dissertation mills” will not be considered. As a recommendation, the department suggests authors’ book manuscripts be a minimum of 60,000 words. Because each book project is different and individual presses may have different word count contractual requirements, when an assistant professor applies for tenure on the basis of a book below this departmental recommended word count, the RPTC shall undertake a holistic review of the book and determine whether it meets the standard of “substantial” according to the department.

b. Peer-reviewed Journal Periodical Publications

The quantity of journal publications needed for consideration of tenure will vary depending on the length of the article, authorship (i.e. preference given to single/first authored pieces), and quality of publication (preference given to top-tier journals).

The department assesses articles based on quality indicators, such as acceptance rates and citation indices. Although acceptance and rank of journals may vary for an array of reasons, the department give more weight to articles with an acceptance rate of less than 20% and/or ranking in the top quartile of relevant subject area as measure by a citation index. Journals with acceptance rates between 20% and 40% and/or ranking in the second quartile of relevant subject area as measure by a citation index will be deemed *reputable*. A faculty member may petition the RPTC to award top-tier status to a specialized journal due to it addressing a small, highly specialized, influential audience. Such faculty members should provide a list of distinguished scholars who have also published in that journal.

In some cases, a book chapter in a peer-reviewed edited collection published by a major university press can be considered the equivalent of a journal article, if it clearly demonstrates the same level of scholarly merit. Peer-reviewed published abstracts and conference proceedings will not be given as much consideration as full-length peer-reviewed journal articles. Pay-to-publish articles will not be given any consideration unless the fees were directly used to make the publication open access.

c. Essays/Chapters Contributed to Edited Collections or Special Journal Issues

Essays contributed to edited collections are often solicited and reviewed by the editor of the

collection, and may or may not be peer-reviewed. The contribution of essays is weighted less than peer-reviewed journal periodical publications.

The RPTC considers publishing edited collections of essays and special issues of journals primarily for merit and less significantly in the case of tenure and promotion. However, once a candidate secures the professional indicators specified these activities may be worth pursuing, as they may make a significant impact on the field and add significantly to his or her inter/national reputation. Such accomplishments will be taken into account in the course of tenure and promotion review.

d. Textbooks, Instructional Works, Anthologies, Companion Volumes, Introductory Studies, Classroom Editions, and Analogous Work

Textbooks, instructional works, anthologies, companion volumes, introductory studies, classroom editions, and analogous work can also be very worthwhile; however, such projects will count to a lesser degree than original scholarship or creative work.

e. Digital Scholarship

Scholarship of the varieties described in items a, b, c, and d that appears in online publications will be considered the equivalent of printed publications of the same kind. Other forms of digital scholarship may also be considered evidence of scholarly achievement and will be evaluated based upon their degree of engagement with scholarly sources, originality, impact, length, review process, and contribution to the field. Faculty members who wish to have other forms of digital scholarship included in their dossier must provide an explanation of how their work meets these criteria; they should also offer evidence of peer-review, editorial critique, or other elements of professional scholarly evaluation.

f. Grants and Fellowships

The RPTC strongly encourages faculty to apply for external grants and fellowships and will appropriately recognize such activity. Grants and fellowships applied for but not received demonstrate progress toward establishing a research trajectory. External grants or fellowships of substantial size (at least \$100,000) received as Principal or Co-Principal Investigator can be weighted similarly as publication in a top-tier journal. Faculty receiving internal UNT grants or fellowships should not expect their merit evaluation/ranking to be significantly affected. Such internal grants or fellowships may, however, be used by probationary faculty to bolster a bid for reappointment at the time of midterm review or for tenure and promotion.

g. Reprinted Publications / Translations / Awards / New Editions

While reprinted, translated, or new editions of publications do not constitute evidence of fresh scholarly accomplishment, they do suggest that the work in question is recognized as important and influential. Faculty whose works are reprinted, translated, or updated as a new edition can expect favorable recognition but to a lesser degree than that accorded upon initial publication of such a work. Faculty whose published work wins a major award can also expect greater recognition, especially if the award is given by a nationally or internationally prominent organization (e.g., SCMS, ICA, etc.).

h. Conference Presentations

Faculty make presentations at conference as ways of gaining feedback on their works in progress

and networking with their peers. Such activities help faculty to prepare their works for publication and are thus less ends in themselves than means to achieving ends. Except in cases of a keynote address (i.e., an address to an entire convention) or a presentation given at a conference that can be demonstrated to be both peer-reviewed and highly selective, faculty will receive minimal recognition for conference presentations when being evaluated by the RPTC for purposes of merit evaluation/ranking or tenure and promotion. Such activities may be given more weight when probationary faculty are being considered for reappointment at the time of midterm review (i.e., they may constitute evidence that someone who has not yet had a chance to establish an extensive publication record is in fact pursuing an active program of scholarship/creative activity). Published conference proceedings will not be granted additional weight unless they are peer-reviewed.

i. Editorships of Journals / General Editorships

The RPTC weighs the following editorial tasks as scholarly achievements: work as the editor of a collection of essays or as a guest editor for special issue of a journal; work as an editor of a collection of primary materials; work as the editor of an edition of a primary work. The Committee counts as service to the profession (i.e., for computational purposes, service) the following tasks: work as an editor of a journal, work as a referee for a journal, work as a judge for a contest or an award, and other similar tasks. Probationary faculty should consult with the department chair and the RPTC before assuming editorial responsibilities.

j. Publishing Outside of Academic Venues

Original works that serve to advance the profession beyond academia – including media interviews or articles in popular magazines, trade publications, newspapers, etc. - can suggest the candidate's rising inter/national reputation as evidence for the impact of their work. While they are not weighted heavily for consideration for tenure/merit, they can be taken into consideration when evaluating the impact of a candidate's reputation and research trajectory.

k. Submissions / Forthcoming Publications

When making recommendations regarding merit rankings/evaluations, the RPTC does not give credit to articles submitted for publication or to forthcoming publications. Submissions may, however, count as evidence of progress toward tenure when the RPTC is conducting reappointment reviews of tenure-track faculty. In cases of tenure and/or promotion, forthcoming publications count the same as published work, provided that it has been officially documented they are fully accepted, with no contingencies or revisions required, and with the final draft having been submitted and awaiting publication at the journal or press that has accepted them (see Policies of the University of North Texas 06.004.V.D). Per the university tenure policy "when a scholarly/creative work submitted prior to the closing of the dossier has received final and unconditional acceptance" before the provost renders his or her own recommendation, "this material will be included in the dossier. All internal reviewers will reconsider any prior recommendation, based upon the new material."

I-B(b) Creative Activity

The RPTC will assess creative/production work based on the quality of the venue/publisher/distribution outlet, authorship, impact, and competitive nature of the juried/peer-reviewed outlets for the work. Assessment of creative activities will also take into account the scope and complexity of the work, as well as its originality, innovation, and complexity. The RPTC, while making best efforts to provide a quantifiable, tiered structure of evaluation for faculty, acknowledges that evolving media technologies

and distribution platforms may allow for some creative works to fall outside these distinct evaluation guidelines. As the media ecosystem evolves, the RPTC, made up of tenured faculty in the Media Arts department, will approach all cases with due diligence. The nature of creative/production work is always evolving and thus the guidelines cannot be exhaustive; ultimately it is the obligation of the faculty member to clearly communicate the significance, impact, and quality of their creative publications.

Active scholarship and/or creative activity is a fundamental endeavor of all members of the faculty. The appointment of a faculty member in creative media arts normally requires the primary concentration of his/her efforts remain in creative/production work, though more traditional scholarship may be included, as appropriate to the faculty member's appointment and stage of his/her career. For faculty members with creative media appointments, artistic accomplishment in such fields as narrative media, documentary media, experimental media, broadcast/webcast, screenwriting, audio production, promotional media, videogames, web platforms, mobile applications, and broadcasting is most often demonstrated by dissemination of the artist's work through performance, publication, or exhibition in professionally recognized settings, usually outside the university. Additional types of peer review and impact may include nationally/internationally competitive fellowships, competitive acceptance to media/entrepreneurial incubators in support of creative work, and similar outlets where the jury/peer review process can be documented.

Indicative Categories and Descriptions of Acceptable Creative Work for Media Arts faculty hired in Creative/Production faculty positions:

a. **Media in a variety of genres**

These may be in traditional time-based forms, or nonlinear visual/aural experiences. Faculty may work in traditional genres including narrative fiction, documentary, experimental, etc., but may also include advertising, audio productions, media installations, screenplays/scripts, videogames, web platforms/distribution, and photography, but should in all cases be original works with the faculty member as the head creator or in other lead creative roles. The faculty member is responsible for addressing and explaining their roles in all cases, and for explaining any deviations from work done outside of their creative role defined in the hiring addendum addressed above.

b. **Online juried or curated publications**

Scholarly publication may include sole or joint authorship. For pre-tenured faculty, such written scholarly output (other than that required as part of completed media production work such as screenplays, etc.) should be taken on only after consultation with the department chair. Emphasis should be placed on completed creative media works. See I-B(b) i for further clarification on other areas of traditional scholarly research.

c. **Grants/Investors/Financial Partners for original creative media works**

Evidence of earnest effort to seek and secure funding for creative activities is expected. Fellowships, grants and patrons/investors help faculty to develop and articulate a program of creative accomplishment with national and international impact. Opportunities for funding for research and creative/professional endeavors vary according to specialties. External funding carries greater weight than funding from within the university system. Criteria for evaluating the quality of the funding include

acceptance rate/competitive nature, the prestige of the funding source and the complexity of the entrepreneurial structure. In media fields, internationally/nationally competitive fellowships with top-rated institutions often offer no attached funding and are considered evidence of reputation and creative/scholarly impact. The faculty member should present evidence of acceptance rates indicating the competitive quality of such fellowships.

Examples of Ranked Venues for Dissemination of Creative Work:

a. Annual Peer-Reviewed, Academic Association Competitive Exhibitions

This category includes academic organizations such as the Broadcast Education Association's faculty competition, BEA On-Location faculty competition, and the University Film and Video (UFVA) faculty competitions. Competitive awards through academic associations typically earn Milestone Achievement within Tier I and Tier II. However, in all cases the candidate for promotion must indicate the jury/peer review process with data, including acceptance rate or similar quantifying and qualifying information adherent to the Tier structure outlines in this document. Out-of-competition screenings of creative work by academic associations are evaluated within the Tier III category.

b. Film/Media Festivals

The RPTC acknowledges the ongoing changes to the distribution system for media productions and understands that there are thousands of such festivals. The tier system and resulting point worth below considers reputation within the industry and academia, acceptance rates, impact and quality. It is the responsibility of the faculty member under review to provide data and other evidence of the level and rigor of festivals and other distribution outlets, based on the three-tier system. The department RPTC will take this information into account when determining the Tier within which to count creative point worth. The committee may also consider other variables when assessing the merit and impact of distribution modes (e.g. length of festival, industry reputation, live screenings, national/ international viewership, etc.). Productions that receive major competitive awards at Tier I and Tier II festivals shall receive additional Milestone Achievement equivalent to Tier III Milestone Achievement worth. Major competitive awards won at Tier III festivals shall receive the equivalent of 1/8 Milestone Achievement worth.

c. Online/streaming Distribution and Emerging Distribution Modes

Venues may include platforms such as Netflix®, Amazon®, and Hulu®. Additionally, non-juried and emerging distribution modes have merit and may earn Milestone Achievement. The faculty member must present quantified data as to acceptance rates and discrete human viewership (not bot hits) and impact in order for the RPTC committee to evaluate equivalent Milestone Achievement percentages.

d. Industry Competitions

These include major awards such the Academy of Motion Picture Arts and Sciences® ("Oscar®"), the National Academy of Television Arts and Sciences® ("Emmy®"), the British Academy of Film and Television Awards® ("BAFTA®"), as well as regional awards (e.g. the Regional Emmy®) and local awards (e.g. the Austin Film Critics Association). Peer-review venues also include online industry competitions such as the Telly Awards ("Telly®"), the

Association of Marketing & Communication Professionals' AVA Digital Awards ("Ava®"). Milestone Point worth of these three tiers mimics those listed above, accommodating the same acceptance rate differences.

e. Regional or National Broadcast

A Regional broadcast of original creative work with the faculty member in a key role (Director, Producer, Cinematographer, Location Sound) falls within the Tier II Category (worth 5 Milestone Achievement points), and a National Broadcast falls within the Tier I category (worth 1 Milestone Achievement point).

f. Exhibitions

These are curated or juried exhibitions in museums, galleries, and venues that screen creative media works, and the faculty member must play a key role in the original creative work presented. Milestone Achievement worth of these three tiers mimics those listed above for film festivals, accommodating the same acceptance rate differences.

g. Internet

These should be original and substantial works presented on the Internet, with indication of jury/peer review and impact. Examples of these could be mobile applications accepted for dissemination by the major corporate markets. Given the evolving nature of such distribution, the level of Tier identification will be based on acceptance, rigor, impact and entrepreneurship equivalent to more traditional film/media festival venues.

h. Other types of more traditional scholarship are listed above.

These types of scholarship may be pursued by production/creative faculty in consultation with the department chair (for tenure-track faculty seeking promotion and tenure). The RTPC will evaluate these kinds of research and publication in a Tiered system similar to that listed above.

Tiered Evaluation Structure

Tier I – Acceptance rates of 10% or less. Typically, national and international major outlets and distribution modes. These have extremely low acceptance rates and are considered the most competitive, reputable, and rigorous outlets for creative media.

Tier II – Acceptance rates of 11%-25%. Typically, regional outlets and distribution modes. These are reputable and important outlets, yet have a generally higher acceptance rate than Tier I, and are not considered highest-level distribution outlets for creative media.

Tier III – Acceptance rates in the range of 25%-50%. Typically, online-only and smaller and/or niche outlets. These often have a much higher-acceptance rates. The RTPC notes that established streaming/online outlets with low acceptance guidelines and verifiable national/international impact would likely fall in a higher-level tier.

A faculty member may petition the RTPC to award top-tier status to a specialized media outlet due to it addressing a small, highly specialized, influential audience. Such faculty members should

provide a list of distinguished media producers whose work has also appeared via that outlet.

I-C Administration and Service

Faculty members must demonstrate a continuing commitment to high-quality service to the department, the college, and the university. The RPTC also recognizes professional service to constituencies external to UNT (e.g., professional organizations). The quantity of service performed is accounted for in the percentage of effort apportioned in faculty workload assignments. After tenure, expectations regarding service assignments and the assumption of leadership roles increase. Thus, the RPTC's evaluation of service may focus on the quality of service performed and on the faculty member's willingness to take on service assignments as needed by the department. In these instances, the RPTC will consult with the department chair. For service to the profession, the RPTC may solicit input from members of the academic community relevant to such service.

Section II Reappointment, Promotion, and Tenure

II-A Procedures for Reappointment, Promotion, and Tenure

1. In September of each year, the RPTC and department chair will meet with probationary faculty as a group. The purpose of this meeting will be to ensure that all probationary faculty are in possession of and familiar with: 1) this document; 2) the CLASS "Guidelines for the Documentation of Reappointment, Promotion, and/or Tenure Cases"; 3) the university's "Faculty Reappointment, Tenure, and Promotion Policy and the Granting of Tenure and Promotion"; 4) all pertinent deadlines.
2. In keeping with university policy, all probationary faculty will be reviewed annually (see 06.004.II.B), the first year in the form of the annual evaluation. At the third year and each year thereafter all tenured faculty will vote on reappointment. Per university tenure policy, "the third-year reappointment review is a more extensive and intensive review that includes the unit, the college, and the Provost, but without external letters."
3. Candidates for midterm/reappointment review or tenure and/or promotion are responsible for submitting necessary materials to the RPTC in accordance with the deadlines it sets. After completing its review, the RPTC must notify the candidate if it is considering a negative recommendation. The candidate then has the right to meet with the RPTC to discuss the case but must do so within five business days of the notification. A faculty mentor or advocate, chosen by the candidate, may attend this meeting. Afterwards, the RPTC makes a written recommendation to the department chair in accordance with the schedule established in the CLASS calendar. This recommendation must specify the number of votes for and against a recommendation for reappointment or tenure and/or promotion. Those voting in the minority may submit a separate minority recommendation at their discretion.
4. After reviewing the candidate's dossier and the RPTC recommendation(s), the department chair makes an independent recommendation to the dean. If the chair is considering a negative recommendation, he or she must first notify the candidate, who has the right to meet with the chair to discuss the case within five business days of this notification. Both the RPTC's and the chair's written recommendations must be forwarded to the dean in accordance with the CLASS calendar.
5. In the case of a negative recommendation by either the RPTC or the chair, the chair must provide a written explanation to the candidate. In such cases, the candidate has the right to add to the tenure dossier, prior to its transmittal to the dean, a letter disputing the negative recommendation. This right must be exercised within three business days of being notified of the negative recommendation.
6. As per university tenure policy (06.004.I.B), "The sixth year will normally be the mandatory tenure-review year. In extraordinary circumstances, as reflected in disciplinary metrics and national comparisons and as

deemed appropriate by the chair and the dean, a candidate for tenure and promotion may be reviewed early in the probationary period, except in the third-year review. If the early review process is unsuccessful, the candidate may be reviewed again during the sixth year.”

II-B Reappointment Review

University policy states that that all probationary faculty shall be reviewed for reappointment annually (see 06.0004.II.B). Although the self-evaluation narrative is only required for third- and six-year reviews, candidates for tenure are encouraged to submit these statements as part of their second-, fourth-, and fifth-year review documents (see 06.004.V.A).

In the Media Arts Department, at the time of the third-year review, the RPTC expects:

- i. At least one scholarly publication accepted by a reputable peer-reviewed periodical OR have received a substantial external grant or fellowship (e.g. at least \$20,000) OR have a book manuscript under contract with a reputable publisher OR One significant creative work with three milestone achievements. The expectation is that this work will have been produced during the faculty member’s probationary period.
- ii. Evidence of a significant quantity of additional scholarly or creative work in progress. The faculty member must show that his or her trajectory points toward tenure and promotion.
- iii. A developing record of high-quality teaching responsive both to the educational needs of students and to the curricular and scheduling needs of the department. If notable problems with any aspect of the faculty member’s teaching occur during the first two years, resolution of same must be under way if the RPTC is to recommend reappointment.
- iv. A developing record of high-quality service consistent in quantity with the faculty member’s workload assignment.

II-C Tenure/Promotion to the Rank of Associate Professor

Consideration for promotion to the rank of associate professor and a decision regarding tenure will be made concurrently. Therefore, the criteria for promotion to associate professor are the same as those for tenure.

The guidelines and indicators for progress toward tenure must not be considered in an inflexible, rule governed way. There is no specific number or pattern of activities that would necessarily constitute promotion to Associate Professor with tenure. Context is important in considering an individual’s record. With the diverse nature of media arts, patterns of excellence between individuals will differ. For example, someone who conducted longitudinal research during the probationary period will likely have a gap in publications or creative activity that has a different implication than a gap for a program of research involving small, progressive outcomes. Longitudinal research may be higher in value but lower in number of outputs. *It is the responsibility of the candidate to communicate differences in the time and effort needed to fulfill their research or creative agenda.*

Several factors will be considered which include but are not limited to the aspects of research/creative activity described here. Specifically, the department considers the faculty member’s productivity during the probationary period and the significance and impact of such productivity.

To achieve tenure and promotion, an Assistant Professor must:

1. **Develop an independent and coherent research/creative trajectory.** Conducting and publishing research/collaborating on creative projects with past mentors can help bridge the gap while an individual is establishing him/herself here. However, a publication record/creative agenda should not give the impression the program being established is merely an extension of a mentor’s research or activities. Although interdisciplinary research/creative activity is encouraged, the publication/creative

record should provide evidence of a clear trajectory with an emphasis on the candidate's area of expertise. Collaborative research/creative activity is acceptable, and at times even encouraged, however, the publication record/creative activities must include independent research/projects. This can be evidenced by single/first authorship on original academic publications or a lead role as creative author of creative media work.

2. Demonstrate productivity by developing a consistent record of high-quality peer-reviewed research or creative activity.

- a. The quantity of publications/creative activity required to meet the minimum requirements will vary greatly based on the faculty's *research/creative agenda*, the *length* of the publications/productions, the *impact* of the work, and the *quality* of the work. *It is the responsibility of the faculty member to communicate the value of their productivity, but especially in cases when the quantity of scholarly/creative output significantly deviates from the examples of minimum requirements listed below.*
- b. The following examples of productivity illustrate, but do not exhaust, what is minimally expected for consideration of tenure and promotion to Associate Professor based on research.
 - Publication of a substantial single/first authored book + one single/first authored peer-reviewed journal article
 - OR Publication of six to eight peer-reviewed journal articles; a minimum of three must be single/first author peer-reviewed articles published in top-tier journals
 - OR Publication of three single/first author peer-reviewed articles + two other articles + two book chapters or an edited book
 - OR Publication of three single/first author peer-reviewed articles + one other article, book chapter, or similar publication + one or more external research grant/fellowship of substantial size as P.I. or Co-P.I. (at least \$100,000)
 - OR Publication of three single/first author peer-reviewed journal articles + three other articles or similar publications + one or more external research grant/fellowship of a minimum size (at least \$20,000) as P.I. or Co-P.I.
- c. Creative/production faculty must demonstrate substantial achievements and distinction in their work, and will be evaluated in general by the following terms:
 - During the probationary period, Media Arts tenure-track faculty in the area of production must produce at least three (3) significant creative or professional works that result in no fewer than a total of six (6) Milestone Achievements.
 - Two (2) of the three (3) significant creative or professional works must be in the area of hire, outlined in the supplemental document provided by the Department Chair and attached to the hiring letter from the Dean.
 - Each significant creative or professional work should receive no less than 1 (one) Milestone Achievement. These Milestone Achievements require a rigorous peer-reviewed evaluation based on a three-tiered system of assessment, including Tier One (equivalent to 1 milestone achievement), Tier Two (equivalent to a .5 milestone achievement), and Tier Three (equivalent to a .25 milestone achievement).
 - This structure strives to find a parallel with the process of assessing scholarly achievement. For production faculty, one Milestone Achievement approximates the equivalent of one top-tier journal article.

- d. Manuscripts “in press” (i.e. have been accepted for publication) or work accepted for broadcast/webcast or other substantial, verifiable distribution contracts carry the same weight as those that have appeared in print.
- 3. Demonstrate the impact and significance of their work through evidence of an emerging national or international reputation.** A wide variety of accomplishments implies a candidate is developing a national or international reputation in his/her area of research expertise. Evidence that addresses scholarly reputation consists of activities for which the candidate has been chosen due to her/his expertise as a researcher in a specific area. These may include but are not limited to:
- Increasing citation of the faculty’s research, invited talks at national or international conferences, invited book chapters, editorial board membership, associate or editorship of a journal, membership on a committee of a national or international scholarly association, refereed presentations, invited workshops and symposia, media interviews based on expertise, acceptances to top-tier outlets and/or multiple other outlets, major awards, national and international demonstrated impact of creative works, strategic and innovated media entrepreneurship, etc.
 - Activities which facilitate the dissemination of knowledge give weight to the likelihood that a candidate has an emerging national reputation because faculty are chosen for the tasks due to their expertise in research and creative work.
 - External-reviewer letters. The value of external-reviewer letters lies primarily in a broader reputational approach to assessing visibility of scholars and production faculty in their primary fields of emphasis and expertise.
- 4. Develop a consistent record of high-quality teaching** responsive both to the educational needs of students and to the curricular and scheduling needs of the department. The candidate must excel in both graduate and undergraduate courses. Any deficiencies in the area of teaching noted at any point in the probationary period must be entirely and unambiguously resolved by the time of the tenure decision.
- 5. Develop a consistent record of high-quality service** consistent in quantity with the candidate’s workload assignments and attentive to departmental needs as determined by the chair and the RPTC. The candidate must show that he or she is a reliable departmental citizen, someone who will be willing and able to take on a greater share of service responsibilities after promotion to associate professor.
- 6. Demonstrate a continued ability and willingness to adapt** to changing production, distribution, and consumption trends relevant to research, scholarship, and/or creative activities.

II-D Promotion to the Rank of Professor

The consideration for promotion to Full Professor will take into account the individual’s entire career, but with emphasis on productivity and leadership during the time since her/his last promotion. In the case of someone first hired as an Associate Professor, the emphasis will be on productivity and leadership at UNT.

The criteria for promotion from Associate to Full Professor go well beyond the high requirements for promotion from Assistant to Associate Professor. The faculty member is expected to show a consistent and continued pattern of high quality research/creative activity, teaching, and service with pronounced impact in each area. Generally, the excellence demanded for a promotion from Assistant to Associate continues and increases for candidates for Full Professor. The same types of indicators for quality of research/creative activity, teaching, service, and leadership are considered at this level, with both the quantity and quality of work continuing to improve, and an international reputation evident. Although most publications/creative activity are expected to be programmatic

and in the candidate's specific area of expertise, some breadth may be evident. Due to the increased departmental demands on tenured faculty, they may be called on to direct student research that is not within their own program of research. The excellence and dedication required of faculty in the department requires faculty to give equal effort and attention to all students they work with, whether the research directly advances their own program of research or not.

To achieve promotion, an Associate Professor must:

1. **Fulfill their promise of leadership.** A primary consideration in the evaluation of a candidate for Full Professor is whether the promise of leadership involved in promotion to Associate Professor has been fulfilled, will continue, and will strengthen. National and international leadership/impact is expected in research. Leadership in teaching must be evident locally and may be evident nationally. Evidence of leadership in the department, CLASS and/or more broadly at the university level is necessary and may be supplemented with professional leadership.
2. **Increase the academic and/or public impact of their research or creative agenda.** Contributions to increasing knowledge are important, but the type of contributions should be unique and, perhaps, advance the field in new directions. The quantity of publications/creative activities continues to be one consideration, at this stage of a career, but the reputation of the journals/venues and the impact of one's work is of equal or greater importance. External reviewers, impact ratings, citations, etc. can assess this impact. A subtler assessment of contributions might be evidence of being one of the first individuals to publish in a specific subarea that then becomes more visible in the general area. Although explained gaps can be acceptable (e.g., changing area of specialization), it is generally expected that candidates will have published or produced and presented creative works at a reasonably consistent rate since their last promotion. Having established expertise in their area(s) of emphasis, the outcomes of a faculty member's research/creative activities may directly benefit a broader public or community beyond traditional academic venues. For promotion to Full Professor, emphasis may be placed on research/creative activity that supports a faculty member's establishment and commitment as a public intellectual. For example, the development of games, websites or mobile apps; writing or revising industry or governmental policies, guidelines, or best practices; developing curriculum or educational materials; etc. can all be considered impactful and significant productivity.
3. **Establish a national and international reputation.** By this point in the career, the promise of a national reputation is expected to be realized. Increased leadership roles in scholarly societies and other professional organizations at the national level is expected. Fellow status in professional organizations, national or international awards for research, and other such indicators will also be assessed. This would be seen in accomplishments such as requests to review candidates from other institutions, grant proposal reviewing for federal agencies or agencies in other countries, editorships, editorial board membership, being awarded the title of Fellow in a learned society, etc. Candidates for promotion to the rank of full professor should indicate some level of international impact of their work.
4. **Demonstrate excellence in teaching and student advising.** A candidate's dedication to excellence in teaching must not end with the achievement of tenure and promotion to Associate Professor. The department requires everyone to show excellence in teaching and to be continually alert to improving their own teaching ability. This does not necessarily mean embracing every new idea, but it does mean vigilance to improve one's style, reach more and more diverse students, and to impart the most recent information so that the content of courses is current and cutting-edge knowledge is addressed.
5. **Demonstrate leadership in administration and service.** In addition to considerations addressed under promotion from Assistant Professor to Associate Professor, Associate Professors who strive to be promoted to Full Professor should have a significant record of frequent and high-quality service to the department, CLASS, the university, and the field. That is, the service activity of a candidate should be of

leadership quality within the department, CLASS, and university. Candidates should have sat on a variety of committees and shown leadership by chairing some committees. It is also a plus to have a record of service to the discipline (e.g., officer of an organization, editor of a journal, etc.).

6. **Demonstrate a continued ability and willingness to adapt** to changing production, distribution, and consumption trends of research, scholarship, and/or creative activities.

II-E External Reviewers

The departmental RPTC assigns considerable weight to the letters provided by external reviewers. The reviewers, chosen according to the process described in section XII.A-D of the CLASS “Guidelines for the Documentation of Reappointment, Promotion, and/or Tenure Cases” (2017), are experts in the candidate’s field and are as such qualified to make more sophisticated qualitative judgments about the applicant’s scholarly or creative record than the RPTC is likely to be. The CLASS “Guidelines” describe the external reviewers’ purview thus: “The external review letters must address the candidate’s record as a scholar, the extent [that] his/her scholarly/creative record constitutes a significant contribution to the discipline, and his or her potential for continued productivity. The reviewers will also address the question of whether the reviewer thinks the candidate should be promoted based on the UNT department’s criteria for promotion and/or tenure” (XII.E). The RPTC expects claims about “continued productivity” to rest on clear evidentiary bases.

Section III Annual Reviews and Evaluating Merit

III-A Annual Review Procedure

1. All faculty members must upload an online dossier for annual evaluation by the deadline as set by the department (usually mid-January). The RPTC Chair shall review material for clarity, accuracy, and compliance. If revisions are necessary, the RPTC Chair will contact the faculty member with specific requests so that the annual evaluation can be completed in a timely manner.
2. Although the Annual Evaluation is carried out each year, it is intended to measure the performance of faculty members over the previous three calendar years (January-December). The three-year evaluation period takes into consideration the fact that in the academic world, teaching, service, research, creative activities, and other professional contributions may come to fruition only after extended periods of development and review. The three-year period is intended to provide a broad picture of the general pattern of a faculty member's performance. For this reason, a single year that is especially fruitful or barren should not unduly influence the annual evaluation. Instead, it is the duty of the RPTC and Chair to gauge the overall pattern and trends of a faculty member's work.
3. For faculty members with fewer than three calendar years of service at UNT, including visiting faculty, the evaluation will be based on all service since arriving at UNT. Faculty members who arrive at UNT with previous full-time service at other colleges or universities within the three-calendar year period may elect to submit information on those years for consideration; however, primary weight will be given to performance since arriving at UNT.
4. For faculty in their first year of service at UNT, annual evaluations will likewise be based on the time since arriving at UNT; however, salary recommendations for first year faculty must be in accordance with the minimum established in the UNT Policy Manual.
5. Lecturers shall be evaluated annually using a process that takes into consideration their differing workload. In Media Arts, lecturers are not generally assigned responsibility in the areas of scholarly and/or creative activities. However, they may be given the responsibility for certain departmental co-

curricular activities (e.g. oversight of NTTV or KNTU).

- a. **Professional Activities.** In an ongoing manner, the Media Arts Chair - in consultation with the lecturer affected – will create a Professional Activities document outlining the specific co-curricular responsibilities of the faculty member and the relative weights each of these responsibilities will have in evaluations, generally following the model of the staff UPO-31. This document will serve as a guideline for the Media Arts Chair in conducting all regular evaluations and reviews.
- b. **Co-Curricular Activities.** Lecturer performance in the areas of instructional activities and service will be evaluated in the same manner as that for other faculty. However, in the area of co-curricular activities, the Media Arts Chair will evaluate performance directly without RPTC participation. Lecturers without an assignment in co-curricular activities will simply be evaluated in the areas of teaching and service with the appropriate weightings modified to reflect their workload.
- c. For the Annual Evaluation, the Media Arts Chair will use the Professional Activities document, along with other information and documentation provided by the faculty member, to establish a numerical rating of from 0 to 10 following the departmental scale listed in Section [III] C1 and modified as appropriate to reflect the professional assignment. This number, appropriately weighted to reflect workload assignment, will be used in conjunction with those recommended by the RPTC for Areas I and III to determine the lecturer's overall annual evaluation number.

III-B Annual Review Dossier

A complete dossier includes:

1. Three Year Summary

Faculty should upload a 2-page document that summarizes what they feel to be their most outstanding accomplishments during the review period. Faculty may also communicate special situations or extenuating circumstances that he/she wishes to be considered in the evaluation.

2. VPAA 160 Form

3. Curriculum Vitae

Faculty should upload a current and complete CV that details their entire academic career (not just the three-year evaluation window).

4. AREA I: Teaching

a) Instructional Material (40%)

- i. **Syllabi.** Faculty must submit a syllabus for each class taught during the review period.
- ii. Faculty may also submit additional instructional material they deem relevant (e.g. assignments, exams, etc.)

b) Student Evaluations (20%).

Faculty must submit SPOT evaluations for each class taught during the review period including both the narrative and numerical evaluations.

c) Self-Evaluation (40%).

Faculty must prepare a two-page statement describing their perceived successes and/or accomplishments in the classroom over the three-year window. This document should stress how the faculty member's teaching has varied over the three-year window. The summary should communicate the unique qualities and circumstances of the faculty member's teaching.

- d) See Section [I] 1D for teaching evaluation criteria and supplemental documentation that may be submitted.

5. AREA II: Scholarly and Creative Work

- i. Copies of all publications and creative work for the period under review should be included.
- ii. For large items (e.g. books) or non-digital material (e.g. DVDs) faculty should include a written abstract that summarizes the work. A copy of the original work must be available should the RPTC committee or Media Arts Chair request it.
- iii. Provide URLs to digitized creative productions when available.
- iv. Copies of conference papers and presentations need not be included.

6. AREA III: Administration and Service

Any documentation related to Administration and Service should be uploaded. This includes service to the department, college, university, and professional service to the field or community.

III-C Annual Evaluation Format

The RPTC committee will review each faculty member's dossier and prepare a numerical and narrative evaluation of each faculty member based on the criteria outlined below. The committee will forward the evaluation to the Media Arts Chair.

- i. Each tenured and tenure-track faculty member will receive a numerical and narrative evaluation for Areas I, II, and III (teaching, scholarship/creative, and service) as outlined on VPAA 160. Criteria for evaluation are outlined in Section II of this document.
- ii. Lecturers will receive numerical and narrative evaluations for Areas I and III (teaching and service), as outlined on VPAA 160. Criteria for teaching and service evaluation are outlined in Section II of this document, with special consideration of "professional activities" outlined in Section [III] A5 above.

1. Numerical Evaluations

The RPTC assigns a number to each member of the faculty (except himself or herself, his or her relatives and domestic partners, and the department chair) in each evaluated area on a scale of 1-10 detailed below. The numbers are weighted to factor in workload percentages, then combined to create an overall number for each faculty member in each of the three areas as well as a final composite number (rounded to the nearest 0.25).

At the end of the process, the Media Arts Chair distributes to each faculty member a "composite report" detailing the faculty member's numbers in each of the three areas as well as the final composite number.

Numerical Scale

"Outstanding": [Numerical rating of 9.0 to 10]

General Characteristics: Evidence indicates high productivity with outstanding results, very active, very high quality, very high achievement.

- Instructional Activities: Evidence indicates a generally superior level of classroom performance and evidence of superior performance in other instructional areas.
- Scholarly/Creative Activities: (tenured and tenure-track faculty only): Evidence indicates a vigorous and ongoing program of research and/or creative activities at a superior level of quality.
- Administration and Service: Evidence indicates a superior level of service to Department, College, University, Profession, or Community

"Very Good": [Numerical rating of 8.0-8.9]

General Characteristics: Evidence indicates productivity with good results, high quality, high achievement.

- Instructional Activities: Evidence indicates a generally good to very good level of classroom performance; evidence of good performance in other instructional areas.
- Scholarly/Creative Activities: (tenured and tenure-track only): Evidence indicates an active and ongoing program of research and/or creative activities at a high level of quality.
- Administration and Service: Evidence indicates a high level of service to Department, College, University, Profession, and/or Community

"Acceptable": [Numerical rating of 7.0-7.9]

General Characteristics: Evidence indicates acceptable productivity with generally good results; consistent achievement.

- Instructional Activities: Evidence indicates generally effective classroom performance; evidence of acceptable performance in other instructional areas.
- Scholarly/Creative Activities: (tenured and tenure-track only): Evidence indicates a sustained program of research and/or creative activities at an acceptable level of quality.
- Administration and Service: Evidence indicates an acceptable level of service to Department, College, University, Profession or Community

"Needs Improvement": [Numerical rating of 6.0-6.9]

General Characteristics: Evidence indicates less than acceptable productivity with marginal results; a low level of achievement.

- Instructional Activities: Evidence indicates a less than acceptable level of classroom performance; evidence of marginal performance in other instructional areas.
- Scholarly/Creative Activities: (tenured and tenure-track only): Evidence indicates a less than acceptable program of research and/or creative activities at a marginal level of quality.
- Administration and Service: Evidence indicates a low level of service to Department, College, University, Profession, or Community

"Unsatisfactory": [Numerical rating of 0 to 5.9]

General Characteristics: Evidence indicates sub-standard productivity with poor results; poor achievement.

- Instructional Activities: Evidence indicates a generally weak level of classroom performance; evidence of weak performance in other instructional areas.
- Scholarly/Creative Activities: (tenured and tenure-track only): Evidence indicates a weak or non-existent program of research and/or creative activities.
- Administration and Service: Evidence indicates a weak level of service to Department, College, University, Profession, or Community.

2. Narrative Evaluation

The RPTC will also compose a brief narrative statement concerning the candidate's performance in each of the areas being evaluated. The statement should briefly address the faculty's overall accomplishments and performance during the review period. The evaluation should reflect the rationale behind the numerical rating and offer suggestions for future improvement. The Media Arts Chair may contribute additional comments to the composite report if he or she has anything to add to the RPTC's evaluation.

III-D Determining Annual Merit Raise Recommendations

The Annual Evaluation is the primary element used by the Chair in determining the amount of merit raise to be recommended to the CLASS Dean. CLASS normally provides specific guidelines to the Chair of each unit regarding the procedures to be used in the merit process. CLASS will also specify to the Chair the amount of money available for merit, and procedures used to award merit based on Department rankings of annual reviews.

Merit is not available every year, nor is merit guaranteed for every faculty member. For example, low annual evaluations could mean that no merit will be awarded.

Determination of the amount of recommendation for other raise money that may be available, such as market equity or excellence, shall be based on applicable CLASS and University guidelines provided to the Chair.

Section IV: Post-Tenure Review

Applying the standards specified in this document, the RPTC rates every faculty member on a 10-point scale, with 10 being the highest rating. Any faculty member who receives a final composite score of 5.9 or below will be regarded as having been rated unsatisfactory by the RPTC and will be referred to the department chair for appropriate application of Policy 06.052, "Review of Tenured Faculty."

1. Per this policy, a faculty member who receives a single overall review of unsatisfactory may be placed on a Professional Development Plan (PDP) as decided by the RPTC committee and/or the department chair.
2. A faculty member who receives two (2) overall reviews of unsatisfactory must be placed on a PDP. At that time, a Faculty Professional Development Committee (FPDC) will be assembled along the lines specified in 06.052 and establish a plan of action, also as stipulated in the policy, with the faculty member involved. According to the policy, "A faculty member may be on a PDP for up to three (3) calendar years" (06.052.IV.) By or before that time, the FPDC may determine that the faculty member has addressed all issues and submit a report to the chair, dean, and provost recommending removal from the PDP.
3. If after three years, outcomes have not been achieved, the FPDC will again report to the chair. The chair then makes a recommendation to the dean and the dean to the provost, who will ultimately determine "whether to recommend revocation of tenure and termination of employment, taking into account the faculty member's record and all annual reviews" (06.052.IV.B).

Department of Philosophy & Religion, Promotion & Tenure Guidelines

VII. Guidelines for Tenure and Promotion:

The Personnel Affairs Committee (PAC) shall consider and recommend individuals for promotion and tenure in accordance with the guidelines found in the University Policy Manual (6.004). Tenure and promotion in the Department involve evaluation in three areas : research, teaching, and service.

A. Tenure and Promotion to Associate Professor

1. Research: The Department considers a wide variety of accomplishments for tenure, including but not limited to single-authored books, co-authored books, edited or co-edited volumes, peer-reviewed journal articles and book chapters, journal editing, translations, audio and video productions, web pages, and other new media. Generally speaking, the Department seeks to promote interdisciplinary collaborations of all types, and will weigh collaborative interdisciplinary work produced in any of the above areas equally with intra-disciplinary work produced in the disciplines of philosophy and religion studies. Progress toward such accomplishments as these will be examined starting at the mid-term (three-year) evaluation.

Keeping in mind that quality can trump quantity the applicant for promotion to Associate Professor with tenure should have a minimum of eight journal articles or chapters in books or the equivalent thereof, or a book and two publications at the start of the candidate's sixth year. Work produced at other institutions will also be considered, but the emphasis will be placed upon work accomplished while at UNT.

The publication of a single-authored book will be deemed the equivalent of five to seven publications, depending on the length of the book and/or committee's judgment of quality. An edited volume will be deemed the equivalent of two to three articles, depending on the length of the book and/or committee's judgment of quality. Participation in refereed conferences and as an invited speaker will also be considered in the tenure review process.

The Department recognizes that the quality of different venues (e.g., journals and book publishers) may vary over time. Qualitative assessments will be made, then, by taking into account several considerations, such as, external expert reviewers, acceptance rates (preferably 15% or less for a first tier venue), quality indicators from citation indexes, and the timeliness of the work.

2. Teaching: Develop a consistent record of high-quality teaching responsive both to the educational needs of students and to the curricular and scheduling needs of the department. The statistical teaching performance of the candidate for promotion and tenure should be around or above the Departmental mean in both graduate and undergraduate courses. There should also be favorable written student evaluations.

Statistical performance and student evaluations will be viewed in conjunction with the candidate's grading policies and outcomes, to insure that high ratings are not influenced by grade inflation. Evaluations by peer reviewers and the candidate's teaching portfolio may also be included for review. Preferably, the candidate should have served as a dissertation committee member for at least one graduate student.

3. Service: Develop a record of high-quality service consistent in quantity with the candidate's workload assignments and attentive to departmental needs as determined by the chair and the PAC. The candidate must show that he or she is a reliable departmental citizen, someone who is willing to serve on committees, tend to the curricular and scheduling needs of the department, and work amicably with others. Service activities might include involvement in interdisciplinary and collaborative projects aimed at applying philosophy within the context of other scholarly, scientific, professional and community activities.

B. Promotion to Professor: Candidates for Professor must demonstrate sustained excellence in research, teaching, and service.

The candidate for promotion to Professor is expected to meet and exceed the standards required for tenure and promotion to Associate Professor. Indications of the candidate's regional and (inter)national reputation and of his or her contribution to research and scholarship, may include participation in conferences, workshops, and scholarly meetings, as well as invited lectures to other academic institutions. Invited public lectures and non-academic engagements may also be considered.

The candidate should have participated effectively in Departmental, College, and University service. Significant participation in regional, national, and international organizations and scholarly societies related to the candidate's specialty will also be favorably considered.

C. Tenure and Promotion Procedures: Candidates for tenure will be evaluated each year by the department PAC; the third year review will be more extensive and formal (see University policy for further information regarding this review process). The College of Liberal Arts and Social Sciences provides guidelines and timelines for the submission of tenure and promotion files. The files will be assembled by the PAC in consultation with the candidates for tenure and/or promotion. The PAC will review the files and submit a report recommending for or against tenuring and/or promoting the candidate to the department Chair. The Chair will make an independent report for or against tenuring and/or promoting the candidate. The Chair's report will be made available to the PAC. If necessary the two will meet to reach an accord. Both recommendations, including their justificatory narrative, will be forwarded to the Dean of the College of Liberal Arts and Social Sciences.

Grievance procedures for tenure and promotion cases in the Department of Philosophy and Religion will follow the stages and timelines laid out in the CLASS Promotion and Tenure Guidelines. A candidate who is under consideration to receive a negative recommendation from either the departmental committee, the chair, the college PAC or the dean has the right to meet with the chair of the committee, departmental chair and/or dean to discuss the decision. The

meeting must take place within five (5) business days upon notification of the decision under consideration.

If a negative recommendation is made at any level, the candidate has the right to insert a letter of dissent disputing this recommendation before the dossier is transmitted to the chair, college, or provost's office. The candidate has three (3) business days after notification of the negative recommendation to provide the letter for placement in the dossier.

VIII. Lecturer Guidelines: Lecturers are primarily responsible for teaching courses. Their duties may also include student advising and/or meeting other student-related responsibilities, program development, service, or professional development. Lecturers are appointed to one of the following classifications: Lecturer, Senior Lecturer, or Principal Lecturer. Lecturers are not eligible to participate in the University's tenure system. Lecturers are eligible to serve on some college and university committees as elected and/or appointed members.

A. Lecturer Ranks

1. Lecturer: Lecturer appointment contracts may be for one to three years. Lecturers may be eligible to apply for travel funds and grants if they meet university, college, and departmental requirements. All contracts are renewed annually.

2. Senior Lecturer: After three years, lecturers are eligible for promotion to Senior Lecturer. Senior Lecturer will receive a standard increase in base salary at the time the new rank appointment begins. Senior Lecturers may be eligible to apply for development leave and certain travel funds and grants if they meet university, college, and departmental requirements. Appointment contracts may be for one to five years. All contracts are renewed annually.

3. Principal Lecturer: After four years, Senior Lecturers are eligible for promotion to Principal Lecturer. Principal Lecturers will receive a standard increase in base salary at the time the new rank appointment begins. Principal Lecturers may be eligible to apply for development leave and certain travel funds and grants if they meet university, college, and departmental requirements. Appointment contracts may be for one to five years. All contracts are renewed annually.

B. Lecturer Qualifications: At a minimum, lecturers must meet the Southern Association of Colleges and Schools (SACS) requirements of an earned Master's degree with a minimum of 18 graduate semester hours in the discipline in which they are to teach, and/or certification, licensing, or equivalent professional experience. The Department gives preference to candidates who have earned a Ph.D.

C. Evaluation Procedures: Lecturers (one-year and multi-year) will be evaluated annually by the PAC with recommendations for renewal and/or promotion made to the Chair. The

recommendation/evaluation process must consist of narrative and numerical analyses. Lecturers' annual update/dossier shall be tailored to their specific duties.

D. *Promotion Procedures:* Promotion to the rank of Senior or Principal Lecturer will be based on letters of recommendation by the department PAC and the department chair. The standards for promotion are, a) quality of teaching; b) quality of service; c) collegiality. Leadership, professional growth and development may also be considered.

Grievance procedures for promotion cases will follow the stages and timelines laid out in the CLASS Promotion and Tenure Guidelines. A candidate who is under consideration to receive a negative recommendation from either the departmental committee, the chair, the college PAC or the dean has the right to meet with the chair of the committee, departmental chair and/or dean to discuss the decision. The meeting must take place within five (5) business days upon notification of the decision under consideration.

If a negative recommendation is made at any level, the candidate has the right to insert a letter of dissent disputing this recommendation before the dossier is transmitted to the chair, college, or provost's office. The candidate has three (3) business days after notification of the negative recommendation to provide the letter for placement in the dossier.

BY-LAW J

PROMOTION AND TENURE GUIDELINES

[last modified May 2018]

The Department of Political Science is a department with commitments to excellence in research, teaching, and service. Our teaching reaches potentially every student in the university through our offerings of the state-mandated American and Texas Government classes. We strive to give our majors a solid understanding of politics and of how to approach the study of politics. At the graduate level, we grant MA, MS, and PhD degrees, and graduate instruction makes up a significant proportion of our teaching commitment. Our graduate program is geared primarily to prepare students to enter the academic discipline of political science, although our students have pursued many careers upon completion of their degrees.

Our faculty is intensely dedicated to professional research. We have entered the top rank of political science departments nationwide in terms of our research productivity, and we aspire to remain there. The following promotion and tenure criteria reflect our profile as a department.

CRITERIA FOR TENURE WITH PROMOTION TO ASSOCIATE PROFESSOR:

To meet the criteria and standards of performance for promotion to Associate Professor with tenure, a candidate's record of academic performance and accomplishments shall satisfy the following requirements.

- A. Research. A record of sustained excellence in research contributions to the scholarship of political science¹ must be displayed during the period before tenure. This record shall be sufficient in both quantity and quality to demonstrate substantial progress towards establishing a national reputation in the discipline and one that shows a trajectory toward future productivity.

Although there are many ways for a candidate to establish a record of sustained excellence in research, the following point-system will be used to evaluate both the quantity and quality of the candidate's scholarly contributions.

- 6 points = Book published by a top-tier press²
- 5 points = Book published by other university or ranked presses
- 4 points = Peer-reviewed article accepted in the APSR or AJPS
- 3 points = Peer-reviewed article accepted in journals other than APSR or AJPS with an impact factor of 2.5 or higher;³ edited peer-reviewed book published by a top-tier press
- 2 points = Peer-reviewed article accepted in a journal with an impact factor of between 1.25 and

¹ Contributions to the scholarship of political science may also include peer-reviewed publications in interdisciplinary social science journals or journals in related fields.

² Top-tier publishers typically include those ranked 1-20 according to Garand [2011, Table 1], or its equivalent.

³ 5-year impact factor based on InCites journal citation reports. If the journal is not listed in the InCites database, other appropriate substitutes, such as reputational rankings, rejection rates and other citation counts, may be considered. The impact factor will be at least as high as the score available upon acceptance.

2.49; peer-reviewed articles accepted in APSA section journals; other published edited peer-reviewed books; peer-reviewed book chapter published by a top-tier press; grants funded at \$100,000 or more

1 point = Peer-reviewed article accepted in journal with an impact factor of less than 1.25; other published peer-reviewed book chapters.

A total score of at least 12 points is required for consideration for promotion to Associate professor with tenure, and a candidate will only be considered for promotion and tenure if they meet this minimum threshold. Achieving 12 points does not guarantee promotion and tenure.

Because there is no single criterion for assessing the qualitative importance of a publication, the department may consider other evidence of quality, to be demonstrated by the candidate subject to two-thirds support among tenured faculty in the department present and voting at a meeting called for the purpose of reviewing a candidate's point-adjustment request or at the meeting during which the tenured faculty vote on the candidate's case for promotion and tenure.

Furthermore, candidates must publish at least two peer-reviewed articles in a journal with an impact factor of 1.25 or higher. Among these publications, one article shall be of the candidate's sole authorship.⁴ A sole-authored book published by a top-tier press also satisfies both of these requirements.

Candidates who arrive at UNT with an established record in the field may count some of that work toward these minimum standards, subject to consultation.

In addition to meeting these minimum standards for research excellence during the period before tenure, the holistic review of a candidate's fitness for promotion and tenure may also consider other appropriate types of professional activity relevant to the field of political science, including, but not limited to, the following:

- Presentation and discussion of papers at professional conferences;
- Creation and dissemination of datasets;
- Invited presentations;
- Professional service, including peer-review, membership on committees and in leadership positions in professional associations, membership on an editorial board, or as an editor of a scholarly academic journal;
- Evidence of sustained scholarly output, such as external grant proposals, publications under review, and projects in development;
- Important professional activities or recognition, such as book or paper awards, which contribute to the individual's professional stature in the discipline;
- Other types of scholarly publications and efforts that contribute to the candidate's national reputation in the field.

⁴Articles coauthored with students normally count as sole-authored pieces for these purposes.

In evaluating the holistic quantity and quality of a candidate's scholarly contributions to political science emphasis is placed upon:

- Contributions made during the candidate's time at the University of North Texas;
- Whether the sustained excellence of scholarly contributions are proportionate to what is expected for tenure in the discipline;
- Evidence of the publications' impact on the discipline;
- Emerging professional and national stature of the candidate;
- An overall positive review by external evaluations.

B. Teaching. The candidate shall demonstrate sustained excellence in graduate and undergraduate teaching, as reflected in student evaluations and evaluations of teaching by departmental peers as provided through the department's annual evaluation process.

C. Service. The candidate shall demonstrate sustained effectiveness in service to the department, as reflected in annual departmental evaluations. These evaluations will take into account that probationary faculty members are not expected to bear as much of the same service burden as tenured faculty.

Consistent with the University's mission, the candidate is expected to demonstrate evidence of sustained excellence in research and teaching, and sustained effectiveness in service to be suitable for promotion and tenure. Primary emphasis shall be placed on research excellence, which is most important for promotion and tenure.

CRITERIA FOR PROMOTION TO PROFESSOR

To earn promotion to the rank of Professor in the Department of Political Science, a candidate's record of academic performance and accomplishments shall satisfy the following requirements. Only faculty members showing very strong and long-term research records, as well as sustained excellence in teaching and service, will be recommended for promotion to the rank of Professor.

A. Research. A record of sustained excellence in research contributions to the scholarship of political science must be displayed during the period before promotion. This record shall be sufficient in both quantity and quality to demonstrate that the candidate has become recognized as a national figure within their field of political science.

Although there are many ways for a candidate to establish a record of sustained excellence in research, one that supports the candidate as a nationally-prominent scholar, the following are primary indicators of having established a national reputation in the field:

- Peer-reviewed articles published in top political science journals;
- Books published by top-tier publishers;
- Peer-revised book chapters and edited books (particularly those published in volumes with other leading scholars);
- External grants received (with evidence provided by the candidate including the number, funding level, and competitiveness of the grants);

- Evidence of scholarly impact such as citation counts and h-index;
- Service in leadership positions in the profession.

In addition to demonstrating research excellence through publications, grant acquisition, and impact during the period before promotion, a holistic review of a candidate's fitness for promotion may also consider other appropriate types of professional activity relevant to the field of political science, including, but not limited to, the following:

- Presentation and discussion of papers at professional conferences;
- Creation and dissemination of datasets;
- Awards from professional associations;
- A significant record of invited lectures at other universities or special addresses at academic conferences;
- Service as member of an editorial board or as the editor of a scholarly academic journal;
- Service as an organizer of a professional conference;
- Membership on an academic organization's governing council;
- Other types of scholarly publications and efforts that contribute to the candidate's national reputation in the field, including the publication of book reviews in major academic journals.

In evaluating the holistic quantity and quality of a candidate's scholarly contributions to political science emphasis is placed upon:

- Contributions made during the candidate's time at the University of North Texas;
- Whether the sustained excellence of scholarly contributions are proportionate to what is expected for promotion to the rank of professor in the discipline;
- Evidence of the publications' impact on the discipline;
- The established professional and national stature of the candidate;
- An overall positive review by external evaluations.

Those faculty who were hired initially as teaching emphasis faculty and who wish to be considered for promotion to the rank of professor may also demonstrate sustained excellence in research by publishing in appropriate outlets related to scholarship concerning the teaching of political science. Teaching related research may include the development and publication of instructional materials or research on pedagogy in appropriate professional outlets, or in the development, submission, and receiving of instructional or pedagogical grants.

The determination of the quantity and quality of publications necessary for promotion to the rank of professor may be greater than the department's expectations suitable for promotion and tenure. Because there is no single criterion for assessing the qualitative importance of a publication, the department may consider other evidence of quality, to be demonstrated by the candidate.

B. Teaching. The candidate must have demonstrated sustained excellence in teaching over the review period, creating a record of quality instruction as reflected in student evaluations and evaluations of teaching by departmental peers as provided through the department's annual evaluation process.

Other evidence of a sustained excellence in teaching may also include:

- Mentoring of students by chairing or holding membership positions on undergraduate honors, master's, and dissertation committees;
- Other evidence of mentoring students, such as publishing with graduate and undergraduate students;
- Receipt of university or external teaching awards.

C. Service. The candidate must demonstrate sustained excellence in service to the department and the university comparable to other tenured faculty in the department.

The department values meaningful service activities and expects that a major leadership role in the department be completed prior to promotion to the rank of professor.

Service in leadership positions within the department include chair, associate chair, graduate advisor, internship coordinator, graduate placement director, personnel affairs committee chair, or additional service beyond committee work that benefits the department, such as Pi Sigma Alpha advisor, or Moot Court advisor.

Other examples of sustained excellence in service include:

- Service on Faculty Senate and other University and College standing committees;
- Service on Ad hoc committees convened by either the Provost, Dean, or other university and college administrators for the purpose of addressing temporary University or College matters;
- Service in Administrative capacities in other departments, the College, Graduate School, or other University entities.

Consistent with the University's mission, a candidate seeking promotion to the rank of Professor is expected to demonstrate evidence of sustained excellence in research, teaching, and service consistent with these standards.

**Department of Psychology
Promotion and Tenure Policy
Passed 5/2/2018**

The Department of Psychology's Promotion and Tenure Policy reflects the compatible missions of the University of North Texas (UNT), the College of Liberal Arts and Social Sciences (CLASS) and the Department (Psychology). This document is to be considered a work in progress because the department is continually improving, as evidenced by our standards which are increasingly rigorous. Indicators of excellence are described but are not meant to be thought of as the only considerations.

UNT is a student-centered research university where the power of ideas is harnessed through a culture of learning based on diverse viewpoints, interdisciplinary endeavors, creativity and disciplined excellence. Faculty collaborate to create, integrate, apply and disseminate knowledge. Psychology recognizes the best education for students results from requiring excellence in teaching, research and service from an active, engaged, and diverse faculty who exhibit a variety of perspectives. Among other implications, this means we are committed to the notion that there is no one "right" way to generate new knowledge. A variety of methods is acceptable. What matters is the rigor and quality of the research that embodies the competence with which a particular method is used.

Psychology exists within CLASS, a "learning and discovery community of increasingly recognized and highly capable" faculty who work with excellent students and colleagues across disciplines to communicate, pursue, and advance knowledge. With CLASS, Psychology promotes and provides exceptionally high quality graduate and undergraduate education and scholarship. We value collaboration across our diverse programs and sub-disciplines as well as across UNT and other institutions. Through collaboration we improve our science and our education of students.

Psychology is dedicated to undergraduate and graduate education. The Scientist-Practitioner Model, adopted by our three APA accredited doctoral programs, demands we integrate psychological science with practice and with other applications. We serve five constituencies (college students, majors, graduate students, the general and psychological communities) through our individual and collective, independent and interconnected research and teaching efforts. We expect all faculty to be excellent teachers and researchers who are also actively involved in other scholarly, professional, and governance activities.

Department of Psychology Perspective on Tenure

Tenure, representing a major investment by the university, is not a right. It must be earned by having a record of excellence in research, teaching and service and by strong indications that the quantity and quality of contributions will continue to increase. Tenure decisions are always made with due deliberation. As good stewards of UNT resources, Psychology will not support a candidate for tenure if her/his record is merely satisfactory and shows competence.

In practice promotion and tenure decisions are usually made at the same time. However, there may be some cases where an Associate Professor is hired with a tenure decision to be made at a later time. Such candidates are required to prove they successfully moved their program of research, are excellent and effective teachers, and contribute to the department, college and university through service activities. According to UNT's policy, an Associate or Full Professor will have a maximum service of five years before a tenure decision.

Psychology only hires individuals with the potential to be an excellent colleague with an outstanding national and/or international reputation for research. Consequently, to the extent possible given requirements the department must meet during the probationary years, individuals are protected from having too many new courses involving new preparations and are protected from too many service activities. This allows probationary faculty to focus on improving their teaching and establishing their program of research. However, in keeping with an underlying value of UNT and CLASS, the Department of Psychology embraces the notion of "giving back." Moreover, the success of a department, college and university requires commitment to the life of the department, college and university through service contributions. Therefore, when tenure is achieved, every faculty member is expected to more fully participate in meeting the teaching and service needs of the Department of Psychology, CLASS and UNT. Contributions are expected to increase over time. As faculty members become more senior, they are expected to make more contributions to the good of the department, CLASS and UNT.

Good citizenship is expected of all faculty members. At minimum, good citizenship consists of consideration in behavior such as attending committee, program, department, CLASS and UNT meetings; being on time for appointments and meetings with students and colleagues; being accessible to students and colleagues; responding in a timely manner to department, CLASS and UNT needs and requests, etc.

There is a fine line for certain types of activities that may be considered as either research or service. The department considers activities resulting directly from one's reputation as a scientist to be evaluated as research. These would include such activities as editorships, giving national workshops, reviewing manuscripts or grant proposals, reviewing individuals for promotion, etc. In contrast, activities such as holding national office in a learned society, being a site visitor for APA, etc. are considered to be service.

Another fine line is between research and teaching. This problem is most evident in students' research. Faculty in the department are required to teach students about research and train them in the conduct of research. Some aspects of these processes are most properly considered teaching. For example, having students signed up for independent research, theses and dissertations and guiding the product of these efforts to completion are most properly considered as fulfilling teaching responsibilities. In contrast, activities in which these students are mentored in the context of an academic career are considered to be research. As psychological science is the heart of the discipline, helping a student develop into a future academician necessarily entails being an excellent researcher to train students to love and be excellent as researchers, adding to the body of knowledge. The professional presentation of students' research with faculty is most properly considered in the area of research. Thus, articles and conference presentations with students are highly valued and indicators of excellence in research.

Tenure and Promotion to Associate Professor

It is not sufficient to merely fulfill the requirements for promotion and tenure. The achievements and contributions must be made with distinction.

The Department of Psychology only hires excellent candidates showing the most promise because we have very high standards for tenure and promotion. To allow probationary faculty the best opportunity to achieve tenure and promotion, the chair is charged with protecting them by keeping new course preparations to a minimum, giving two course releases to be used within the first five years of employment, and encouraging them to have only a minimum amount of service activities. These protections are designed to allow probationary faculty to make excellent contributions in all three areas of research, teaching and service.

The requirements described here will take effect with faculty who join the department in Fall, 2018 and later. Untenured faculty hired earlier are allowed to choose whether to be considered under these policies or the preceding document. As our standards had already increased over those described in the previous document, the primary differences are that we now require excellence in all three areas and this document is more explicit. The previous document required excellence in only two areas and was more conceptual.

Typically, Assistant Professors are candidates for tenure and promotion during their sixth year. Prior to that time, probationary faculty will have been reviewed annually by the departmental Promotion and Tenure Committee. A major review by the department P & T and CLASS Committees will have been conducted in the third year (i.e., mid-tenure review). This review conforms to CLASS requirements and parallels the tenure process without external letters. Additional reviews may occur during the fourth and fifth years.

The guidelines and indicators for progress toward tenure must not be considered in an inflexible, rule governed way. There is no specific number or pattern of activities that would necessarily constitute promotion to Associate Professor with tenure. Context is important in considering an individual's record. The record of each individual candidate will be considered independently of every other member of the department. With the diverse nature of psychology, patterns of excellence between individuals will differ. For example, someone who conducted longitudinal research during the probationary period will likely have a gap in publications that has a different implication than a gap for a program of research involving small, progressive studies. Longitudinal research may be higher in value but lower in number of publications. Differences in the time and effort needed to fulfill teaching demands for a clinical or counseling psychologist must be considered in promotion deliberations because they are greater than for a member of the Behavioral Science Program.

Excellence in Research and Scholarly Activity

Several factors will be considered which include but are not limited to the aspects of research described here. Probationary faculty must establish an independent program of research, of very high quality, for which they apply for extramural grant funding, the likelihood of which is

increased because of the quality and quantity of results that are disseminated. By the time of promotion and tenure decisions, the candidate must have an emerging national and/or international reputation. Moreover, it should be evident from a candidate's trajectory that the quality and quantity of research will continue to improve.

Independent program of research. Conducting and publishing research with past mentors can help bridge the gap while an individual is establishing him/herself here. However, a publication record should not give the impression the program being established is merely an extension of a mentor's research. Unique studies that produce publications from datasets collected separately from research completed in graduate school or during post-doctoral study contribute to establishing research independence. However, collaboration and multi-authorship have become normative in the psychological sciences. Moreover, team-based research often has greater impact than sole-author work. Therefore, establishing collaborations with other (non-mentor) research teams is encouraged. In addition, interdisciplinary work that results in refereed publication is valued. Independent research can be evidenced by primary and senior authorship on original empirical publications. However, in psychology publications all authors are expected to have meaningfully contributed to the research. Authorship is not given merely for data collection or mentorship, but requires active contribution to the research design, analysis and/or drafting of the final manuscript. Authorship order (first to last) tends to indicate level of contribution, however, there are important exceptions. First, students are often listed first even though their mentors may in fact have initiated the research, been responsible for the data collection, and played a major role in writing the manuscript. Second, authorship order tends to indicate level of contribution, but not always (e.g., first and second author may have played essentially equal roles). In some cases senior authors who initiated and created the laboratory from which the research originates are sometimes placed as last author even though their contribution was significantly more than others.

Research must be of very high quality. Quality of scholarship will be assessed across several factors: 1) the work's recognition in the field, shown through reviews, citations, and/or other evidence; 2) the prestige, standing, and/or impact scores of the journal in which an article appears or of the publisher of a book or book chapter; 3) opinions of outside reviewers; and 4) the committee's independent assessment of the work. For newer, applied, cutting edge, and emerging areas in psychology, consideration will be given to the venue's rejection rates, as these areas may not yet be established enough to have high impact factors in respective journals. The P & T Committee and Department Chair will also consider the quality of journals and book chapters, reviewer comments from grant proposals, and the like. It is necessary that the methodology, whatever the form of research, be excellent. Movement between types of methods may also be an indicator of quality.

Weighting of scholarship contributions. As a result of broad faculty expertise, interdisciplinary collaborations, and the nature of the discipline of psychology, a candidate's publications may appear in a range of scholarly outlets, e.g., journals, books. Primary value is assigned to those publications that appear in scholarly refereed outlets, with the understanding that the refereeing process may depend on the outlet.

Extramural grant applications. Probationary faculty are required to apply for external funding for their research. External funding allows an academic psychologist to conduct a program of research in

the most effective way, without having to balance quality against the cost of the project. However, the competitive nature of research funding and the fact that more funding is available in certain areas must be considered. In addition, more funding may be required to conduct research in some areas than others. Both inter- and intradisciplinary grant proposals are valued, as are grants that provide financial support for students. In keeping with UNT's goals, federal grants are preferred over foundation or other private grants. Obtaining extramural research funding is valued and an indicator of the quality of research but is neither necessary nor sufficient to be promoted and tenured. For promotion and tenure the record must contain a sufficient number of empirical publications in high quality journals.

Pace of peer-reviewed dissemination of results. For excellence in scholarship, the results of research must be disseminated. It is not sufficient to generate knowledge and present it at conferences or publish abstracts of presented work. The evidence of scholarship is primarily disseminated through refereed articles. Books and book chapters provide further evidence of scholarship. The department expects probationary faculty to average approximately two to three articles per year, which may be sole authored, or published with students and/or colleagues. Manuscripts "in press" (i.e., have been accepted for publication) carry the same weight as those that have appeared in print.

Emerging national or international reputation. A wide variety of accomplishments imply a candidate is developing a national or international reputation in his/her area of research expertise. Recognition by academic colleagues is one sign that a candidate's reputation is increasing. Evidence that addresses scholarly reputation consists of activities for which the candidate has been chosen due to her/his expertise as a researcher in a specific area. These may include but are not limited to invited talks at national or international conferences, invited book chapters, editorial board membership, associate or editorship of a journal, membership on a committee of a national or international scholarly association, refereed presentations, invited workshops and symposia, etc. In general, activities which facilitate the dissemination of knowledge give weight to the likelihood that a candidate has an emerging national reputation because faculty are chosen for the tasks due to their expertise in research.

Excellence in Teaching

Undergraduate and graduate education are equally important in the Department of Psychology. In all teaching activities, faculty are expected to foster students' critical thinking, analytic and communication skills. As a department with active doctoral programs, more than 1200 majors and a large contingent of honors students, excellence in teaching is a requirement for promotion. The range of our students and students' needs also make it evident that teaching is not limited to the classroom. For example, most teaching about research occurs individually and outside the classroom, whether it is educating TAMS, McNair students, or majors or directing the theses of honors or graduate students or directing doctoral dissertations. All probationary faculty must show excellence in classroom teaching as well as in developing the scientific skills of students.

It should be noted that teaching assignments during the probationary period may not be similar across individuals. Psychology is a broad discipline, encompassing a wide variety of sub-

disciplines. Many of our probationary faculty are required to teach practicum or assessment. Both of these assignments are more time-consuming than other courses.

Syllabi. A variety of indicators are used to evaluate excellence in the classroom. Faculty are expected to use a variety of forms to teach students and to evaluate learning. Syllabi are examined to evaluate the quality and currency of the content and the adequacy of the assignment and testing requirements. The content of courses must be current and faculty are expected to improve their courses over time by testing and evaluating a variety of ways to impart the information and develop the skills we value in students.

Student ratings and comments. In organized courses and graduate practica, students provide quantitative and qualitative evaluations. These evaluations will be used in two ways when considering the quality of teaching. Student evaluations will be considered across types or levels of courses to establish that faculty are at least adequate in all forms and excellent in some specific courses. In addition, ratings and comments over time will be used ensure the trajectory is not downward, that is, to ensure student evaluations of teaching increase or remain high. We recognize that student evaluations in required and anxiety producing courses will be lower than in courses students consider more interesting and that, in general, the evaluations of graduate students are higher than those of undergraduates. We recognize that students with extremely positive or negative attitudes will be more likely to make comments. Therefore, when possible, student ratings and comments will be considered within context of each other (e.g., student with mean rating of 4.42 said “xxxx”).

Peer reviews. The Promotion and Tenure Committee will be responsible for conducting annual peer observation of a candidate’s teaching for the purpose of facilitating their development of instructional skills. This will be used in conjunction with the peer review of teaching conducted for the probationary faculty member’s mid-tenure review and any other peer reviews in the candidate’s file.

Educating students in research. Faculty, including probationary faculty, are required to participate in the education of students to evaluate and conduct research. The primary indicators of excellence in teaching the scientific basis of psychology to students and mentoring students’ professional development are presentations and publications co-authored with students, as well as directing graduate theses, 6610s and dissertations. Other indicators are having TAMS and/or McNair students on research teams and directing honors theses.

Dedication to high quality teaching. A variety of indicators could show the commitment to excellence in teaching by probationary faculty. These include attendance at workshops to improve teaching, requesting feedback from colleagues, active involvement in APA Division 2 (Teaching), and teaching graduate students to teach.

Excellence in Service

Only the quantity of service is attenuated during the probationary period, not the quality of contributions. Thus, although the overall number of service contributions may be fairly small, they must be conducted with distinction. More involvement in service is expected over time but it remains limited until after promotion and tenure when it increases with faculty members expected

to become leaders on campus.

Probationary faculty are expected to participate in the department and the program they are associated with within the department. If they participate in a CLASS or UNT committee, it should be closely related to their research and teaching so that all aspects of their position contribute positively to each other.

As with research and teaching, a probationary faculty member must show indications of leadership in the department, CLASS and UNT. There must be sufficient evidence that service activities will increase in quantity and quality over time, making the candidate a very valuable member of the community. Unlike research and teaching, the quality of service contributions is less obvious because the products are usually less tangible. Consequently, P & T Committees must use different strategies to assess the quality of a candidate's service. In addition to using personal knowledge of a candidate's contributions, the department chair and relevant program director should be interviewed to provide data. These steps should be taken to ensure a candidate has followed through and completed service activities in a timely way with distinction.

Collegiality

Due to the importance of the tenure decision, it is also necessary to consider whether a candidate will be a good citizen in the community of scholars in the department, CLASS and UNT. Thus, the collegiality and professional ethics exhibited by candidates are considered. The sense of the term as used here refers to the way in which faculty members conduct themselves while fulfilling their teaching, research and service obligations. Collegial behavior is necessary to ensure a climate in which diversity in all its forms thrives and it is necessary to ensure the department continues to improve. As noted by AAUP, collegiality must never be used to stifle dissent, which improves a department by broadening perspectives considered during decision making. In the Department of Psychology, collegiality is operationalized as respect for and encouragement of diverse perspectives; support and respect for others' teaching, research and service activities (which is not meant to imply that agreement is necessary or is necessarily valued); sharing of facilities and resources is important; respect for each other and each other's time and effort by timeliness of contributions; along with other attitudes and behaviors which promote and support the wellbeing of the department.

Promotion to Full Professor

The criteria for promotion from Associate to Full Professor go well beyond the high requirements for promotion from Assistant to Associate Professor. To be considered for the senior level, a faculty member must have a record of excellent accomplishments, consistently showing leadership in teaching, research and service activities, and making increasingly significant contributions to governance at UNT. The consideration for promotion to Full Professor will take into account the individual's entire career, but with emphasis on productivity and excellence during the time since her/his last promotion. In the case of someone first hired as an Associate Professor, the emphasis will be on productivity and excellence at UNT.

Consistency is an important consideration. Faculty eligible for promotion to Full Professor must

have shown a consistent pattern of high quality accomplishments in research, teaching and service with pronounced impact in each area. Although most publications are expected to be programmatic and in the candidate's specific area of expertise, some breadth may be evident. Due to the increased departmental demands on tenured faculty, they may be called on to direct student research that is not within their own program of research. The excellence and dedication required of faculty in the department requires faculty to give equal effort and attention to all students they work with, whether the research directly advances their own program of research or not.

As a general rule, the excellence demanded for a promotion from Assistant to Associate continues and increases for candidates for Full Professor. The same types of indicators for quality of research, teaching and service are considered at this level, with both the quantity and quality of work continuing to improve. A primary consideration in the evaluation of a candidate for Full Professor is whether the promise of leadership involved in promotion to Associate Professor has been fulfilled, will continue and will strengthen. National or international leadership is expected in research. Leadership in teaching must be evident locally and may be evident nationally. Evidence of leadership in the department, CLASS and/or more broadly at the university level is necessary and may be supplemented with national leadership.

Excellence in Research and Scholarly Activity

The following indicators and the associated discussion from above are relevant for consideration of a candidate for promotion to full professor. Impact, which was not included above, is important for this promotion.

Independent program of research. Research is expected to be primarily programmatic, but forays into students' research interests are acceptable because of the importance of mentoring students for their future pursuits.

Research must be of very high quality. A candidate's research should have a strong impact by this time. The impact may be in a fairly narrow specialty or in a fairly broad area. See the section on Impact below.

Extramural grant applications. Obtained grant funds are desirable but not necessary. Grants often allow research to be conducted in a more efficient way and help train graduate students.

Pace of peer-reviewed dissemination of results. Although explained gaps can be acceptable (e.g., changing area of specialization), it is generally expected that candidates will have published and presented the products of research at a reasonably consistent rate since their last promotion.

Established national or international reputation. By this point in the career, the promise of a national reputation is expected to be realized. Increased leadership roles in scholarly societies and other professional organizations at the national level is expected. Fellow status in professional organizations, national or international awards for research, and other such indicators will also be assessed.

Impact. The above indicators of excellence in research for promotion to Associate Professor are

also relevant to considering candidates for promotion to Full Professor, although the impact of the candidate's program of research should be stronger. One way to evaluate impact is to assess the candidate's national reputation. A reputation for excellence is evidenced by external sources recognizing an individual's high quality work. This would be seen in accomplishments such as requests to review candidates from other institutions, grant proposal reviewing for federal agencies or agencies in other countries, editorships, editorial board membership, being awarded the title of Fellow in a learned society, etc. As for Assistant Professors, it is important that faculty continue to apply for extramural funds to enhance the excellence of their research, but obtaining funding is not a requirement for promotion to Full Professor.

Contributions to increasing knowledge are important, but the type of contributions should be unique and, perhaps, advance the field in new directions. The quantity of publications (i.e., about two peer reviewed articles per year) continues to be one consideration, at this stage of a career, but the reputation of the journals and the impact of one's research is of equal or greater importance. This impact can be assessed by external reviewers, impact ratings, citations, etc. A more subtle assessment of contributions might be evidence of being one of the first individuals to publish in a specific subarea that then becomes more visible in the general area.

Excellence in Teaching

A candidate's dedication to excellence in teaching must not end with the achievement of tenure and promotion to Associate Professor. We expect everyone to show excellence in teaching and to be continually alert to improving their own teaching ability. This does not necessarily mean embracing every new idea, but it does mean vigilance to improve one's style, reach more and more diverse students, and to impart the most recent information so that the content of courses is current and cutting edge knowledge is addressed.

The indicators for teaching at this level are the same as for promotion to Associate Professor. However, an additional consideration is the status of a faculty member's former students – those the candidate mentored. Former students having academic appointments, achieving early tenure, obtaining grants, awards, etc., reflect on a candidate's teaching. This is not meant to imply the former student might not have achieved as much with a different mentor. Instead it acknowledges that excellent teachers attract excellent students and have the ability to effectively challenge those students so they, too, have very successful careers.

As with promotion to Associate Professor, the following list refers to some of the indicators that may be used to assess excellence in teaching.

Syllabi and handouts.

Student ratings and comments. Peer

reviews.

Educating students in research.

Dedication to high quality teaching.

Excellence in Service

In addition to considerations addressed under promotion from Assistant Professor to Associate Professor, Associate Professors who strive to be promoted to Full Professor should have a significant record of frequent and high quality service to the department, CLASS and university. That is, the service activity of a candidate should be of leadership quality within the department, CLASS and university. Candidates should have sat on a variety of committees and shown leadership by chairing some committees. It is also a plus to have a record of service to the discipline (e.g., officer of an organization, site visitor for APA).

Collegiality

The importance of collegiality and of being a good citizen in the community of scholars in the department, CLASS and UNT increases over time. A candidate for full professor should be a model of collegiality for others to follow and encourage collegiality and good citizenship in others. To repeat a critical point from above: In the Department of Psychology, collegiality is operationalized as respect for and encouragement of diverse perspectives; support and respect for others' teaching, research and service activities (which is not meant to imply that agreement is necessary or is necessarily valued); sharing of facilities and resources is important; respect for each other and each other's time and effort by timeliness of contributions; along with other attitudes and behaviors which promote and support the wellbeing of the department.

EXTERNAL REVIEWS OF RESEARCH

Given the diversity of specialties in psychology and the breadth of interdisciplinary specialties, external reviewers may be in the best position to critically evaluate the quality of a candidate's contributions. However, those with the most appropriate expertise in the candidate's program of research might not be housed in a university psychology department. Such individuals may not be as familiar with applying our expectations as would full professors in psychology departments of equal or greater national standing. Typically, two types of reviewers will be sought. Most will be chosen for their expertise in the candidate's particular area of research. External reviews will also be requested from individuals who represent the candidate's general area of psychology (e.g., developmental, clinical, counseling, health, social). This (or these) individual(s) would judge the candidate's research as an academic psychologist in that type of doctoral program.

Five letters from full professors at comparable or better universities are required by the college (CLASS). Experience suggests 14 individuals should be identified as potential reviewers. The candidate will provide the names, contact information, and a rationale for seven individuals as will the P & T Committee. The Department Chair may choose to add a name. P & T, in consultation with the Chair, will determine the order of priority with which to contact potential reviewers. Reviews will be requested from and agreed upon by six experts. Two of the reviewers may be of a different discipline but must hold a doctorate.

In unusual instances it may be most informative to solicit a letter from an associate professor or from a full professor at an institution that does not reach peer status. The final decision will be

made by the Department Chair in consultation with the Dean.

External reviewers will be contacted by the Department or P & T Chair. S/he will determine whether any relationship exists between the candidate and the potential reviewer. If a relationship exists, the Department Chair will determine whether the individual is still appropriate to review the candidate. The Chair may consult with the Dean in making this decision. Further, the deadline and type of review requested must be agreed to by the reviewers who will also provide a CV and statement describing their acquaintance with the candidate.

External reviewers will be given a copy of the Department's criteria and asked to apply our criteria in making the overall judgment of whether the candidate should be promoted and tenured at UNT. We expect this judgment to be based on a detailed analysis and evaluation of the candidate's publications, self-statement, and possibly grant proposal(s). The more detailed the evaluation is, the more useful it will be.

For promotion to Associate Professor, it is important that reviewers use their expertise to evaluate the likelihood of the candidate's program of research having an important impact and the candidate achieving a national or international reputation. Judgments of future behavior are necessarily tentative, but reviewers will be asked to use their knowledge and experience to give their best estimate of the future contributions of the candidate reviewed.

DEPARTMENT OF SOCIOLOGY
TENURE AND PROMOTION CRITERIA
[last modified November 2017]

The Department of Sociology is strongly committed to and values all three academic areas of research/scholarship, teaching and service. The Department places a growing emphasis on research consistent with UNT's growth into and aspiration to remain a Tier 1 National Research University.

CRITERIA FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Candidates for tenure with promotion to Associate Professor are expected to fulfill some combination of the following criteria.

A. Research/Scholarship

- Publication of articles in peer-reviewed scholarly journals during the probationary period.
- Publication of a peer-reviewed book (or books) by a reputable publisher.
- Publication of chapters in peer-reviewed books and related projects.
- Publication of edited books and related projects.
- Application for and acquisition of external research grants as Principal Investigator or Co-Principal Investigator.
- Other types of relevant scholarly publications contributing to the candidate's standing.

These types of scholarship are ranked in preference as above. Articles in peer-reviewed journals count more than do book chapters. A book may be substituted for a certain number of journal articles, as specified at the end of this section. Publications resulting from previous tenure-track positions at other institutions are in part considered so long as the candidate maintains the sustained pace, consistency of publications while at UNT, which will be given a primary consideration.

Regarding quantitative expectations, the publication of six to eight articles in peer-reviewed journals is the primary criterion, although not the only one, as some combinations of publication types are permitted. Reaching the minimum quantity of publications does not guarantee tenure. Rather, it qualifies the candidate to be seriously considered for tenure and promotion. A holistic review of the candidate is undertaken, including contribution of the candidate to each multi-authored publication. Priority is in the following order: Single- or first-authorship as coequal, then second-author, and third-and-other-author. The candidate needs to be sole or first-author on at least three publications. Second-authored publications with a graduate student as the lead author may be treated as equivalent to first-authored publications. In the case of multiple authorship, corresponding author in correspondence with a journal or publisher is used as a measure of first authorship. Publications with ten and more co-authors will be considered notes for the purpose of tenure and promotion.

Regarding distinctions of quality among scholarly venues, candidates for promotion and tenure are expected to have two or more of their publications in tier-1 outlets. In making quality distinctions among journals, the following table will be used:

	Sociology Journals	Interdisciplinary Journals
Tier 1	Google h-index > 20 (see Jacobs 2016*) or impact factor > 1.5	Impact factor > 2
Tier 2	Google h-index between 15-19; impact factor 1-1.4	impact factor between 1.5-1.9
Tier 3	Google h-index < 15; impact factor < 1 or no impact factor	impact factor < 1.5 or no impact factor

*Jacobs, Jerry. "Journal Rankings in Sociology." *The American Sociologist*, 2016.

In making quality distinctions among scholarly venues for books, the following table will be used:

	Presses
Tier 1	R1 University presses and highly regarded commercial presses
Tier 2	Non-R1 University presses, and other presses that use peer-reviews to guide publication decisions (candidate includes documentation of peer review process in the T & P dossier)
Tier 3	Presses that do not use a peer-reviewed process

Books published with subsidy presses that charge author fees or vanity presses will not count toward tenure and promotion.

In terms of a candidate's overall academic standing, it will be assessed through multiple measures that may include citation counts for candidate's publications; the impact factors of journals in which the candidate has published; and the h-index factor for individual scholars, which draws upon citations of conference presentations, articles in a wide range of journals, and books. Another crucial source for accessing a candidate's overall academic standing is external-reviewer letters. The value of external-reviewer letters lies primarily in a broader reputational approach to assessing visibility of scholars in their primary fields of specialization.

The above criteria permit combinations of publication types. The following examples illustrate, but do not exhaust, what is minimally expected for tenure and promotion to Associate Professor, consistent with the stipulation that at least three journal articles must be single/first-authored (while accounting for books):

- Publication of three single/first-authored full-length articles and three other articles--as opposed to short notes, reviews, technical reports, and the like--during the probationary period. The number of pages and words of articles should conform to particular journal requirements.
- Or publication of three single/first-authored articles, two other articles, and two book chapters or two edited books.
- Or publication of three single/first-authored articles in combination with one book other than doctoral dissertation or master's thesis.
- Or publication of three single/first-authored articles in combination with two book chapters and two edited books.
- Or publication of three single/first-authored articles and one other article or two book chapters in combination with one or more external research grants of a substantial size as Principal Investigator or Co-Principal Investigator (over \$100,000).

- Or publication of three single/first-authored articles and two other articles or three book chapters in combination with one or more external research grants of a minimum size (over \$20,000) as Principal Investigator or Co-Principal Investigator.

B. Teaching

Effective teaching performance is expected and is assessed by multiple measures contained in a teaching portfolio created by the candidate. A complete teaching portfolio must include student evaluations of teaching effectiveness and a statement of teaching philosophy. It may also include peer evaluations, syllabi, class outlines and other materials used in teaching. Candidates for tenure and promotion are also expected to work with students outside of the classroom, such as serving on master's and doctoral committees, assisting and advising students in their research, and providing career guidance.

C. Service

For tenure and promotion, candidates are expected to have served on Departmental, College and/or University committees with a gradual increase during the probationary period, so that the faculty member can demonstrate being an important and contributing member of the academic community. This service includes contributions to the profession, such as manuscript reviewing, participating on grant panels, and/or chairing sessions at professional conferences.

In sum, candidates for tenure and promotion to Associate Professor will be expected to demonstrate a holistic commitment to research/scholarship, teaching and service excellence in accordance with the University's mission. However, research/scholarship excellence will be given a primary emphasis as the most important factor for tenure and promotion consistent with UNT being and aspiring to remain a Tier 1 National Research University.

CRITERIA FOR PROMOTION TO FULL PROFESSOR

Candidates for promotion to Full Professor are expected to fulfill since promotion to Associate Professor a combination of the following criteria.

A. Research

- Publication of articles in peer-reviewed scholarly journals
- Publication of a peer-reviewed book or books by a reputable publisher.
- Publication of chapters in peer-reviewed books and related projects.
- Publication of edited books and related projects.
- Application for and acquisition of external research grants as Principal Investigator or Co-Principal Investigator.
- Other types of relevant scholarly publications contributing to the candidate's national or international standing.

These types of scholarship are ranked in preference as above.

Regarding quantitative expectations, the publication of six to eight articles in peer-reviewed journals since promotion to Associate Professor is the primary criterion, although not the only one, as some combinations of publication types are permitted. Reaching the minimum quantity of publications does not guarantee tenure. Rather, it qualifies the candidate to be seriously considered for promotion. A holistic review of the candidate is undertaken, including contribution of the candidate to each multi-authored publication. Priority is in the following order: Single- or first-authorship as coequal, then second-author, and third-and-other-author. The candidate needs to be sole or first-author on at least four post-tenure publications. Second-authored publications that have a graduate student as the lead author may be treated as equivalent to first-authored publications. In the case of multiple authorship,

corresponding author in correspondence with a journal or publisher is used as a measure of first authorship. Publications with ten and more co-authors will be considered notes for the purpose of promotion. Publications resulting from previous tenured positions at other institutions are in part considered so long as candidates maintain the sustained pace, consistency of publications while at UNT, which will receive a primary consideration.

The preceding criteria allow for combinations of the publication types noted above. The following examples illustrate what is minimally expected for promotion to Professor, consistent with the stipulation that at least four journal articles must be single/first-authored (while accounting for books):

- Publication of four single/first-authored full-length articles and two other articles--as opposed to short notes, reviews, technical reports, and the like--since promotion to Associate Professor. The number of pages and words of articles should conform to particular journal requirements.
- Or publication of four single/first-authored articles, one other article, and two book chapters.
- Or publication of three single/first-authored articles in combination with one single/first-authored book other than doctoral dissertation or master's thesis..
- Or publication of four single/first-authored articles in combination with one other article and two edited books.
- Or publication of four single/first-authored articles in combination with one or more external research grants of a substantial size as Principal Investigator (over \$100,000).
- Or publication of four single/first-authored articles and one other article or two book chapters in combination with one or more external research grants of a minimum size (over \$20,000) as Principal Investigator or Co-Principal Investigator.

Regarding distinctions of quality among scholarly venues, the tables included in the previous section will be used. Candidates for promotion are expected to have two or more of their post-tenure publications in tier-one publication outlets.

Candidates for promotion to Full are evaluated in terms of national and/or international academic reputation. For the purpose of assessing academic reputation, the Google h-index factor for individual scholars will be used in conjunction with the letters of external reviewers. The calculation of the h-index factor for individual scholars draws upon citations of conference presentations, articles in a wide range of journals, and books. The value of the external-reviewer letters lies primarily in a broader reputational approach to assessing visibility of scholars in their primary fields of specialization. Candidates may include other data, such as citation counts for specific publications, in their promotion dossier if they deem the data relevant to assessing academic reputation.

B. Teaching

Teaching performance must be effective as indicated by multiple measures contained in a teaching portfolio. A teaching portfolio must include student evaluations of teaching effectiveness. It may also include peer evaluations, syllabi, class outlines and other materials used in teaching, integration of research and teaching, and recognition of teaching excellence since promotion to Associate Professor. Another expectation for promotion is working with students. Candidates seeking promotion to Full are expected to have taken a greater mentorship role with graduate students, including chairing master's and doctoral committees as well as serving as such committees, and assisting or advising students in their research and career.

C. Service

Expected service involves, at the minimum, sustained membership on several Departmental or

College or University committees, in general proportionately to the number of research and teaching activities and capacities, since promotion to Associate Professor. The expectation is that the candidate will have taken on enhanced leadership roles, including service as a journal reviewer, journal editor, member of an editorial board, an officer in a regional, national, or international scholarly organization, and membership on grant panels.

In sum, candidates for promotion to Full Professor will be expected to demonstrate a holistic commitment to research/scholarship, teaching and service excellence in accordance with the University's mission. However, research/scholarship excellence will be given a primary emphasis as the most important factor for promotion to Full Professor consistent with UNT being and aspiring to remain a Tier 1 National Research University.

ALIGNMENT WITH THE UNIVERSITY'S REVISIONS

Policies and Procedures Regarding Recommendations for Promotion and Tenure

The maximum probationary period for a faculty member appointed as an Assistant Professor is the equivalent of six (6) years of full-time service. The sixth year will normally be the mandatory tenure-review year, except in extraordinary circumstances in which a candidate for tenure and promotion may be reviewed early in the probationary period or may request that the probationary period be extended, as stated in University Policy 06.004.

The Department will review annually all tenure-track faculty members during their probationary period and provide a written evaluation on the three (3) areas of teaching, scholarship and service, specifically addressing progress toward tenure. The reappointment review must be in accordance with applicable UNT policies (06.007, Annual Review; 06.035, Academic Freedom and Academic Responsibility; 06.027, Academic Workload).

The third-year reappointment review is a more extensive and intensive review that includes the Department, College, and Provost, but without external review letters. Each eligible tenured faculty member in the Department will vote whether to recommend the probationary faculty member for reappointment in the third year and each year thereafter pursuant to University Policy 06.004.

The Department elects a review committee, the Personnel Affairs Committee (PAC), for the purpose of annual merit reviews, reappointment, tenure, and promotion. For the purpose of tenure and promotion to Associate Professor, the committee shall consist of all eligible faculty members within the Department, namely tenured faculty. For the purpose of promotion to Professor, the committee shall consist of no fewer than five (5) and no more than all eligible faculty members within the Department pursuant to University Policy 06.004. If the Department does not have the sufficient number of Professors for a review committee, it will identify, with assistance from and consent of the Dean, Professors from outside of the Department to serve on its review committee pursuant to University Policy 06.004.

TENURE AND/OR PROMOTION TO ASSOCIATE PROFESSOR

Only tenured faculty members may serve on the committee when evaluating probationary faculty pursuant to University Policy 06.004.

PROMOTION TO PROFESSOR

Only Professors may serve on the committee when considering candidates for promotion to Professor pursuant to University Policy 06.004.

THE PEER REVIEW PROCESS

Annual peer reviews provide a cumulative record and meet other objectives as stated by University Policy 06.007. The elected Department Personnel Affairs Committee (PAC) and Department Chair will review all full-time faculty annually. The PAC and Department Chair will assess faculty performance within the context of a comprehensive 3-year window. The PAC shall consist of no fewer than three faculty members pursuant to University Policy 06.007. Only tenured faculty may develop and approve criteria and procedures for review of tenured faculty pursuant to University Policy 06.007.

**GUIDELINES AND STANDARDS FOR ANNUAL REVIEW OF PROFESSORS
DEPARTMENT OF SPANISH
UNIVERSITY OF NORTH TEXAS**

These guidelines are based on and informed by UNT Policy 06.007 Annual Review and 06.014 Evaluating Tenured Faculty.

I. Guidelines and Standards for the Evaluation of Teaching, Scholarship, and Service

Since the lists of activities to be considered in each of the three areas of evaluation below are not intended to be exhaustive, it is recognized that relevant contributions in the areas of teaching, scholarship, and service may take other forms as well. It should also be noted that the various examples are not necessarily listed in order of significance. Each contribution must be judged on its own merit.

A. Evaluation of Teaching

Evaluation of teaching must address the quality of instruction, the faculty member's interaction with students, and/or the students' learning and achievement, and must be based on student evaluations (quantitative/qualitative), peer evaluations by the PAC (Personnel Affairs Committee), nomination and reception of teaching awards, and an examination of instructional materials. Faculty members will need to supply course syllabi and examination samples for each course taught.

Bases for the evaluation of teaching may further include, but are not limited to, the following instructional activities:

- Level, number, and variety of courses taught, including special circumstances
- Coordination and/or supervision of teaching assistants and/or teaching fellows, with due consideration given to the special demands and responsibilities of the job.
- Developing Internet courses or Internet-supported courses approved by the Center for Learning Enhancement, Assessment, and Redesign (i.e., 50% or more on line)
- Serving as M.A. thesis committee director or member
- Teaching-related grants
- Course and curriculum development
- Teaching-related professional development

B. Evaluation of Scholarship

The scholarly journal, scholarly book publisher or book chapter in edited collections must have a peer-review process in place. For journal articles, the faculty must provide proof of peer review procedure by using reliable databases such as the MLA Directory of Periodicals or simply providing actual external reviews. For book publications, a contract and proof of peer review process (e.g. external reviews) must be provided as evidence of the peer-review process. Publications will not count if no peer-review process is used by the publisher or that the peer-review process does not include reviews by external reviewers.

B.1 Quality of Scholarly Journals

The quality of peer-reviewed journal publications will be determined by their acceptance rate or Google Scholar Index as follows:

Tier 1: acceptance rate 20% and lower or a Journal H-Index of 5 and higher

Tier 2: acceptance rate between 21% and 40% or a Journal H-Index of 3 or 4

Tier 3: acceptance rate higher than 41% or a Journal H-Index between 1 and 2

Journal acceptance rates must be verified by reputable data bases such as the MLA Directory of Periodicals, or through an official letter from a journal editor. The journal's H-Index must be also verified by the information available at www.scholar.google.com or www.scimagoir.com. If the acceptance rate information or the H-Index is not available for a journal, the chair or the PAC will determine the journal's tier based on the documentation provided by the faculty regarding the peer-review process of the publication/s being considered.

The following factors are also critical in determining the quality of a journal publication:

1. The editor-in-chief of the scholarly journal has a reputation as an expert in his/her field.
2. The scholarly journal has an editorial board composed primarily of recognized academic professionals
3. Leading scholars in the field publish in this journal

B.2 Quality of Book Publications

Books presented for tenure and promotion must be published by a highly reputable university or non-university book publisher in the U.S. or abroad that is recognized nationally and/or internationally as a source of respectable research or, in the case of creative books, by a reputable publisher or the reputation of other known authors published in a given venue. Books published by pay-to-publish vanity presses will not be considered. Occasionally, subvention fees are requested by even reputable publishers and this acceptable.

B.3 Quality of Book Chapters

Book chapters in edited collections must have undergone a thorough peer-review process and faculty must provide evidence of this through copies of peer-review feedback from the editor, the publisher or both. A statement of the peer-review process must also be clearly stated on the publisher's website or in printed format.

All electronic or open-access digital scholarship must have also gone through the same thorough peer-review process and faculty members must provide evidence through copies of peer-review feedback from the editor, the publisher or both.

Role in Collaborative/Interdisciplinary Publications

1. Faculty members who engage in collaborative/interdisciplinary work resulting in multi-authored publications must explain their role in terms of percentage of work performed in each collaborative project.
2. Serving as the Principal Investigator of a study or serving as the lead author of a grant project are possible ways to demonstrate a leadership role in collaborative/interdisciplinary work that results in co-authored publications.
3. Collaborative/interdisciplinary work resulting in co-authored publications with students is recognized as an important part of mentoring future teachers/scholars.

Examples of Scholarship

Typical areas of scholarship for faculty comprise six broad, slightly overlapping categories: analytical research, critical theory, translation, creative writing, linguistic studies and pedagogical studies. Venues include traditional as well as electronic ones that adhere to standards outlined above.

Primary published scholarship includes, but is not limited to, the following:

- Peer-reviewed single-author book-length monograph
- Peer-reviewed articles and essays
- Peer-reviewed scholarly book (e.g., collection of edited essays, critical edition of an important work of literature, etc.)
- Peer-reviewed book chapters

Secondary forms of scholarship that have less weight include, but are not limited, to the following:

- Entry in a work of reference (e.g., encyclopedia)
- Editorial work involving scholarly publications
- Book review in a scholarly or creative journal
- Research-related grants
- Invited keynote address at professional conferences
- Presenting scholarly papers or workshops at professional conferences

Creative activities include but are not limited to:

- Published book-length original work of fiction
- Published short stories, poetry or plays in reputable journals or books
- Original film or documentary premiered at national or international festivals
- Public readings of original work
- Commissions of one's original work

C. Evaluation of Service

The Department of Spanish considers service to the department, as well as the university and the profession, to be an important component of a faculty member's duties to the department and the institution. Service- and engagement-related activities include, but are not limited to, the following:

- Department Chair, Associate Chair, Undergraduate/Graduate Advisor, Language Coordinator, etc.
- Committee participation at the level of the University, College, Department, or national/international professional organization
- Club, group, or honor society officer, organizer, or sponsor (any area noted above)
- Organizing guest lectures (any area noted above)
- Evaluation of program or department (other than self-assigned)
- Liaison with other department (other than self-assigned)
- Reviewing manuscripts
- Organizer, chair, secretary, or facilitator of a session/workshop at a conference or professional meeting
- Initiates and/or directs a Study Abroad program
- Contests/fairs/festivals (planning, participation, attendance)
- Securing outside funding for student scholarships/fellowships/assistantships, endowments, and special projects
- Representing the department and university in professional organizations in public-facing capacities

II. Procedures

1. PAC members review files and rate independently with scores (round numbers) from 0 to 10 for teaching and service, according to the departmental evaluation rubrics
2. PAC members average their scores in each of the two categories for each professor in order to produce the committee's average score between 0 and 10 for each of the two categories.
3. PAC members prepare a memo to the Department Chair as a recommendation including the committee's average score for each of the three categories and a list of each professor's main accomplishments during the review period and upload it to FIS.

4. After taking into consideration the recommendation of the PAC, the Department Chair will determine the final score in teaching, research and service for each professor and upload it to FIS. Each score will be multiplied by the relevant workload percentage and added to produce the overall score (0-10), which will be converted to a level (see table below).

Level 1	10.0 – 9.0 Exceptional/Excellent
Level 2	8.9-8.0 Very Good
Level 3	6.0-7.9 Satisfactory
Level 4	3.0-5.9 Unsatisfactory
Level 5	0-2.9 Poor

5. Once the Department Chair has distributed annual performance reviews to all professors, a minimum of five (5) business days will be given for professors to submit an appeal of the annual performance review to the Department Chair.

6. The Department Chair will notify the PAC of all appeals in order for the PAC and the Chair to review the appeals together and to determine whether or not a change of score or level is appropriate.

7. After the appeal process has been completed, the Department Chair will send the final list of levels and/or scores to the Office of the Dean.

N.B. : During the first year of service, newly hired tenure-track faculty are rated as “average” in the department.

III. Guidelines and Standards for Re-appointment of tenure-track faculty during probationary period

Early in the fall semester of a tenure-track faculty member’s first year, the Department Chair will direct the faculty member toward the UNT websites containing documents that are pertinent to the tenure and promotion process. These documents include:

- *Guidelines for Documentation of Promotion and/or Tenure Cases* of the College of Liberal Arts and Social Sciences
- *Guidelines and Standards for Tenure and Promotion* of the Department of Spanish
- *Curriculum Vitae Template* (Arts and Humanities, Sciences, or Social Sciences) of the College of Arts & Sciences
- the most recent version of the College of Liberal Arts and Social Sciences Calendar;

The faculty member will sign a form acknowledging receipt of the documents listed above and/or website addresses for the documents listed above.

The purpose of reappointment reviews during the probationary period is to determine whether or not tenure-track faculty members are making sufficient progress toward tenure. At the same time, reappointment reviews serve as a way for the Personnel Affairs Committee and/or the Department Chair to provide faculty members with guidance during the probationary period.

All junior faculty shall be reviewed annually during the probationary period. Under normal circumstances, this review is only forwarded to College PAC, the Dean and the Provost for action during the third year (mid-term) and the sixth year (tenure/promotion) of the probationary period.

According to University Policy 06.004 third-year reappointment review is “a more extensive and intensive review that includes the unit, the college, and the provost, but without external letters”. The third-year reappointment review takes place at the beginning of the faculty member’s third year in the department.

Faculty members (i.e. assistant professors) must upload to FIS by the given deadline the following documents and information for the third-year (or mid-term) review dossier:

- Curriculum Vitae (based on the appropriate template provided by the College of Liberal Arts and Social Sciences)
- Self-evaluation, contextual narrative overview of research, teaching, and service (maximum 750 words)
- Department of Spanish’s tenure and promotion criteria for professors (this document)
- Where applicable statement on Multi-Authorship (1-page maximum)
- Table of Contents of Supplemental Materials
- Any other documentation or information requested by the University, the College, the Department Chair, or the departmental Personnel Affairs Committee

The departmental Review for Promotion and Tenure Committee (RPTC) will evaluate the candidate and upload to FIS their independent evaluation of the candidate and include a vote count (Yes, No, Abstention) of all committee members.

IMPORTANT: As per University Policy 06.004 all “eligible tenured faculty members in the unit will vote whether to recommend the probationary faculty member for reappointment in the third year and each year thereafter”. All tenured faculty members (except for the chair) will serve on the RPTC in evaluating the third-year review candidate and all will vote in favor or against the approval of the assistant professor’s progress towards tenure in their third-year review and each year thereafter until he/she achieves tenure.

Then the Chair will upload to FIS:

- Cumulative results of annual evaluations

- Summary evaluation of teaching effectiveness
- Recommendation of Chair

All junior faculty during the probationary period will be assigned a mentor with whom he/she will meet regularly to receive advice and gauge progress towards third-year review and eventual achievement of tenure in the sixth year. It is also incumbent upon the junior faculty to regularly attend workshops on tenure and promotion given by the college and the university to be well-informed about practices and policies and changes in the same.

GUIDELINES AND STANDARDS FOR TENURE AND PROMOTION OF PROFESSORS
TENURE AND PROMOTION OF PROFESSORS
DEPARTMENT OF SPANISH
UNIVERSITY OF NORTH TEXAS

These guidelines and standards for the evaluation of professors apply to reappointment review, tenure/promotion review, and post-tenure review.

These guidelines are based on and informed by UNT Policies 06.004 Faculty Reappointment, Tenure, and Promotion, 06.007 Annual Review and 06.014 Evaluating Tenured Faculty.

I. Guidelines and Standards for the Evaluation of Teaching, Scholarship, and Service

Since the lists of activities to be considered in each of the three areas of evaluation below are not intended to be exhaustive, it is recognized that relevant contributions in the areas of teaching, scholarship, and service may take other forms as well. It should also be noted that the various examples are not necessarily listed in order of significance. Each contribution must be judged on its own merit.

A. Evaluation of Teaching

Evaluation of teaching must address the quality of instruction, the faculty member's interaction with students, and/or the students' learning and achievement, and must be based on student evaluations (quantitative/qualitative), peer evaluations by the PAC (Personnel Affairs Committee), nomination and reception of teaching awards, and an examination of instructional materials. Faculty members will need to supply course syllabi and examination samples for each course taught.

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B. Evaluation of Scholarship

The scholarly journal, scholarly book publisher or book chapter in edited collections must have a peer-review process in place. For journal articles, the faculty must provide proof of peer review procedure by using reliable databases such as the MLA Directory of Periodicals or simply providing actual external reviews. For book publications, a contract and proof of peer review process (e.g. external reviews) must be provided as evidence of the peer-review process. Publications will not count if no peer-review process is used by the publisher or that the peer-review process does not include reviews by external reviewers.

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The following factors are also critical in determining the quality of a journal publication:

1. The editor-in-chief of the scholarly journal has a reputation as an expert in his/her field.
2. The scholarly journal has an editorial board composed primarily of recognized academic professionals
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B.2 Quality of Book Publications

Books presented for tenure and promotion must be published by a highly reputable university or non-university book publisher in the U.S. or abroad that is recognized nationally and/or internationally as a source of respectable research or, in the case of creative books, by a reputable publisher or the reputation of other known authors published in a given venue. Books published by pay-to-publish vanity presses will not be considered. Occasionally, subvention fees are requested by even reputable publishers and this acceptable.

B.3 Quality of Book Chapters

Book chapters in edited collections must have undergone a thorough peer-review process and faculty must provide evidence of this through copies of peer-review feedback from the editor, the publisher or both. A statement of the peer-review process must also be clearly stated on the publisher's website or in printed format.

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Role in Collaborative/Interdisciplinary Publications

1. Faculty members who engage in collaborative/interdisciplinary work resulting in multi-authored publications must explain their role in terms of percentage of work performed in each collaborative project.
2. Serving as the Principal Investigator of a study or serving as the lead author of a grant project are possible ways to demonstrate a leadership role in collaborative/interdisciplinary work that results in co-authored publications.
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Secondary forms of scholarship that have less weight include, but are not limited, to the following:

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- Editorial work involving scholarly publications
- Book review in a scholarly or creative journal
- Research-related grants

- Invited keynote address at professional conferences
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- Published book-length original work of fiction
- Published short stories, poetry or plays in reputable journals or books
- Original film or documentary premiered at national or international festivals
- Public readings of original work
- Commissions of one's original work

C. Evaluation of Service

The Department of Spanish considers service to the department, as well as the university and the profession, to be an important component of a faculty member's duties to the department and the institution. Service- and engagement-related activities include, but are not limited to, the following:

- Department Chair, Associate Chair, Undergraduate/Graduate Advisor, Language Coordinator, etc.
- Committee participation at the level of the University, College, Department, or national/international professional organization
- Club, group, or honor society officer, organizer, or sponsor (any area noted above)
- Organizing guest lectures (any area noted above)
- Evaluation of program or department (other than self-assigned)
- Liaison with other department (other than self-assigned)
- Reviewing manuscripts
- Organizer, chair, secretary, or facilitator of a session/workshop at a conference or professional meeting
- Initiates and/or directs a Study Abroad program
- Contests/fairs/festivals (planning, participation, attendance)
- Securing outside funding for student scholarships/fellowships/assistantships, endowments, and special projects
- Representing the department and university in professional organizations in public-facing capacities

II. Guidelines and Standards for Re-appointment of tenure-track faculty during probationary period

Early in the fall semester of a tenure-track faculty member's first year, the Department Chair will direct the faculty member toward the UNT websites containing documents that are pertinent to the tenure and promotion process. These documents include:

- *Guidelines for Documentation of Promotion and/or Tenure Cases* of the College of Liberal Arts and Social Sciences
- *Guidelines and Standards for Tenure and Promotion* of the Department of Spanish
- *Curriculum Vitae Template* (Arts and Humanities, Sciences, or Social Sciences) of the College of Arts & Sciences
- the most recent version of the College of Liberal Arts and Social Sciences Calendar;

The faculty member will sign a form acknowledging receipt of the documents listed above and/or website addresses for the documents listed above.

The purpose of reappointment reviews during the probationary period is to determine whether or not tenure-track faculty members are making sufficient progress toward tenure. At the same time, reappointment reviews serve as a way for the Personnel Affairs Committee and/or the Department Chair to provide faculty members with guidance during the probationary period.

All junior faculty shall be reviewed annually during the probationary period. Under normal circumstances, this review is only forwarded to College PAC, the Dean and the Provost for action during the third year (mid-term) and the sixth year (tenure/promotion) of the probationary period.

According to University Policy 06.004 third-year reappointment review is “a more extensive and intensive review that includes the unit, the college, and the provost, but without external letters”. The third-year reappointment review takes place at the beginning of the faculty member’s third year in the department.

Faculty members (i.e. assistant professors) must upload to FIS by the given deadline the following documents and information for the third-year (or mid-term) review dossier:

- Curriculum Vitae (based on the appropriate template provided by the College of Liberal Arts and Social Sciences)
- Self-evaluation, contextual narrative overview of research, teaching, and service (maximum 750 words)
- Department of Spanish’s tenure and promotion criteria for professors (this document)
- Where applicable statement on Multi-Authorship (1-page maximum)
- Table of Contents of Supplemental Materials
- Any other documentation or information requested by the University, the College, the Department Chair, or the departmental Personnel Affairs Committee

The departmental Review for Promotion and Tenure Committee (RPTC) will evaluate the candidate and upload to FIS their independent evaluation of the candidate and include a vote count (Yes, No, Abstention) of all committee members.

IMPORTANT: As per University Policy 06.004 all “eligible tenured faculty members in the unit will vote whether to recommend the probationary faculty member for reappointment in the third year and each year thereafter”. All tenured faculty members (except for the chair) will serve on the RPTC in evaluating the third-year review candidate and all will vote in favor or against the approval of the assistant professor’s progress towards tenure in their third-year review and each year thereafter until he/she achieves tenure.

Then the Chair will upload to FIS:

- Cumulative results of annual evaluations
- Summary evaluation of teaching effectiveness
- Recommendation of Chair

All junior faculty during the probationary period will be assigned a mentor with whom he/she will meet regularly to receive advice and gauge progress towards third-year review and eventual achievement of tenure in the sixth year. It is also incumbent upon the junior faculty to regularly attend workshops on tenure and promotion given by the college and the university to be well-informed about practices and policies and changes in the same.

III. Promotion to Associate Professor and the Granting of Tenure

The guidelines, standards, and procedures provided in this document are intended to supplement those issued by the Board of Regents, the University (see pertinent sections of the UNT Policy Manual), and the College of Liberal Arts and Social Sciences (see the *CLASS Guidelines for Documentation of Promotion and/or Tenure Cases*). University and College guidelines take precedence in case of conflict.

Achievement in only one of the areas of evaluation will not ordinarily suffice for tenure and/or promotion, as explained in UNT Policy 06.004.

For promotion to tenure, the Department of Spanish requires excellent contributions in all three areas of evaluation: teaching and teaching-related activities, scholarly accomplishments, and service. Sustained excellence is required in the areas of teaching and scholarly/professional accomplishments along with effective service.

Faculty members in the Department of Spanish must remain current in their area(s) of expertise, must demonstrate high standards of quality of instruction. As stated in the section on “Defining Good Teaching” of the ADFL’s *Guidelines on the Administration of Foreign Language Departments*, “A good teacher recognizes that students learn by hearing the foreign language spoken well and by reading authentic texts, as well as by communicating with others in the foreign language, both orally and in writing. Practice in using the productive and receptive skills

should be an integral part of every course taught in a foreign language, including those that focus on literature or culture” (https://www.adfl.org/resources/resources_practice.htm).

The Department of Spanish expects a candidate for tenure to have demonstrated excellent scholarly and professional growth throughout the probationary period. Faculty may opt for the publication of a single-authored book-length monograph, a collection of journal articles and book chapters or a combination of all three. In any case, the total number of published words in well-regarded peer-reviewed venues (e.g. books, journal articles, book chapters, etc.) must equal or surpass 65,000 words.

Contributions by multiple authors or editors shall be evaluated according to the percentage of the work done by each and the word count will count accordingly. In cases where one author/editor bears a larger percentage of the work then corroboration in writing by the co-authors/co-editors in question should be provided. Important: only primary scholarship as defined under the “Evaluation of Scholarship” section above (p. 3) will be included in the total published word count.

All guidelines listed in this document for peer-reviewed publications must be fulfilled for all scholarly output to be considered for promotion to Associate Professor.

Also, a faculty member during the probationary period must have published or have accepted at least two journal articles before his/her third-year review or must have received a positive feedback from a publisher about his/her book proposal that includes at least two book chapters. For tenure and promotion to Associate Professor, a candidate’s scholarly accomplishments must be recognized beyond the local level.

A candidate for tenure and/or promotion in the Department of Spanish must demonstrate a willingness to accept service assignments. Relevant service activities may occur in any one or any combination of the following areas: the profession, the discipline, the University, the College, the Department, or the community clearly related to the previously stated areas. The candidate must also demonstrate the ability to perform assigned activities expeditiously and correctly, and to work harmoniously with others involved in the task at hand.

Consideration of promotion to the rank of Associate Professor and a decision regarding tenure, except in unusual cases, will be made concurrently. Therefore, the criteria for promotion regarding teaching/teaching-related activities, scholarship activities, and service are the same as those for tenure decisions. Standards for documentation and evidence to support promotion are the same as those to support tenure.

Candidates for tenure and promotion to Associate Professor will also be evaluated according to University Policy 06.004, which also outlines procedures for cases of denial of reappointment during the probationary period, tenure and promotion.

IV. Promotion to Professor

According to University Policy 06.004, "an associate professor may undergo the promotion process when, in consultation with the unit administrator and/or unit review committee chair, the faculty member believes his/her record warrants consideration for promotion. If unsuccessful, the candidate may repeat the process".

The promotion of an Associate Professor to the rank of Professor in the Department of Spanish is based on the scholarly work and achievements of the faculty member since promotion or appointment to the rank of Associate Professor. Faculty may opt for the publication of a single-authored book-length monograph, a collection of journal articles and book chapters or a combination of all three. In any case, the total number of published words in well-regarded peer-reviewed venues must equal or surpass 75,000 words.

Contributions by multiple authors or editors shall be evaluated according to the percentage of the work done by each and the word count will count accordingly. In cases where one author/editor bears a larger percentage of the work then corroboration in writing by the co-authors/co-editors in question should be provided.

All guidelines listed in this document for peer-reviewed publications must be fulfilled for all scholarly output to be considered for promotion to Full Professor. In addition, the candidate for promotion to Professor must have applied for at least one major internal or external research fund since tenure even if it was not obtained. For promotion to Professor, the candidate's scholarship should have earned national or international recognition.

Although the department places a high value on scholarship for promotion to Full Professor, it expects demonstrated consistent quality in teaching and major service activities at the departmental and university levels during time-in-rank as Associate Professor. Service to the profession is also an important component. Service activities to the profession, particularly the leadership roles in scholarly communities, are also an important component. Such roles include, but are not limited to, organizing professional conferences/symposia/workshops, initiating/participating in academic forums, collaborating and/or initiating projects with leading scholars, serving on professional organizations and/or journals, evaluating tenure and/or promotion files for other universities, reviewing manuscripts for major journals and book publishers, etc.

Standards for documentation and evidence to support promotion are the same as those to support tenure.

Candidates for promotion to Professor will also be evaluated according to UNT Policy 06.004.

V. Procedures for the Tenure/Promotion Process

1. In the spring semester preceding the fall semester in which the faculty plans to apply for tenure or promotion, he/she will provide the chair with at least 5 names of suggested outside reviewers for his/her tenure or promotion case. The candidate must not have any personal relationship with any suggested outside reviewers. The faculty member may also include names of outside reviewers not to be invited. The chair will also solicit 5 names of outside reviewers from the PAC as well as come up with five of his/her own. The chair will consult this list of 15 names when contacting outside reviewers for the tenure/promotion case and obtain at least one reviewer from each list. For both tenure and promotion at least 5 outside reviewers' letters will need to be on file. According to UNT Policy 06.004 outside reviewers "must hold the rank at or above the rank to which the candidate aspires or have demonstrably equivalent qualifications and position in non-academic organizations". Thus, for promotion to Associate Professor outside reviewers must at the least be Associate Professors themselves, or Full Professors. For promotion to Full Professor, outside reviewers must be Full Professors.
2. By the month of May preceding the fall semester in which the faculty plans to apply for tenure or promotion he/she will have to upload to FIS:
 - Curriculum Vitae (based on the template provided by the College of Liberal Arts and Social Sciences)
 - Self-evaluation, contextual narrative overview of research, teaching, and service (maximum 750 words)
 - Department of Spanish's Promotion & Tenure policy (this document)
 - Where necessary, a statement on Multi-Authorship (1-page maximum)
 - Table of Contents of Supplemental Materials (see 4 below)
 - Any other documentation or information requested by the University, the College, the Department Chair, or the departmental Personnel Affairs Committee.
3. In addition, the candidate must upload to FIS all relevant publications and documentation of scholarly activities.
4. In the summer preceding the fall semester in which the faculty member plans to apply for tenure or promotion the chair will send to all outside reviewers the following: the candidate's CV, personal narrative, all publications and the department's Promotion and Tenure policy (this document). The chair will ask the outside reviewers to evaluate the tenure/promotion case based on the publication record and the department's guidelines.
5. At the beginning of the fall semester in which the faculty member is applying for tenure/promotion the chair will upload to FIS:
 - Cumulative results of annual evaluations
 - Summary evaluation of teaching effectiveness
 - At least 5 external referee letters (all referee letters received must be included)

- External referee information and CV's

The departmental RPTC will evaluate the candidate's files. In cases of tenure all tenured faculty will participate in the evaluation process and vote on the case. In cases of promotion only full professors may serve on the RPTC. The RPTC will include a vote count in their evaluation letter (Yes, No, Abstention).

Then the chair will prepare his/her evaluation of the candidate and upload it to FIS.

All college and university deadlines will be followed. In case of any negative recommendations at any stage, procedures outlined in UNT Policy 06.004 will be followed.

Candidates for tenure and/or promotion are strongly encouraged to attend—as often as possible—the workshops for tenure and/or promotion candidates organized by the department, the Office of the Dean, and the Office of the Provost and Vice President for Academic Affairs. This is especially important during the academic year preceding the year when the dossier will be reviewed in order to have the most current information about guidelines, standards, and procedures.

The procedures outlined above (in section V.) are identical for probationary faculty going up for third year review (at the beginning of their third academic year) with the exception of the 5 outside reviewers who will not be needed.

VII. Post-Tenure Review of Faculty

In accordance with University Policy 06.014, all tenured faculty will be evaluated during "the annual performance evaluation [which] covers the same three-year period as other faculty evaluations".

If a tenured faculty member receives an "unsatisfactory" yearly evaluation from the PAC and chair, he/she will be required to enter a "Professional Development Program", as clearly outlined by UNT Policy 06.014

(The May 1, 2018 version of this document was amended and approved by all tenured and tenure-track Spanish faculty on October 26, 2018 as reflected in this version.)

**GUIDELINES AND STANDARDS FOR ANNUAL PERFORMANCE REVIEW
& PROMOTION OF LECTURERS
DEPARTMENT OF SPANISH
UNIVERSITY OF NORTH TEXAS**

These guidelines and standards apply to annual performance and reappointment and promotion review of lecturers in the Department of Spanish

I. Guidelines and Standards for the Evaluation of Teaching and Service

Since the lists of activities to be considered in each of the areas of evaluation below are not exhaustive, it is recognized that relevant contributions in the areas of teaching and service may take other forms as well. It should also be noted that the various examples are not listed in order of significance. Each contribution will be judged on its own merit.

A. Evaluation of Teaching

Evaluation of teaching must address the quality of instruction, the faculty member's interaction with students, and/or the students' learning and achievement, and must be based on student evaluations (quantitative/qualitative), peer evaluations, nomination and reception of teaching awards, and an examination of instructional materials. Faculty members will need to supply course syllabi and examination samples for each course taught.

Bases for the evaluation of teaching may further include, but will not be limited to, the following instructional activities:

- Level, number, and variety of courses taught, including special courses
- Developing Internet courses or Internet-supported courses approved by the Center for Learning Enhancement, Assessment, and Redesign (i.e., 50% or more on line)
- Teaching-related grants
- Course and curriculum development
- Teaching-related professional development

B. Evaluation of Service

Service-related activities include, but are not limited to, the following:

- Special functions (e.g., scheduling classes, advising, coordination, mentoring, etc.)
- Coordination and/or supervision of teaching assistants and/or teaching fellows, with due consideration given to the special demands and responsibilities of the job.

- Committee participation at the level of the University, College, Department, or national/international professional organization
- Club, group, or honor society officer, organizer, or sponsor
- Organizing guest lectures and/or other departmental events
- Liaison with other department, i.e. mentoring across disciplines
- Organizer, chair, secretary, or facilitator of a session/workshop at a conference or professional meeting
- Initiating and directing a Study Abroad program
- Contests/fairs/festivals (planning, participation, attendance)
- Securing outside funding for student scholarships/fellowships/assistantships, endowments, and special projects

II. Annual Performance Review

A. Guidelines

The guidelines and procedures provided below are designed to reflect and elaborate upon established University, College, and Department policies, especially University Policy 06.007 “Annual Review”, according to which “Annual reviews provide an assessment of the quality of a faculty member’s contributions in teaching, scholarship, and service and are used to determine merit, review of tenured faculty, and other purposes as required by unit guidelines or university policy”. However, Spanish lecturers will not be evaluated on scholarship but only on teaching and service.

Some basic principles to highlight in University Policy 06.007 are:

1. “An elected review committee and chair will review all full-time faculty annually”
2. All full-time faculty will be evaluated “within the context of a comprehensive 3-year window, with no single year having more weight than the other two”
3. “The results of the annual review will be used, as appropriate, for reappointment reviews” in the case of lecturers
4. “Each department shall have approved guidelines for determining which activities fulfill its mission in teaching, scholarship and service”; the Department of Spanish has a specific set of evaluation rubrics (see Appendix) to be used in the annual evaluations.
5. “The review committee must consist of no fewer than three, and up to all, eligible faculty members. The composition of the review committee should be determined according to guidelines established by the unit”
6. “The annual review will be based on contributions that are documented and/or can be verified, rather than anecdotal information”
7. “The peer review committee and chair will provide the faculty member a written evaluation using the unit’s documented procedures”

The two areas in which Spanish lecturers will be evaluated are teaching and service. Percentages for the areas considered are determined by the faculty workload documents that have been submitted to and approved by the Department Chair.

It is to be understood that the quality as well as the quantity of the contributions will be considered.

Insofar as possible, the Lecturers Affairs Committee (LAC) will base its evaluations on objective evidence. Such evidence must include the information provided in the Faculty Annual Update and/or Faculty Information System (FIS), summary of SPOT teaching evaluation scores for the 3-year window under evaluation and carefully documented evidence of accomplishments in the areas of teaching and service. The LAC will use the departmental evaluation rubrics to carry out annual evaluations of fellow faculty members.

B. Procedures

1. LAC members review files and rate independently with scores (round numbers) from 0 to 10 for teaching and service, according to the departmental evaluation rubrics
2. LAC members average their scores in each of the two categories for each lecturer in order to produce the committee's average score between 0 and 10 for each of the two categories.
3. LAC members prepare a memo to the Department Chair as a recommendation including the committee's average score for each of the two categories and a list of each lecturer's main accomplishments during the review period.
4. After taking into consideration the recommendation of the LAC, the Department Chair will determine the final score in teaching and service for each lecturer. Each score will be multiplied by the relevant workload percentage and added to produce the overall score (0-10), which will be converted to a level (see table below).

Level 1	10.0 – 9.0 Exceptional/Excellent
Level 2	8.9-8.0 Very Good
Level 3	6.0-7.9 Satisfactory
Level 4	3.0-5.9 Unsatisfactory
Level 5	0-2.9 Poor

5. Once the Department Chair has distributed annual performance reviews to all lecturers, a minimum of five (5) business days will be given for lecturers to submit an appeal of the annual performance review to the Department Chair.

6. The Department Chair will notify the LAC of all appeals in order for the LAC and the Chair to review the appeals together and to determine whether or not a change of score or level is appropriate.
7. After the appeal process has been completed, the Department Chair will send the final list of levels and/or scores to the Office of the Dean.

C. Note Regarding New Faculty Members

During the first year of service, newly hired faculty are rated as average in the department.

III. Guidelines and Standards for Re-appointment and Promotion of Lecturers

As per UNT Policy 06.005 “Non-Tenure Track Faculty Reappointment and Promotion”, lecturers shall be evaluated annually according to university and departmental guidelines (outlined above). Also, “Lecturers may be appointed to an initial term of up to three (3) years, and senior and principal lecturers up to five (5) years. Nevertheless, “Multi-year appointments are reviewed annually for continued employment and are subject to non-renewal at the sole discretion of the university at the end of each year. Notification of intention not to renew a multiple-year appointment will be provided upon completion of the annual review process or no later than the first business day two months prior to completion of the contract term”.

As per UNT Policy 06.005, the review committee for the promotion of a non-tenure track faculty member (i.e. lecturer) “must consist of no fewer than five (5) and no more than all eligible faculty members within a unit. Tenure-track and non-tenure track faculty may serve on the review committees, except that non-tenure track faculty must have a higher rank than the faculty member whose personnel action is being considered”.

For eligibility to promotion of a Spanish lecturer, the Department of Spanish will strictly follow UNT Policy 06.005:

1. For promotion from Lecturer to Senior Lecturer: The candidate must have served at least three (3) consecutive years in the rank of lecturer and proven to have excellent teaching and service contributions to the department as determined by the department’s evaluation rubrics.
2. For promotion from Senior Lecturer to Principal Lecturer: The candidate must have served at least five (5) consecutive years of college-level teaching including at least three (3) years in the rank of lecturer and proven to have excellent and sustained teaching and service contributions to the department as determined by the department’s evaluation rubrics.
3. In both instances experience previous to UNT may count towards promotion.

Lecturer candidates for promotion are strongly encouraged to attend—as often as possible—the workshops for lecturer promotion candidates organized by the department, the Office of the Dean, and the Office of the Provost and Vice President for Academic Affairs. This is

especially important during the academic year preceding the year when the dossier will be reviewed in order to have the most current information about guidelines, standards, and procedures.

Spanish lecturers must upload to FIS the following:

- Curriculum Vitae (based on the appropriate template provided by the College of Liberal Arts and Social Sciences)
- Self-evaluation, contextual narrative overview of teaching and service (maximum 750 words)
- Department of Spanish's lecturer promotion criteria (this document)
- Dossier of all relevant documentation of teaching and service activities in support of the application for promotion
- Any other documentation or information requested by the University, the College, the Department Chair, or the departmental Lecturers Affairs Committee.

The LAC will upload to FIS their recommendation

The Chair will upload to FIS:

- Cumulative results of annual evaluations
- Summary evaluation of teaching effectiveness
- Recommendation of Chair

The Chair and the LAC will follow CLASS's schedule and deadlines for uploading to FIS all relevant documents. In the case of any negative decisions at the departmental level or further up, the guidelines in UNT Policy 06.005 will be strictly followed.

APPENDIX

**DEPARTMENT OF SPANISH AT UNT
Performance Evaluation Rubrics**

TEACHING (Lecturers & Professors)	
10	<p style="text-align: center;">Exceptional</p> <p style="text-align: center;"><i>Consistently meets stipulations under "Satisfactory" in addition to carrying out any combination of activities and achievements for "Very Good"</i></p> <p style="text-align: center;"><i>totaling at least 20 points for repeatable items over 3-calendar-year period under review.</i></p> <p>*Mandatory for level 10: SPOT average of 4.4 or above in the 3-year-calendar period under review and at least 70% completion rate</p>
9	<p style="text-align: center;">Excellent</p> <p style="text-align: center;"><i>Consistently meets stipulations under "Satisfactory" in addition to carrying out any combination of activities and achievements for "Very Good"</i></p> <p style="text-align: center;"><i>totaling 15-19 points for repeatable items over 3-calendar-year period under review.</i></p> <p>*<u>Mandatory</u> for level 9: SPOT average of 4.2 or above in the 3-year calendar period under review and at least 70% completion rate</p>
8	<p style="text-align: center;">Very Good</p> <p style="text-align: center;"><i>Consistently meets stipulations under "Satisfactory" in addition to carrying out any combination of activities and achievements listed below totaling 12-14 points for repeatable items over 3-calendar-year period under review.</i></p> <p style="text-align: center;"><i>One point per item and/or per semester unless indicated otherwise.</i></p> <ol style="list-style-type: none"> 1. Develops and teaches new blended and/or online courses (3 pts./item) 2. Develops and teaches new course (2 pts./item) 3. Teaches new preparation (1 pt./item) 4. Adopts new (not revised) textbook and makes substantial changes to syllabus of existing course (1 pt./item) 5. Works with special programs (i.e. Honors Thesis, Special Problems courses, etc.) (1.5 pt./case) 6. Directs Master's theses (maximum four semesters/student) (1.5 pt./semester) 7. Takes webinars to maintain pedagogical expertise (1/2 pt. per webinar; maximum 6 pts.)

	<ul style="list-style-type: none"> 8. Presents at teaching-related workshops and/or conferences on/off-campus (2 pts./event) 9. Attends teaching-related workshops and/or conferences on or off-campus (1 pt./event) 10. Receives teaching award (2 pts./item) 11. Nominated for any teaching award at any level (1 pt./item) 12. Undergoes a voluntary peer class observation by LAC/PAC (1 pt.; 1 observation per evaluation period) 13. Other significant teaching-related activities and accomplishments (i.e. tutoring, reviewing textbooks, substituting classes, Canvas training, etc., ½-1 pts./item) <ul style="list-style-type: none"> ❖ <u>Mandatory</u> for level 8: SPOT average of 4.0 or above in 3-year evaluation period under review and at least 70% completion rate (6 pts.)
7	<p style="text-align: center;">Satisfactory</p> <ul style="list-style-type: none"> 1. Creates and executes effective materials and lessons 2. Arrives to class on time and meets for the entire period 3. Teaches in Spanish 4. Maintains a positive regard in the eyes of the students (i.e. creates positive learning environment, is available for assistance outside of class, etc.) 5. Arranges for class substitution or alternative activity instead of canceling class 6. Keeps Faculty Information System (FIS) up to date; uploads syllabi in timely manner <ul style="list-style-type: none"> ❖ <u>Mandatory</u>: SPOT average of 3.8 or above in 3-year evaluation period under review and at least 60% completion rate
6	<p style="text-align: center;">Needs Improvement</p> <ul style="list-style-type: none"> ❖ Occasionally fails to meet expectations described under “Satisfactory” ❖ <u>Mandatory</u>: SPOT average of 3.6 or above in 3-year evaluation period under review and at least 60% completion rate
5 or below	<p style="text-align: center;">Unsatisfactory</p> <ul style="list-style-type: none"> ❖ Consistently fails to meet expectations described under “Satisfactory” ❖ Receives less than 3.4 on SPOT evaluations average

IMPORTANT:

1. For workshops/conferences on pedagogy points are given only per event (i.e. one specific teaching-related workshop/conference) and not per session attended at each event. A pedagogy event attended by a professor cannot be counted for both Teaching and Research; each event may only count once under one of the three categories of evaluation.
2. The minimum SPOT score and completion rate must be reached in order to move up from one category to the next (i.e. to reach category 8 one must have a SPOT score average of at least 4.0 and a 70% completion rate or more)
3. Mandatory workshops on campus (i.e. FIS, Curriculog training, etc.) do not count as pedagogical workshops
4. It is up to the discretion of the PAC, LAC and/or chair to decide how many points (if any) to award items included under #13 in category 8
5. Activities not fully documented may not be awarded any points

DEPARTMENT OF SPANISH AT UNT
Performance Evaluation Rubrics

SERVICE (Lecturers & Professors)	
10	<p>Exceptional</p> <p><i>Consistently meets stipulations under "Satisfactory" in addition to carrying out any combination of repeatable activities and achievements for "Very Good" totaling 20 points or more during 3-calendar-year period under review.</i></p>
9	<p>Excellent</p> <p><i>Consistently meets stipulations under "Satisfactory" in addition to carrying out any combination of repeatable activities and achievements for "Very Good" totaling 18-19 points during 3-calendar-year period under review.</i></p>
8	<p style="text-align: center;">Very Good</p> <p style="text-align: center;"><i>Consistently meets stipulations under "Satisfactory" in addition to carrying out any combination of repeatable activities and achievements listed below totaling 14-17 points during 3-calendar-year period under review. One point per item and/or per semester unless indicated otherwise.</i></p> <ol style="list-style-type: none"> 1. Regularly organizes and/or assists with extra events for the department such as Professional Development Day for Teachers of Spanish, departmental receptions and other activities, outreach programs, etc. (2 pts./item) 2. Serves as Secretary or Chair of departmental committee (1 pt./semester) 3. Serves on CLASS or university committee/s and/or Faculty Senate (1.5 pts./semester) 4. Serves on an M.A. Thesis Committee as a reader (1 pt./thesis defense) 5. Initiates and/or directs a Study Abroad program (1 pt./semester) 6. Initiates and directs a student club on a regular basis (1 pt./semester) 7. Reviews articles and books for publications (1 pt./item) 8. Serves as Associate Chair, Undergraduate Advisor, Graduate Advisor, Director of Undergraduate Studies and/or Coordinator of First/Second/Third year classes (1-2 pts./semester) 9. Serves as a faculty advisor to student organizations (1 pt./semester) 10. Plays a leadership (e.g. President, Executive Director, etc.) role in a national professional organization (2 pts./semester)

	<p>11. Performs other well-documented valuable service to:</p> <ol style="list-style-type: none"> a. The college b. The university c. The professional community d. The local community <p>12. Other well-documented relevant service activities (e.g. ad hoc committees, administering/grading language placement exams, cultural activities for students, etc., ½-1 pt./item)</p>
<p style="text-align: center;">7</p>	<p style="text-align: center;">Satisfactory</p> <ul style="list-style-type: none"> • Satisfactorily performs committee duties as member • Attends all departmental meetings • Completes various assigned tasks • Responds to work email in timely manner
<p style="text-align: center;">6</p>	<p style="text-align: center;">Needs Improvement</p> <ul style="list-style-type: none"> • Does not consistently meet expectations in the “Satisfactory” category • Does not consistently demonstrate professional and/or collegial behavior, etc.
<p style="text-align: center;">5 or below</p>	<p style="text-align: center;">Unsatisfactory</p> <ul style="list-style-type: none"> • Does not satisfactorily perform assigned service duties

IMPORTANT

1. It is up to the discretion of the PAC, LAC and/or chair to decide how many points (if any) to award items included under #13 in category 8
2. Service activities not fully documented may not be awarded any points

Evaluation Process:

1. PAC/LAC members review files and rate independently with scores 0-10 for teaching, research and service
2. PAC/LAC discusses files and assigns round number scores between 0-10 for teaching, research, and service
3. Teaching, research, and service scores are multiplied by workload percentages and added together
4. Resulting score (between 0-10) is then converted to Levels 1-5:

Level 1	10.0 – 9.0 Exceptional/Excellent
Level 2	8.9-8.0 Very Good
Level 3	7.9-7.0 Satisfactory
Level 4	6.9-5.1 Needs Improvement
Level 5	5.0-0 Unsatisfactory

5. These scores and a written justification will be forwarded to the Department Chair as a recommendation
6. After taking into consideration the information provided by the PAC/LAC, the Department Chair will make his/her assessment, provide a written assessment to the faculty member, and send the recommendation to the Dean of the College of Liberal Arts & Social Sciences (CLASS)

STANDING PROCEDURES AND GUIDELINES
RETENTION, PROMOTION, AND TENURE
DEPARTMENT OF TECHNICAL COMMUNICATION
UNIVERSITY OF NORTH TEXAS

GUIDELINES AND STANDARDS FOR TENURE AND PROMOTION

In its determination to excel in the selection and development of faculty to facilitate its mission, the Department of Technical Communication has established the following guidelines and standards for use in evaluating faculty for reappointment, tenure, and promotion.

These guidelines are in accordance with and subordinate to those issued by the Board of Regents, the university, and the College of Liberal Arts & Social Sciences (CLASS).

Tenure and/or promotion are not guaranteed by the Department of Technical Communication as a function of university employment or years of professional experience. The awarding of tenure announces a special relationship between the university and the faculty member. As an extension of annual review and merit evaluation of faculty, the department's decision regarding tenure and/or promotion is viewed as a process that engenders academic freedom and professional stability for experienced faculty members. Moreover, through the application of these guidelines and standards, the department seeks faculty excellence. Therefore, the Department of Technical Communication evaluates the quality of teaching, the quality and quantity of research and publication, and an appropriate level of service pertaining to rank in the granting of promotion and/or tenure to faculty members. These guidelines and standards are designed, therefore, to function as expectations for persons seeking tenure and/or promotion within the department.

PROCEDURES FOR PROMOTION AND TENURE

During September of a faculty member's first year, the department chair is responsible for seeing that the faculty member is directed to documents that are pertinent to the tenure and promotion process. These documents include:

- CLASS Guidelines for Documentation of Reappointment, Promotion and/or Tenure Cases
- CLASS Guidelines for Hiring, Evaluating, and Promotion Lecturers
- Department Personnel Actions Committee (PAC) Evaluation Guidelines
- Department of Technical Communication Charter

The candidate for promotion and/or tenure is responsible for submitting documentation in accordance with deadlines set by the Reappointment, Promotion, and Tenure Committee (RPTC) in anticipation of the annual CLASS calendar.

The RPTC will review the dossier of the candidate for promotion and/or tenure in accordance with the schedule established in the annual CLASS calendar. The Committee's written recommendation to the department chair will be signed by all members of the committee.

Upon reviewing the dossier of the candidate for tenure and/or promotion and the RPTC's recommendation, the department chair will make an independent recommendation to the dean of the CLASS. Both the RPTC's recommendation and the department chair's recommendation will be forwarded to the dean in accordance with the schedule established in the annual CLASS calendar.

In its deliberations and recommendations regarding promotion and/or tenure, the RPTC will conform as closely as possible to these general guidelines.

CONSIDERATION FOR TENURE/PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR

Consideration for promotion to the rank of Associate Professor and a decision regarding tenure, except in unusual cases, will be made concurrently. Therefore, the criteria for promotion regarding teaching, research/scholarship, service, and membership in the community of scholars are the same as those for tenure decisions, and standards for documentation and evidence to support promotion are the same as those to support tenure.

Research, Publications, and Professional Activity

As a part of its mission, the Department of Technical Communication supports research that advances knowledge, bolsters classroom instruction, and promotes the application of knowledge for the benefit of the professional, scientific, and technical communication community, including, but not limited to, the academy, students, and practitioners. Consequently, faculty members in the department should engage actively in a program of research and publication. The department recognizes that to be recommended for tenure, and to reflect continuing growth, a faculty member must be engaged in a significant program of research and publication of sufficient quality and quantity to ensure that the faculty member is committed to the scholarly development of the discipline. In order to successfully attain the rank of Associate Professor, Assistant Professors must demonstrate the ability to publish a major body of research.

To be promoted to the rank of Associate Professor with tenure, faculty members must meet criteria within one of two options:

1. Publish a minimum of six scholarly articles, five of which appear in a first-tier journal. Journal quality tiers are defined in a separate section of this document (p. 7).
2. Publish a scholarly book with a press that includes a rigorous peer review process, including review of the manuscript as well as the proposal, and also publish at least three peer-reviewed articles in first-tier journals.

To demonstrate independence as a researcher, at least three articles (or a book) must be sole authored. To advance the discipline of professional and technical communication and enhance the research reputation of the department, credit for one, sole-authored article in a first-tier journal is granted for at least \$100,000 of external funding acquired as Principal or Co-Principal Investigator.

Additional types of publication, including

- Peer reviewed book chapters

- Peer reviewed chapters or articles in scholarly conference proceedings
- Invited chapters in books and
- Invited chapters or articles in scholarly conference proceedings.

will be considered part of the candidate's overall record but will not apply toward the article count stipulated in either of the two options above. Strong emphasis is placed on blind-reviewed submission and subsequent publication in scholarly journals. The bulk of the candidate's scholarship must be completed while affiliated with the Department of Technical Communication at UNT.

Additional Activity. The candidate is encouraged to seek internal and external funding in support of his or her research and to list all grant applications, whether successful or not, in annual evaluation dossiers and the CV submitted for promotion and tenure.

Additional scholarly tasks, such as presenting at peer-reviewed conferences and peer-reviewing manuscripts under editorial review create a more comprehensive profile, but scholarly energies should focus on publication according to the above criteria. In general, candidates should avoid time-consuming projects such as book- or journal-editing and conference-organizing that would divert focus from research and publication.

Assistant Professors should consult regularly with the RPTC about their publication record and how appropriately it meets the tenure standards.

Teaching

Faculty members in the Department of Technical Communication must remain current in their area(s) of expertise and demonstrate high standards of quality in instruction. Evidence of teaching excellence may include, but is not limited to, a dossier containing quantitative and qualitative student evaluations, departmental rankings, and teaching summaries prepared by the PAC and RPTC via peer review and other measures.

Additional evidence of teaching effectiveness may be demonstrated by the following:

- Development of new courses or curricula
- Significant new course preparations or redevelopment
- Work as a research adviser
- Winning of pedagogical grants

Service

Faculty members in the Department of Technical Communication should be protected from undue service burdens while on the tenure track and should minimize the number of service assignments sought after or accepted. When asked to provide service, however, they must demonstrate a commitment to quality service to the department, the college, and the university. The department recognizes the merit of service to local, state, regional, national, and international constituencies. While some service is expected of probationary faculty, such service should not be allowed to interfere with the faculty member's duty to fulfill research and teaching obligations.

When documenting service, faculty should describe their specific responsibilities, activities, and accomplishments.

Collegiality (see page 7).

CONSIDERATION FOR PROMOTION TO THE RANK OF PROFESSOR

CLASS normally considers promotion to full Professor after five to eight years at the Associate Professor level. The expectation of the Department of Technical Communication is that, except in unusual cases, the candidate seeking promotion should have held the rank of Associate Professor for a minimum of five years.

When considering promotion to the rank of Professor, the department places strong emphasis on research/scholarship since promotion or appointment to the rank of Associate Professor, but the entire career to date is taken into account. Associate Professors are expected to continue the quality and quantity of research/scholarship that warranted promotion to Associate Professor; promotion to professor requires that an Associate Professor exceed, in a meaningful way, these research/publication expectations. Moreover, the candidate for promotion to the rank of professor must demonstrate a highly productive program of research/publication that is recognized and respected by national and/or international authorities in the field.

The primary evidence of national reputation exists in the quality and substance of the candidate's published work. Secondary evidence of a national reputation must include at least five confidential external reviews of the candidate's work.

Research, Publications, and Professional Activity

To be promoted to the rank of Professor, faculty members must meet criteria within one of three options, focusing primarily on the most recent five to eight years:

1. Publish a minimum of eight scholarly articles since tenure, six of which must appear in first-tier journals. Journal quality tiers are defined in a separate section of this document (p. 7).
2. Publish a scholarly book with a reputable academic press that includes peer review of the manuscript as well as the proposal and also five scholarly articles since tenure, with four in first-tier journals.

To demonstrate independence or mentorship as a researcher, at least four articles (or a book) must be sole or first authored. To advance the discipline of professional and technical communication and enhance the research reputation of the department, credit for one, first-authored article in a first-tier journal is granted for at least \$100,000 of external funding acquired as Principal or Co-Principal Investigator. (Credit for two, first-authored articles in a first-tier journal is granted for \$200,000 or more; this represents the maximum credit for funding.)

Other kinds of publication, including

- textbooks
- digital media projects

- peer reviewed book chapters
- peer reviewed chapters/articles in scholarly conference proceedings
- invited chapters in books and
- invited chapters and scholarly articles in conference proceedings.

will be considered part of the candidate's overall record but will not go toward the article count stipulated in either of the two options above (exception: textbook = one article in a second-tier journal). Strong emphasis is placed on publication through submission to blind-reviewed, scholarly journals. The bulk of the candidate's scholarship must be completed while affiliated with the Department of Technical Communication at UNT.

Additional Activity. The candidate is encouraged to seek internal and external funding in support of his or her research and to list all grant applications, whether successful or not, on annual evaluation dossiers and the CV submitted for promotion.

Teaching

Although the Department of Technical Communication places strong emphasis on research/scholarship, it also expects demonstrated excellence in teaching and expanded service activities during the time-in-rank as Associate Professor. Faculty members in the Department of Technical Communication must remain current in their area(s) of expertise and demonstrate high standards of quality in instruction. Evidence of teaching excellence may include, but is not limited to, a dossier containing quantitative and qualitative student evaluations, departmental rankings, and teaching summaries prepared by the PAC and RPTC via peer review and other measures.

Additional evidence of teaching effectiveness may be demonstrated by the following:

- Development of new courses or curricula
- Significant new course preparations or redevelopment
- Work as a research adviser
- Winning of pedagogical grants

Service

Major service activities during time-in-rank are required of those seeking promotion to full Professor; those activities must include service to the discipline or profession, as well as to the university, college, and department. Such service to the profession would include serving as officer or board member of a professional organization or editor or editorial board member of a major journal. Major service to the university would include serving on many committees, chairing university and college committees, or holding long-term major committee chair or director appointments in the department.

When documenting service, faculty should describe their specific responsibilities, activities, and accomplishments.

Collegiality (see page 7).

GUIDELINES FOR POST-TENURE REVIEW

A faculty member who receives an unsatisfactory annual review by the department Personnel Actions Committee must be placed on a professional development plan (PDP) and has up to two calendar years to achieve the outcomes identified in the PDP. (See UNT Policy 06.052 on The Review of Tenured Faculty.)

CONSIDERATION FOR PROMOTION TO SENIOR AND PRINCIPAL LECTURER

The Department of Technical Communication encourages all Lecturers to work toward promotion by demonstrating excellence in teaching and service.

Each year during the PAC evaluation period, lecturers will submit a dossier containing teaching materials such as syllabi, handouts, graded assignments, letters from students, and other pertinent materials. Lecturers will also submit any documentation related to service work during the preceding year. The materials collected for the annual dossier should also serve as documentation for promotion when the candidate has met the criteria outlined below.

The minimum standards for promotion to Senior Lecturer include

- A record of substantial and continued effectiveness in teaching
- Three consecutive years of full-time college-level teaching experience and/or equivalent professional experience
- Evidence of professional growth as an instructor and member of the profession. This includes but is not limited to course development, mentoring other instructional faculty, advising, and maintaining currency in the area of expertise through pedagogical development, conference participation, and/or research.

The minimum standards for promotion to Principal Lecturer include

- A record of sustained excellence in teaching
- At least five consecutive years of full-time college-level teaching including at least three years at the Senior Lecturer rank, and/or the equivalent professional experience.
- Evidence of leadership within the department and as a member of the profession. This includes but is not limited to coordination of courses or curriculum areas, new course development, mentoring other instructional faculty, advising, and maintaining currency in the area of expertise through pedagogical development.

Teaching

The RPTC will evaluate lecturers primarily with regard to teaching effectiveness. Faculty members in the Department of Technical Communication must remain current in their area(s) of expertise and demonstrate high standards of quality in instruction. Evidence of teaching excellence may include, but is not limited to, a dossier containing quantitative and qualitative student evaluations, departmental rankings, and teaching summaries prepared by the PAC and RPTC via peer review and other measures.

Additional evidence of teaching effectiveness may be demonstrated by the following:

- Development of new courses or curricula
- Significant new course preparations or redevelopment
- Winning of pedagogical grants

Optional activities, including teaching-related grant application and receipt and online/new course development related to these grants will be favorably reviewed but are not essential to promotion.

Service

Lecturers will serve different roles according to departmental needs (e.g., Undergraduate Advisor, Director of Corporate Relations, Director of Recruitment, etc.).

When documenting service, faculty should describe their specific responsibilities, activities, and accomplishments.

ADDITIONAL INFORMATION

Collegiality Statement

The department expects that candidates for promotion understand the nature of membership in a community of scholars and adhere to high standards of integrity and professional ethics. Candidates should also demonstrate excellence across the UNT mission.

Journal Quality

Quality tiers of journals devoted to professional and technical communication appear in the table.

Journal Title	Tier
<i>Business & Professional Communication Quarterly</i>	First
<i>IEEE Transactions on Professional Communication</i>	
<i>International Journal of Business Communication</i>	
<i>Journal of Business & Technical Communication</i>	
<i>Technical Communication</i>	
<i>Technical Communication Quarterly</i>	Second
<i>Communication Design Quarterly</i>	
<i>Connexions</i>	
<i>Journal of Technical Writing & Communication</i>	
<i>Programmatic Perspectives</i>	

Tiers of journals or proceedings not in this table will be determined by the RPTC based on evidence provided by the candidate seeking promotion. Because there is no single, meaningful impact factor comparing professional and technical communication journals, that evidence should provide data which compares the publication to those in the table on factors like the following:

- Evidence that the publication is peer reviewed
- Reputation of scholars publishing in the same journal or proceedings
- The publication's

- Google Scholar h5-index
- Circulation rate
- Impact factor
- International readership
- Acceptance rate
- Editorial board

The Department of Technical Communication recognizes that the impact of an individual article is at least as important as the impact of the journal in which the article appears. Thus, candidates for promotion are encouraged to supply information about the impact of their specific publications; this may include metrics (e.g., citation counts, download numbers, etc.) as well as awards or formal recognitions.

Implementation and Amendment of these Guidelines and Procedures

1. The guidelines and standards for **tenure and promotion** in this document shall apply to those faculty members who join the faculty after the ratification of this document. Additionally, a faculty member may select these guidelines and standards for tenure and promotion through written notification to the department chair prior to the RPTC's review of the candidate.
2. This document may be amended by a two-thirds vote of the total number of full-time tenured and tenure-track faculty members in the Department of Technical Communication.

APPROVED BY THE TENURED AND TENURE-TRACK FACULTY: February 6, 2019

APPROVED BY THE CLASS DEAN: February 11, 2019

GUIDELINES AND STANDARDS FOR
REAPPOINTMENT, TENURE AND PROMOTION OF
PROFESSORS

DEPARTMENT OF WORLD LANGUAGES, LITERATURES,
AND CULTURES

Revised November 6, 2018

These guidelines and standards for the evaluation of professors apply to reappointment review, tenure/promotion review, and post-tenure review.

A list of materials that must be included in the official dossier for reappointment, tenure and promotion can be found in UNT Policy 06.004. In addition, the College of Liberal Arts and Social Sciences requires a Statement on Multi-Authorship (1-page maximum), a binder of supplemental materials, and a table of contents of supplemental materials. The university, the college, and/or the department may require additional materials.

I. Guidelines and Standards for the Evaluation of Teaching, Scholarship, and Service

The Department of World Languages, Literatures, and Cultures comprises tenure-track faculty in three languages (French, German, Japanese) with different areas of specialization (culture/civilization, linguistics, literature) in each. In view of this diversity, faculty members are evaluated according to discipline-specific criteria. Since the lists of activities to be considered in each of the three areas of evaluation below are not intended to be exhaustive, it is recognized that relevant contributions in the areas of teaching, scholarship, and service may take other forms as well. It should also be noted that the various examples are not necessarily listed in order of significance. Each contribution must be judged on its own merit.

A. Evaluation of Teaching

Evaluation of teaching must address the quality of instruction, the faculty member's interaction with students, and/or the students' learning and achievement, and must be based on student evaluations (quantitative/qualitative), peer evaluations by the committee, teaching awards, and an examination of instructional materials.

Bases for the evaluation of teaching may further include, but are not limited to, the following instructional activities:

- Level, number, and variety of courses taught, including special circumstances
- Developing Internet courses or Internet-supported courses approved by the Center for Learning Enhancement, Assessment, and Redesign (i.e., 50% or more online)
- Serving as M.A. thesis/Ph.D. dissertation committee director or member
- Teaching-related grants
- Course and curriculum development
- Teaching-related professional development

B. Evaluation of Scholarship

It is the faculty member's responsibility to provide evidence of the quality of his/her scholarship. Generally, the quality of scholarship will be determined by the following criteria:

Peer-review¹ process

1. The scholarly journal or scholarly book publisher has a peer-review process in place, and this process is clearly explained on the publisher's website, in its publications, or in some other official communication from the publisher. In general, publications, conference presentations, and other disseminated research will not count if it is determined by the review committee or the department chair that no peer-review process is used by the publisher or that the peer-review process does not include review by two or more reviewers (e.g., editor-in-chief, members of an editorial board, and/or external reviewers; see paragraph 3 below).
2. Given the variety of worthy scholarly production, some non-peer-reviewed publications may be considered, but publications that are not peer-reviewed should comprise a very small proportion of any faculty member's publications.

Publisher

1. An academic press will generally be considered an acceptable publication venue; academic presses will be evaluated by the review committee based on evidence provided by faculty members.
2. A publication venue will generally be considered acceptable if it is a scholarly journal or an academic book publisher that is recognized nationally or internationally as a source of reputable research by leading scholars in the field and/or other factors determined by the review committee.

Editorial board

1. The editor-in-chief of the scholarly journal or publisher of scholarly books has a reputation as an expert in his/her field.
2. The scholarly journal or scholarly book publisher has an editorial board composed primarily of university faculty and/or recognized non-academic professionals.
3. The editorial board of the scholarly journal or scholarly book publisher is comprised of scholars who are widely recognized as specialists in the field and/or employed at academic institutions (or top-tier corporate, government, or creative centers/organizations).

Other Indicators of Quality

We are a diverse department in terms of both languages taught and areas of specialization within those languages. Faculty in different areas know best how the quality of scholarship is assessed within their discipline; all scholarship is expected to have undergone a peer-review process. Therefore, each faculty member will supply at least one (1) numerical and at least one (1) non-numerical indicator of quality for the assessment of his/her scholarship according to the following model:

¹ At the University of North Texas, the term *refereed* is often used interchangeably with *peer-reviewed*.

Numerical indicators of quality:

1) Impact factor

- a) Journal impact factor (compared to the impact factor of other scholarly journals in the same area).
- b) Faculty impact factor

and/or

2) Acceptance rates (such information should also include a date):

- a. Tier-1 journals: $\leq 20\%$;
- b. Tier-2 journals: 21%-40%;
- c. If acceptance rates are higher than 40% (or not available) because, for instance, the journal is highly specialized and receives few submissions, documentation should be provided as to why the journal quality is similar to that of tier-1 or tier-2 journals.

Non-numerical indicators of quality:

- 1) The scholarly journal or academic press is recognized by top-tier universities as a source of reputable academic research;
- 2) Leading scholars in the field publish in this journal or book series or publication venue on a regular basis;
- 3) Additional verifiable evidence of quality/value such as book reviews and/ or citations of one's work by other scholars.

Book chapters submitted as part of the promotion/tenure file are expected to have undergone a peer-review process, and faculty members will provide evidence for their impact and value using as many of the above indicators as possible.

Role in Collaborative Work²

Faculty involved in collaborative work may receive full or partial credit depending on whether their contribution involves full or partial authorship; therefore, faculty members should explain the exact role they played in the collaborative work. Probationary faculty are generally encouraged to show evidence of independent scholarship or leadership in collaborative work. Post-tenure faculty are encouraged to work with students and peers of any rank in addition to producing independent scholarship.

Examples of Scholarship

The review committee will consider all documented peer-reviewed scholarship in accordance with the college "Guidelines" and in consultation with any other appropriate evaluation guidelines. Evaluation of scholarly work will use the same criteria whether works are published in digital or print formats and whether they are made accessible online to the public at no cost or are accessible only through individual or institutional purchase.

Scholarship includes, but is not limited to, the following:

² Collaborative work resulting in co-authored publications with students is encouraged as an important part of mentoring future teachers/scholars.

- Peer-reviewed book-length publications such as
 - 1) Monograph (at least 60,000 words)
 - 2) Critical edition (at least 60,000 words) must include a newly edited text based on the consultation of the manuscript(s), an introductory chapter, a critical apparatus, and glosses
 - 3) Translation (at least 60,000 words)
- Edited book: only the contributions of the faculty member will be counted
- Peer-reviewed article, essay, and book chapter
- Research-related grant
- Entry in a work of reference (e.g., encyclopedia)
- Book review in a scholarly or creative journal
- Invited keynote address at a professional conference
- Presenting a peer-reviewed scholarly paper or workshop at a professional conference

C. Evaluation of Service

Examples of Service

Service-related activities include, but are not limited to, the following, not listed in order of priority:

- Department chair, assistant/associate chair, or other special functions (e.g., advising, coordination, mentoring junior faculty)
- Committee participation at the level of the university, college, department, or national/international professional organization
- Officer in national or international professional organization (president, vice president, secretary, treasurer, etc.)
- Club, group, or honor society officer, organizer, or sponsor (any area noted above)
- Organizing guest lectures (any area noted above)
- Evaluation of program or department (other than self-assigned)
- Liaison with other department (other than self-assigned)
- Editorial work involving scholarly publications
- Reviewing manuscripts
- Organizer, chair, secretary, or facilitator of a session/workshop at a conference or professional meeting
- Program development, direction, and/or liaison (e.g., study abroad)
- Contests/fairs/festivals (planning, participation, attendance)
- Securing outside funding for student scholarships/fellowships/assistantships, endowments, and special projects
- Organizing professional development activities

II. Guidelines and Standards for Reappointment

The purpose of reappointment reviews during the probationary period is to determine whether or not tenure-track faculty members are making sufficient progress toward tenure. At the same time, reappointment reviews serve as a way for the RTPC and/or the department chair to provide faculty members with guidance during the probationary period.

According to UNT Policy 06.004, any "faculty member on a probationary appointment (eligible for tenure) may, unless otherwise specified in writing at the time of appointment, choose the unit-level tenure criteria in effect between the time of initial appointment and the time when the candidate prepares the tenure dossier" (p. 4).

All professors shall be reviewed annually by the department during the probationary period. This review is forwarded to the Dean for action during the third year (mid-term) and the sixth year (tenure/promotion) of the probationary period. According to UNT Policy 06.004, "[t]he third-year reappointment review is a more extensive and intensive review that includes the unit, the college, and the provost, but without external review letters" (p. 4).

For details regarding a negative decision for reappointment during the probationary period, see UNT Policy 06.004 (p. 13). More details about the procedures can be found in UNT Policy 06.004.

III. Midterm Review

In teaching, candidates for midterm review should have satisfactory teaching evaluations both in the annual review and peer-review processes. They should also have demonstrated a willingness to serve the needs of students and the program.

In the area of scholarship, candidates for mid-term review should have three articles or 25,000 words accepted in peer-reviewed venues or 2 articles plus evidence of tangible progress towards a book manuscript.

In service, candidates should have demonstrated willingness to serve and actively support the department.

IV. Promotion to Associate Professor and the Granting of Tenure

The guidelines, standards, and procedures provided in this document are intended to supplement those issued by the Board of Regents, the university (see pertinent sections of the UNT Policy Manual), and the College of Liberal Arts and Social Sciences (see the *Guidelines for Documentation of Promotion and/or Tenure Cases*). University and college guidelines take precedence in case of conflict.

Achievement in only one of the areas of evaluation will not ordinarily suffice for tenure and/or promotion, as explained in Chapter 6 (Faculty Affairs) of the UNT Policy Manual.

For tenure and/or promotion, the Department of World Languages, Literatures, and Cultures requires meritorious contributions in all three areas of evaluation: teaching and teaching-related activities, scholarly/professional accomplishments, and service. In addition, especially praise-worthy contributions are required in at least one of the first two areas. (It should be noted that quality of accomplishment is of paramount significance. Sterling performance in a relatively limited number of activities will ordinarily be regarded as more meritorious than mediocre contributions in a broader spectrum of endeavors.)

Faculty members in the Department of World Languages, Literatures, and Cultures must

remain current in their area(s) of expertise, must demonstrate high standards of quality of instruction, and must be willing to assume a fair share of particularly demanding teaching assignments. As stated in the section on “Defining Good Teaching” of the ADFL's *Guidelines on the Administration of Foreign Language Departments* cited above, “A good teacher recognizes that students learn by hearing the foreign language spoken well and by reading authentic texts, as well as by communicating with others in the foreign language, both orally and in writing. Practice in using the productive and receptive skills should be an integral part of every course taught in a foreign language, including those that focus on literature or culture” (https://www.adfl.org/resources/resources_practice.htm).

The Department of World Languages, Literatures, and Cultures expects a candidate for tenure and/or promotion to have demonstrated evidence of continuous improvement in student evaluations with the expectation that the average student evaluation score (SPOT) at the time of application for tenure and promotion is at least 4 (out of 5) (“very good”).

The Department of World Languages, Literatures, and Cultures expects a candidate for tenure and/or promotion to have demonstrated excellent scholarly and professional growth throughout the probationary period. These accomplishments must represent significant research and professional involvement of sufficient quality and quantity to indicate the faculty member's commitment to scholarly pursuit. Assistant professors are advised to seek as one of their career goals a book-length scholarly or creative work; edited books are discouraged. However, like most institutions nationally, the Department of World Languages, Literatures, and Cultures accepts, as partial justification for promotion to Associate Professor, a collection of substantial peer-reviewed creative or scholarly published articles in recognized and refereed professional journals in lieu of a book-length publication. It should be noted that one book alone, especially if it is based on a doctoral dissertation, will not suffice for the awarding of promotion/tenure.

Candidates for tenure and promotion to Associate Professor are normally expected to meet the following requirements in the area of scholarship:

- One peer-reviewed book-length monograph of at least 60,000 words plus two peer-reviewed articles, OR
- 75,000 words in peer-viewed publications; 30,000 of which appear in tier-1 and/or tier-2 journals. The quality of the journal is determined by one of the following factors:
 - Acceptance rate: tier-1 \leq 20%; tier-2 21%-40% (documentation of the quality of acceptance rates above 40% should be provided)
 - Impact factor of the journal to be determined individually
 - Impact factor of the faculty, OR
- Some other combination of different types of peer-reviewed publications (e.g., peer-reviewed articles and editing a peer-reviewed book-length publication or preparing a peer-reviewed critical or modern edition). In the case of editions, their merit is determined by the amount of original textual, scholarly, and interpretive work.

Over the course of the probationary period, peer-reviewed publications are expected to demonstrate increasing quality and/or scope of publication outlets. These requirements are, however, flexible depending on other factors taken into consideration by the RTPC and the department chair.

A candidate for tenure and/or promotion must explain his or her role in collaborative work that has resulted in multi-authored work so that such work may be evaluated within the context of the candidate's scholarly production as a whole.

A candidate for tenure and/or promotion in the Department of World Languages, Literatures, and Cultures must demonstrate a willingness to accept service assignments. Relevant service activities may occur in any one or any combination of the following areas: the profession, the discipline, the university, the college, the department, or the community. (In the latter case, only service clearly related to the profession, the discipline, the university, the college, or the department will be considered.) The candidate must also demonstrate the ability to perform assigned activities expeditiously and correctly, and to work harmoniously with others involved in the task at hand.

Consideration of promotion to the rank of Associate Professor and a decision regarding tenure, except in unusual cases, will be made concurrently. Therefore, the criteria for promotion regarding teaching/teaching-related activities, scholarship/professional activities, and service are the same as those for tenure decisions. Standards for documentation and evidence to support promotion are the same as those to support tenure.

For tenure and promotion to Associate Professor, a candidate's scholarly accomplishments must be recognized beyond the local level.

For details regarding a negative decision for the granting of tenure and promotion to Associate Professor, see UNT Policy 06.004 (pp. 13-14). More details about the procedures can be found in UNT Policy 06.004.

V. Promotion to Professor

Promotion to the rank of Professor is based primarily on the work and achievements of the faculty member since promotion or appointment to the rank of Associate Professor. Associate Professors are expected to continue the quality and quantity of scholarship that warranted promotion to Associate Professor; promotion to Professor requires that an Associate Professor exceed these scholarship expectations. Moreover, the candidate for promotion to the rank of Professor must demonstrate a continuous, productive program of scholarship that is recognized and respected by leading scholars in the field. For promotion to Professor, the candidate's scholarship should have achieved a national or international reputation.

Although the department places a high value on scholarship for promotion to Professor, it expects sustained quality in teaching with an average student evaluation score (SPOT) of at least 4 (out of 5) ("very good") and major service activities since promotion to Associate Professor, i.e., leadership roles within the institution as well as sustained professional engagement beyond the institution. Standards for documentation and evidence to support promotion are the same as those to support tenure.

According to UNT Policy 06.004, "[a]n associate professor may undergo the promotion process when, in consultation with the chair and/or unit review committee chair, the faculty member believes their record warrants consideration for promotion. If unsuccessful, the candidate may repeat the process" (p. 7).

These Guidelines will apply to all Associate Professors seeking promotion to full professor three academic years after adoption by the departmental faculty.

VI. Procedures for the Tenure/Promotion Process

1. Early in the fall semester of a tenured or tenure-track faculty member's first year, the department chair will direct the faculty member toward the websites containing documents that are pertinent to the tenure and promotion process. These documents include:

- *Policy Manual* of the University of North Texas;
- *Guidelines for Documentation of Promotion and/or Tenure Cases* of the College of Liberal Arts and Social Sciences;
- *Guidelines and Standards for Reappointment, Review, Tenure, and Promotion* of the Department of World Languages, Literatures, and Cultures;
- Form VPAA-160, *Faculty Annual Review*;
- The most recent version of the College of Liberal Arts and Social Sciences Calendar;
- Form VPAA-170, *Reappointment, Promotion, and Tenure Checklist*; and
- Form VPAA-174, *University Information Form for Reappointments, Promotion and Tenure*.

The faculty member will sign a form (Appendix) acknowledging receipt of the documents listed above and/or website addresses for the documents listed above.

2. The candidate for tenure and/or promotion is responsible for submitting the dossier and any other requested documentation or information to the department chair in accordance with the annual College of Liberal Arts and Social Sciences Calendar and in the format required.
3. Candidates for tenure and/or promotion are strongly encouraged to attend—as often as possible—the workshops for tenure and/or promotion candidates organized by the department, the Office of the Dean, and the Office of the Provost and Vice President for Academic Affairs. This is especially important during the academic year preceding the year when the dossier will be reviewed in order to have the most current information about guidelines, standards, and procedures.
4. The departmental RTPC and the department chair will follow the annual College of Liberal Arts and Social Sciences Calendar regarding deadlines related to tenure and/or promotion cases. For details regarding the review process, including the timeline, consult UNT Policy 06.004.
5. For details regarding the review process, including the timeline, consult UNT Policy 06.004.

VII. Review of Tenured Faculty

Effective May 2018, a faculty member who receives an unsatisfactory annual review by the unit review committee must be placed on a professional development plan (PDP) and has up to two calendar years to achieve the outcomes identified in the PDP. See UNT Policy 06.52.

Acknowledgment of Receipt of Review, Promotion, and Tenure Documents and/or Website Addresses for Such Documents

By my signature, I acknowledge receipt of the following documents and/or the website addresses for the following documents:

- a. *Policy Manual* of the University of North Texas;
- b. *Guidelines for Documentation of Promotion and/or Tenure Cases* of the College of Liberal Arts and Social Sciences;
- c. Form VPAA-160, *Faculty Annual Review*;
- d. *Guidelines and Standards for Reappointment, Tenure, and Promotion of Professors* of the Department of World Languages, Literatures, and Cultures;
- e. The most recent version of the College of Liberal Arts and Social Sciences Calendar;
- f. Form VPAA-170, *Reappointment, Promotion, and Tenure Checklist*; and
- g. Form VPAA-174, *University Information Form for Reappointments, Promotion, and Tenure*.

Printed Name

Signature

Date

Original: faculty member's
departmental personnel file
Photocopy: faculty member

PAC Submission Guideline and Procedure

12/3/18 – 1/15/19:

- Update faculty profile with 2016, 2017, and 2018 data (FIS)
- FIS report and SPOT will be automatically generated on WorkFlow
- PAC evaluations are evidence based. Only documents submitted on FIS and WorkFlow by due date will be considered.

In the “supplemental document” section in Workflow, upload

- Narrative: Use the Narrative Template
- Other Supporting Documents
 - Teaching: Competitive criteria for honors and awards, etc.
 - Scholarship: Impact measures, award competitive criteria, reviewer’s comments on significance of work, etc.
 - Service: Committee charges and outcomes, etc.

PAC will evaluate each faculty based on VPAA 160. See the following section of this document

VPAA-160 Faculty Annual Review Information

I. INSTRUCTIONAL ACTIVITIES:

- A. Scheduled teaching and syllabi
- B. Student perceptions of teaching (SPOT)
- C. Teaching innovation and curriculum development, including teaching grants
- D. Statement of teaching philosophy and goals
- E. Academic advising related to the instructional process
- F. Directed student learning (dissertation, thesis, etc.)
- G. Awards and honors related to teaching and the recognition of students
- H. Non-credit instruction

II. SCHOLARLY, CREATIVE, AND PROFESSIONAL ACTIVITIES:

- A. Refereed and non-refereed publications
 - Publication Quantity and Quality
- B. Artistic and professional performances and exhibits (concerts, recitals, art shows, design displays, productions, etc.)
- C. Presentations (papers read/presented, panel membership, critical commentary, etc.)
 - Presentation Quantity and Quality
- D. Funded and unfunded contracts, grants, and sponsored research
 - Internal and External
- E. Media Contributions
- F. Other intellectual contributions
- G. Awards and honors related to scholarship, research, and creative activities

III. ADMINISTRATION AND SERVICE:

- A. Institutional service (to the university [committees, senate, special assignments, etc.], to the college/school [committees, administrative tasks, etc.], and to the academic unit [supervision of TAs/TFs, if a reduction in teaching load])
- B. Public service (to the external community)
- C. Professional service to the discipline (editing/reviewing for a journal, chairing sessions at scholarly meetings, holding committee positions/offices in professional organizations)
- D. Student advising not related to the instructional process (sponsorship of professional/pre-professional organizations, social fraternities, sororities, clubs, etc.)
- E. Consulting (paid or pro bono)
- F. Awards and honors related to service
- G. Faculty development activities attended

IV. PROFESSIONAL CREDENTIALS:

- A. Degrees earned
- B. Renowned teachers
- C. Licensures and certifications

CMHT expectation for Scholarship for Tenured/Tenure Track faculty

Annual Minimum Expectations for <u>Scholarship</u> of Tenured/Tenure Track Faculty (Revised for 2014 and 2015.)						
MINIMUM EXPECTATIONS Must be Presented, Published, or Awarded in Review Year. Grant(s) must be submitted and/or Received in Review Year.	Workload - Assigned % Scholarship *					
	60%**	50%**	40%	30%	20%	10%
Published a Peer-reviewed Article in a National or International Journal <u>OR</u> a Peer Reviewed Book Chapter (in print – paper or electronic).	3	2	2	1	1	*
Published a Significant Peer-reviewed Textbook by Academic Publisher.	^	^	^	^	^	^
Made a Refereed Presentation at a National or International Conference.	3	3	2	2	1	*
Submitted External Grant Proposal @ \$25,000 +. (T/TT starts 2014.) ++ (Counts in calendar year of submission.)	1	1	1	+	+	*
<i>Assigned Teaching Course Load</i>	1/1 20%	2/1 30%	2/2 40%	2/3 50%	3/3 60%	4/4 80%
<i>Assigned Service Load</i>	20%	20%	20%	20%	20%	10%

- * Choose one outcome from among all * cells.
- ^ Can substitute for all other expected outcomes in year of publication.
- ** Requires grant buyout of faculty time.
- + Can substitute for refereed presentation or article.
- ++ Not required of Assistant Professors until after the 3rd year review.

Annual Minimum Expectations for Scholarship of T/TT Faculty with Administrative Appointments (New – 2014)					
Minimum Expectations Must be Presented, Published, or Awarded in Review Year. Grant(s) must be submitted and/or Received in Review Year.	Workload - Assigned % Scholarship				
	0%+	10%	20%	20%	10%
	Minimum Outcomes Per Year				
Published a Peer-reviewed Article in a National or International Journal <u>OR</u> a Peer Reviewed Book Chapter (in print – paper or electronic).	*	*	*	*	*
Published a Peer-reviewed Textbook by Academic Publisher.	^	^	^	^	^
Make Refereed Presentation at National or Int’l Conference.	*	*	1	1	*
Submitted External Grant Proposal @ \$25,000 +. (T/TT starts 2014.) ++ (Counts in calendar year of submission.)	*	*	*	*	*
<i>Assigned Teaching Course Load</i>	0/0 0%	1/1 20%	1/1 20%	2/2 40%	3/3 60%
<i>Assigned Service Load</i>	0/0	10%	10%	10%	10%
<i>Assigned Administrative Load</i>	100%	60%	50%	30%	20%
<i>Administrative Appointments</i>	Dean	Chair	A. Dean	G. Cd.	P. Cd.@

- * Choose one outcome from among all cells.
- ^ Can substitute for all other expected outcomes in year of review.
- # Receipt of a significantly funded external grant (\$.5 million +) could meet all annual minimum expectations for research.
- + Dean is expected to retain active involvement in scholarship.
- @ Program coordinator workload depends upon number of majors and complexity of program coordination.

Faculty Standards Tenure, Promotion, Post-Tenure Review

1. **CMHT_Policy_Faculty_3_Standards_Tenure_Promotion_Post_Tenure_Review**
2. **Date Issued: 10/09; 8/10 (VPAA Approved); Reviewed: 12/1/14; 2/17; VPAA & CMHT Review: 5/18.**
3. **Purpose:** To provide standards of performance expected of tenure-track faculty for tenure and promotion and tenured faculty for promotion and post-tenure review. University policy will take precedent in all cases.
UNT Policy 06.004 Faculty Reappointment, Tenure, and Promotion
<https://policy.unt.edu/policy/06-004>
4. **Assumptions**
 - 4.1 All T/TT faculty must perform at the minimum levels for teaching, scholarship and service specified by the CMHT Annual Standards for Faculty Performance. These standards are the foundation for evaluation for tenure, promotion, or post-tenure review.
 - 4.2 While all T/TT faculty must meet minimum standards, all faculty are encouraged to strive for excellence across the standards of teaching, scholarship, and service as assigned in their workload.
 - 4.3 CMHT tenured/tenure-track faculty members are expected to meet or exceed three performance standards: (1) teaching, (2) scholarship, and (3) service.
 - 4.3.1 Each standard is aligned with a workload percentage unique to each faculty member. An assigned workload may vary by semester and by year depending on programmatic needs.
 - 4.3.2 Workload assignments are made by the Department Chair, approved by the Dean, and discussed with the faculty member at the annual planning meeting with the Department Chair.
 - 4.3.3 Because workloads may vary, minimal performance expectations may change across the span of an evaluation period for tenure, promotion, and/or post-tenure review.
5. **Assumptions – Collaborative and Sole Authorship Work**
 - 5.1 CMHT supports and encourages both collaborative and sole authored work.
 - 5.2 Collaborative publications, presentations, and grants require review of contributions. While first authorship is an indication of effort; it may or may not comparatively show percentage of effort across an entire work.
 - 5.3 Faculty can demonstrate leadership by being responsible for specific work segments (e.g., data analysis, instrument development, or literature review). This needs to be clearly articulated in the dossier.
 - 5.4 Faculty may also provide information regarding an overall percentage of contribution to collaborative work. Percentages should be determined through consensus of all collaborators.
- C. **Standards – Assistant Professor for Tenure and Promotion to Associate Professor**
 1. TT (probationary) faculty will be assigned 2/2, 3/2/ or 3/3 loads during their probationary period. A 2/2 load is the minimum in order to have sufficient evidence to determine excellence in teaching, the threshold criterion for determination of tenure.
 2. Promotion to rank of associate professor has the expectation of having earned a national reputation.

3. In the first year of employment, probationary faculty will receive one course release in support of course development. In the semester of course release, the workload will be calculated as a 3.
4. Probationary TT faculty who do not meet the minimum standards assigned to their workload may receive a recommendation for non-renewal of contract during their probationary period or be denied recommendation for tenure and promotion at the end of their probationary period.
5. Probationary TT faculty will be assessed annually. Starting with the third, and through the fourth and fifth years, and sixth years. In the sixth year, the dossier is submitted for tenure/promotion review.

Year 1 will be the foundation year for developing and implementing teaching assignments and launching research. An evaluation to determine if the faculty member is on track will be conducted within CMHT by the P&T (PAC) Committee and Department Chair.

Year 2 will require submitting a dossier that outlines progress in the areas of teaching, research, and service. The dossier will be reviewed by the CMHT P&T (PAC) and Department Chair.

Year 3 will require submitting a comprehensive dossier detailing progress toward meeting or exceeding minimum standards expected by the third probationary year. Evaluations are completed by the CMHT P&T (PAC) Committee, Department Chair, and Dean, and submitted to the Provost.

- A positive outcome generates a renewed three-year contact to continue progress toward tenure and promotion.
 - A borderline outcome may trigger additional evaluations during the fourth and fifth years to help the TT faculty member meet expectations for tenure and promotion.
 - Tenure-track faculty will submit their dossiers for review for tenure and promotion to Associate Professor in their sixth year of employment.
6. Upon a successful review, the awards of tenure and promotion are granted on the first day of the fall semester (September 1) of the following (7th) academic year of employment.

D. Standards –Tenured Associate Professor Promotion to Professor

1. Tenured faculty will be expected to maintain competitive scholarship in their field through annual contributions to research or pedagogy that is in alignment with their workload.
2. Promotion to rank of full professor has the expectation of having earned an international reputation.
3. Annual expectations for scholarly productivity are based on workload, quantified in the CMHT “Annual Standards for Faculty Performance,” and summed to represent the number of years under review for tenure/promotion to Associate Professor or promotion to Professor.
4. Associate Professors may petition to the Department Chair and Dean to be reviewed for promotion to Professor in their fifth year in rank. Should the Department Chair and Dean determine that the dossier is not sufficient for promotion to professor, they will assist the faculty member in developing a plan of work, timeframe, and assistance to facilitate an approved plan.
5. Should the dossier be acceptable for evaluation for promotion to professor, then the faculty member will work with the Department Chair in developing the final dossier for evaluation by the External Reviewers, P&T (PAC)

Committee, Department Chair, Dean, and Provost. The dossier will be due to the Department Chair by the date set forth in the CMHT PAC Calendar.

E. Standards – Post-Tenure Review

1. Associate Professors and Professors will be evaluated each year in the areas of teaching, scholarship, and service by the CMHT P&T (PAC) Committee and the Department Chair based on the following UNT policies:
 - a. 06.007 – Annual Review;
 - b. 06.035 – Academic Freedom and Academic Responsibility; and
 - c. P6.027 – Academic Workload.
2. In alignment with workload, tenured faculty will be expected to maintain competitive scholarship in their field, either through annual contributions to research or pedagogy.
3. Tenured faculty who do not meet minimum annual performance standards may be subject to post-tenure review. Post-tenure review will be initiated by a recommendation of the CMHT Promotion and Tenure (P&T) Committee (PAC) to the respective Department Chair and the Dean. This recommendation is based on a below average annual P&T performance evaluation for two or more of the three standards (teaching, scholarship, and service) for any annual review covering a three-year period. The standard rating scale used is: 10-9.0 = Excellent, 8.9-7.0 = Above Average, 6.9-5.0 = Average, 4.9-3.0 = Below Average, and 2.9-1.0 = Unsatisfactory.

F. New Faculty with Shortened Tenure, Hire with Tenure, or Hire with Rank

See UNT Policy 06.004 for process and requirements for a new faculty member who seeks to join CMHT with a shortened time to tenure. All variations are subject to approval by the Provost.

G. Workload and CMHT Standards for Tenure, Promotion, and Post-Tenure Review

1. Assigned workload defines faculty performance expectations. CMHT annual standards changed in 2010 and Table 1 applies to 2010 forward. Thus, across a span of years under review, a faculty member may have different expectations base on the performance year.
2. To determine standards required for the review period for tenure, promotion, and/or post-tenure review, refer to the **CMHT Policy_Faculty_4_Annual_Standards_T/TT Performance**.

H. Worksheet for Calculating Scholarship Standards across a Review Period

1. Workload defines performance standards. Workloads may differ different among TT (probationary) faculty and T faculty.
2. Faculty members are asked to use the following worksheet, in discussion with their respective chairs, to determine what performance standards they are expected to meet over an extended review period.

SAMPLE TABLE 1
Tenure Track & Tenured Faculty Worksheet for Minimum Standards by AY Workload

Scholarship Standards	Review Period x AY						Minimum/Achieved
	1	2	3	4	5	6	
	20XX	20XX	20XX	20XX	20XX	20XX	
	AY Workload ^b (Circle 1 for each AY)						
	4/4	4/4	4/4	4/4	4/4	4/4	
	3/4	3/4	3/4	3/4	3/4	3/4	
3/3	3/3	3/3	3/3	3/3	3/3		
2/3	2/3	2/3	2/3	2/3	2/3		
2/2	2/2	2/2	2/2	2/2	2/2		
1/2	1/2	1/2	1/2	1/2	1/2		
1/1	1/1	1/1	1/1	1/1	1/1		
Assign Your Minimum Standards x Workload							
Peer-reviewed Article/Manuscript ^{a,c} ✓ Article – National Journal ✓ Article – International Journal ✓ Article – Regional/State Journal ✓ Book Chapter ✓ Technical Report							
Annual Faculty Achievement							
Significant Peer-reviewed Textbook ^{a,d} ✓ Book by Respected Academic/University Press ✓ Textbook by Academic Publisher							
Annual Faculty Achievement							
Refereed Presentation ^{a,c} ✓ State Association Conference ✓ Regional Association Conference ✓ National Conference (U.S.) ✓ International Assoc. Conference (U.S./Int'l) ✓ Significant Book Review ✓ Significant Article(s) Review							
Annual Faculty Achievement							
Internal Research Funding ^{a,f} ✓ Grant ✓ Fellowship							
Annual Faculty Achievement							
External Research Funding ^{a,g} ✓ Grant ✓ Fellowship ✓ Contract							
Annual Faculty Achievement							
Editor or Associate Editor of Academic Journal							
Significant National/International Award for Research							

^a Collaborative and sole work are both accepted and encouraged.

^b T faculty may be assigned a teaching load from 1/1 to 4/4 depending on grants and program needs.

- ^c For co-authored work, T faculty should have some evidence of first authorship or significant leadership.
- ^d See CMHT Policy: P1.1.1.1 Annual Standards for T/TT Faculty Performance; substitutes for all work in publication year.
- ^e For co-authored work, T faculty should have some evidence of first authorship or significant leadership.
- ^f Minimum standards for T faculty are not set since most internal grants are for junior faculty.
- ^g See CMHT Policy: P1.1.1.1 Annual Standards for T/TT Faculty Performance; required for 2/2 or less teaching workload starting in AY2010.

APPENDIX A
Key Research Journals

The CMHT Research Committee completed an exhaustive identification and analysis of journals in fields represented within the college in 2015. The objective was to build a recommended externally validated journal list that could be used to benchmark the quality of research within CMHT. A “recommended” list was created to identify highest impact journals. Group 1 journals are indexed in SCI/SSCI/SSCIE and/or had an impact factor above 1.00. Only journals most aligned with the emerging field of consumer experience management are referenced here. See lists below.

APPENDIX A KEY RESEARCH JOURNALS Fields of Tourism, Hospitality, Textile & Apparel, Merchandising, Consumers, Retail, and Engineering and Applied Technology: Textiles, Humans, and Consumer Products Indexed in SCI ¹ , SSCI ² , SSCIE ³ and/or Impact Factor ⁴ above 1.00		
Group 1 Journals ^{1,2,3} Tourism	Group 1 Recommended Journals ^{1,2,3} Tourism	Group 2 Recommended Journal ⁵ Tourism
Annals of Tourism Research Current Issues in Tourism Int’l Journal of Tourism Research Journal of Sustainable Tourism Journal of Travel Research Tourism Economics Tourism Geographies Tourism Management	Asia Pacific Journal of Tourism Research Journal of Tourism and Cultural Change	Tourism Studies Journal of Sustainable Tourism Tourism Recreation Research Journal of Vacation Marketing J. of Hospitality, Leisure, Sport & Tourism Education Tourism Analysis Journal of Hospitality and Tourism Management Journal of Travel and Tourism Marketing
Group 1 Journals ^{1,2,3} Hospitality Management	Group 1 Recommended Journals ^{1,2,3} Hospitality Management	Group 2 Recommended Journals ⁴ Hospitality Management
Int’l J. of Hospitality Management J. of Hospitality & Tourism Research	Int’l Review Sport & Exercise Psychology Int’l J. of Contemporary Hospitality Mngt Cornell Hospitality Quarterly Leisure Science Leisure Studies Journal of Leisure Research J. of Hosp. Leisure Sport & Tourism ED	Leisure Studies Tourism and Hospitality: Planning and Development Journal of Hospitality, Leisure, Sport & Tourism Education Journal of Hospitality and Tourism Management Int’l Journal of Contemporary Hospitality Management Cornell Hotel and Restaurant Administration Quarterly
Group 1 Journals ^{1,2,3} Apparel & Textiles, Merchandising	Group 1 Recommended Journals ^{1,2,3} Apparel & Textiles, Merchandising	Group 2 Recommended Journals ⁴ Apparel &Textiles, Merchandising
Clothing & Textile Research Journal	n/a	Journal of Fashion Marketing and Management
Group 1 Journals ^{1,2,3} Consumer and Retail	Group 1 Recommended Journals ^{1,2,3} Consumer and Retail	Group 2 Recommended Journals ⁴ Consumer and Retail
n/a	Business and Society Consumption Markets and Culture Electronic Markets Int’l Journal of Electronic Commerce Internet Research	Int’l Journal of Retail and Distribution Management Journal of Consumer Marketing Journal of International Consumer Marketing Journal of Research in Interactive Marketing Journal of Retailing and Consumer Services

APPENDIX A KEY RESEARCH JOURNALS Fields of Tourism, Hospitality, Textile & Apparel, Merchandising, Consumers, Retail, and Engineering and Applied Technology: Textiles, Humans, and Consumer Products Indexed in SCI ¹, SSCI ², SSCIE³ and/or Impact Factor ⁴ above 1.00		
	Journal of Consumer Behaviour Journal of Consumer Psychology Journal of Consumer Research Journal of Electronic Commerce Research Journal of Interactive Marketing J. of Product Innovation Management Journal of Service Research Journal of Services Marketing	Marketing Intelligence & Planning Int'l Review of Retail, Distribution & Consumer Research Family and Consumer Sciences Research Journal Journal of Product & Brand Management Int'l Review of Retail, Distribution & Consumer Research
	Group 1 Recommended Journals ^{4, 2, 3} Engineering & Applied Technology: Textiles, Humans, & Consumer Products	
	Optical Engineering Textile Research Journal AATCC Review Near-Infrared Spectroscopy Obesity J. of Clothing and Science and Technology Biomass & Bioenergy Journal of Textile Institute Research and Application Journal of Testing and Evaluation American Journal of Human Biology Color Research and Application Journal of Microscopy Journal of Industrial Textiles Industria Textila Asian Journal of Control Fibres and Textiles in Eastern Europe	International Journal of Clothing Science and Technology American Journal of the American College of Nutrition Mathematical Problems in Engineering Sonar & Navigation Measurement Science and Technology Journal of Electronic Imaging Journal of Polymers and Environment Journal of Engineered Fibers and Fabrics Multimedia Tools and Applications Journal of Biomedical Materials Research Image and Vision Computing Optical Engineering Machine Vision and Applications Computer-Aided Design Clothing and Textiles Research Journal Journal of Textile Institute J. of American Assoc.of Textile Chemists and Colorists

¹ SCI: Science Citation Index. ² SSCI: Social Sciences Indexes. ³ SCIE: Social Citation Index Expanded. ⁴ Impact Factor: The annual JCR impact factor is a ratio between citations and recent citable items published. ⁵ SJC indicator measures the scientific influence of the average article in a journal, it expresses how central to the global scientific discussion an average article of the journal is.

Faculty Standards – Ranks and Promotion Non-Tenure Track Faculty

1. **CMHT_Policy_Faculty_5_Standards_Ranks_Promotion_Non-Tenure_Track_Faculty**
 - a. Lecturer Faculty Ranks: Lecturer, Senior Lecturer, Principal Lecturer
 - b. Clinical Faculty Ranks: Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor
2. **Date Issued**: 9/08 (Approved VPAA.); Updated 10/11; 10/12; 7/14; 2/17; 5/18, 12/18 (Reviewed VPAA; Revised CMHT)
3. **Purpose**: To provide standards of performance expected by non-tenure track faculty for promotion and continuing appointments. University policy will take precedent in all cases:

UNT Policy 06.005 Non-Tenure Track Faculty Reappointment and Promotion

https://policy.unt.edu/sites/default/files/06.005_Non-TenureTrackFacultyReappointmentAndPromotion_2017.pdf

- a. A non- Tenure Track appointment is of a fixed duration in which the individual is part of a department faculty.
- b. Such an appointment is not eligible for tenure and may be for a partial semester, a semester, an academic year, or for multiple years.

UNT Policy, 06.002 Academic Appointments and Titles defines non-tenure track appointment titles.

https://policy.unt.edu/sites/default/files/06.002_AcademicAppointmentsAndTitles_2017.pdf

Lecturer Ranks

4. **Lecturer**: A Lecturer is a non-tenure track faculty member who meets the performance expectations related to the workload outlined in UNT Policies 06.005 and 06.002..
 - 4.1 Meets the Southern Association of Colleges and Schools (SACS) requirements of an earned master's degree,
 - 4.2 Has a minimum of 18 graduate semester hours in the teaching discipline and/or certification, licensing, or equivalent professional experience.
 - 4.3 Demonstrates teaching effectiveness; or, if new hire, potential to be effective teacher.
 - 4.4 Demonstrates sustained effectiveness in the domain of service.
 - 4.5 Undergoes Annual Review by the CMHT PAC and is based on the following UNT Policies:
 - 4.5.1 06.007 – Annual Review;
 - 4.5.2 06.035 – Academic Freedom and Academic Responsibility; and
 - 4.5.3 06.027 – Academic Workload.
 - 4.6 Appointments are generally a three (3) year continuing contract with option to renew based on annual evaluations.
5. **Senior Lecturer**: A senior lecturer is a non-tenure track faculty member who meets the promotion criteria outlined in UNT Policies 06.005 and 06.002..
 - 5.1 Meets the Southern Association of Colleges and Schools (SACS) requirements of an earned master's degree.
 - 5.2 Has a minimum of 18 graduate semester hours in the teaching discipline and/or certification, licensing, or equivalent professional experience.
 - 5.3 Must have served at least three (3) consecutive years in the rank of lecturer or have equivalent prior teaching experience at the college level.
 - 5.4 Has a record of substantial and continued excellence in teaching (UNT Policy 06.004).

- 5.5 Provides evidence of sustained effectiveness in service to the Department, College, and/or University.
 - 5.6 Submits an annual comprehensive teaching portfolio covering, at minimum, six (6) semesters of full-time teaching.
 - 5.7 Undergoes Annual Review by the CMHT PAC and is based on the following UNT Policies:
 - 5.7.1 06.007 – Annual Review;
 - 5.7.2 06.035 – Academic Freedom and Academic Responsibility; and
 - 5.7.3 06.027 – Academic Workload.
 - 5.8 Appointments are for a five year continuing contract with an option to renew based on annual evaluations.
6. **Principal Lecturer:** A principal lecturer is a non-tenure track faculty member who meets the promotion criteria outlined in UNT Policies 06.005 and 06.002.
- 6.1 Meets the Southern Association of Colleges and Schools (SACS) requirements of an earned master’s or doctoral degree.
 - 6.2 Has a minimum of 18 graduate semester hours in the teaching discipline and/or certification, licensing, or equivalent professional experience.
 - 6.3 Has a record of sustained excellence in teaching and service according to UNT Policy 06.005.
 - 6.4 Has the equivalent of five years (10 semesters full-time) college-level teaching that includes two years (four semesters full-time) that meet the qualifications at the senior lecturer rank, and/or equivalent professional experience.
 - 6.5 Received recognition at the national level in scholarship and/or leadership related to the discipline.
 - 6.6 Has evidence of distinguished service at Department, College, and/or University.
 - 6.7 Submits annual comprehensive teaching portfolio covering, at minimum six semesters of full-time teaching.
 - 6.8 Undergoes Annual Review by the CMHT PAC and is based on the following UNT Policies:
 - 6.8.1 06.007 – Annual Review;
 - 6.8.2 06.035 – Academic Freedom and Academic Responsibility; and
 - 6.8.3 06.027 – Academic Workload.
 - 6.9 Appointments are for a five year continuing contract with an option to renew based on annual evaluations.

Clinical Faculty Ranks

7. **Clinical Assistant Professor:** A clinical assistant professor is a non-tenure track faculty member who has expertise or specialization in a specific profession and whose primary responsibilities are performed in a clinical, professional, or practicum setting.
- 7.1 Meets the Southern Association of Colleges and Schools (SACS) requirements of an earned terminal degree, usually PhD.
 - 7.2 Has a minimum of 18 graduate semester hours in the teaching discipline and/or certification, licensing, or equivalent professional experience.
 - 7.3 Demonstrates excellence based on university, department and college criteria for teaching and service.
 - 7.4 Undergoes Annual Review by the CMHT PAC and is based on the following UNT Policies:
 - 7.4.1 06.007 – Annual Review;
 - 7.4.2 06.035 – Academic Freedom and Academic Responsibility; and
 - 7.4.3 06.027 – Academic Workload.
 - 7.5 Appointments are made for an initial term of three (3) years on a continuing contract with an option to renew based on annual evaluations.
8. **Clinical Associate Professor:** A clinical associate professor is a non-tenure track faculty member who meets promotion criteria as outlined in UNT Policies 06.005 and 06.002.

- 8.1 Meets the Southern Association of Colleges and Schools (SACS) requirements of terminal degree, usually PhD.
 - 8.2 Received recognition at the national level in scholarship and/or leadership related to the discipline.
 - 8.3 Has a minimum of 18 graduate semester hours in the teaching discipline and/or certification, licensing, or equivalent professional experience.
 - 8.4 Must have served at least five (5) consecutive years in the rank of assistant clinical professor or have equivalent prior relevant experience.
 - 8.5 In each year as Clinical Assistant Professor, the candidate must have demonstrated excellence based on university, college and department criteria for teaching, scholarship, and service. (UNT Policy 06.005.)
 - 8.6 Requires evidence of excellence in the primary domain of responsibility and sustained effectiveness in other workload assignments. (UNT Policy 06.005)
 - 8.7 Excellence or extraordinary quality in any one domain will not compensate for lack of sustained effectiveness in other assigned areas.
 - 8.8 Undergoes Annual Review by the CMHT PAC and is based on the following UNT Policies:
 - 8.8.1 06.007 – Annual Review;
 - 8.8.2 06.035 – Academic Freedom and Academic Responsibility; and
 - 8.8.3 06.027 – Academic Workload.
 - 8.9 Appointments are made for up to five (5) years on a continuing contract with option to renew based on annual evaluations. (
- 9. Clinical Professor:** A clinical professor is a non-tenure track faculty member who meets promotion criteria as outlined in UNT Policies 06.005 and 06.002.
- 9.1 Meets the Southern Association of Colleges and Schools (SACS) requirements of earned terminal degree, usually PhD. .
 - 9.2 Received recognition at the international level in scholarship and/or leadership related to the discipline.
 - 9.3 Has a minimum of 18 graduate semester hours in the teaching discipline and/or certification, licensing, or equivalent professional experience.
 - 9.4 Must have served at least five (5) consecutive years in college-level clinical, professional, or practicum assignments, including at least three (3) years at the associate clinical professor rank, or have equivalent prior relevant experience.
 - 9.5 In each year as Associate Clinical Professor, must have demonstrated excellence based on university, college and department criteria for the candidate’s primary domain of responsibility as well as other workload assignments: teaching, scholarship, and service. (UNT Policy 06.005.)
 - 9.6 Evidence of excellence or extraordinary quality in any one domain will not compensate for lack of sustained effectiveness in other assigned areas. (UNT Policy 06.005)
 - 9.7 Undergoes Annual Review by the CMHT PAC and is based on the following UNT Policies:
 - 9.7.1 06.007 – Annual Review;
 - 9.7.2 06.035 – Academic Freedom and Academic Responsibility; and
 - 9.7.3 06.027 – Academic Workload.
 - 9.8 Appointments are made for up to five (5) years on a continuing contract with option to renew based on annual evaluations. (UNT Policy 06.005)

DEPARTMENT OF ACCOUNTING
Policy on Reappointment, Promotion, and Tenure

The following document includes the Department of Accounting Policy on Reappointment, Promotion, and Tenure for tenure-track faculty and appointment, reappointment and promotion for full time lecturers.

APPENDIX

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DEPARTMENT OF ACCOUNTING

Policy on Reappointment, Promotion, and Tenure

I. General Guidelines

- a. This document will serve as a guideline for departmental recommendations for reappointment, promotion, and tenure.
- b. It is the responsibility of candidates to be familiar with departmental, college, and university guidelines or standards for reappointment, promotion, and tenure.
- c. Copies of all policies can be obtained from various public university sources or from the Department Chair. Departmental recommendations also must be consistent with G. Brint Ryan College of Business Dean's Guidelines for Reappointment, Promotion and Tenure (Dean's Guidelines, Revised October 2018) or the Dean's Guidelines as amended subsequent to the adoption of this policy. Departmental recommendations for tenure and/or promotion by the Reappointment, Promotion, and Tenure Committee (RPTC) must be accompanied by annual peer evaluations of the candidate performed during the merit evaluation process by the departmental Personnel Affairs Committee (PAC), and by the recommendation of the Department Chair, as described in the University policy.
- d. See Dean's Guidelines for Reappointment, Promotion, and Tenure, Section I, Statement of Philosophy for definitions and other promotion related descriptions to aid in the evaluation process.
- e. Department Policies must be consistent with University Policy.

II. Composition of Reappointment, Promotion, and Tenure Committee (RPTC)

As specified by the Department of Accounting Bylaws, the RPTC shall consist of the tenured members of the Promotion and Tenure Committee subject to the qualifications listed in the Department of Accounting Bylaws.

III. Guidelines for Untenured and less than Professor Rank Faculty

- a. This document will also serve as a basis for describing the expectations for minimum performance for probationary faculty seeking promotion and tenure and for tenured faculty seeking promotion. Faculty members in these categories should become familiar with the requirements outlined in this document, University Policy (*Policy Manual* 06.005), and the Dean's Guidelines, and organize their activities to achieve the goals set forth herein. Achieving minimum expectations does not guarantee tenure and/or promotion; however, failure to achieve the minimum standards will almost certainly result in failure of the request for tenure and/or promotion for tenure-track faculty. Untenured faculty shall receive periodic reviews.
- b. Faculty members may also request counseling on their progress from the RPTC chair and/or Department Chair at any time during the year. To remain in good standing in the department, the candidate must receive satisfactory annual reviews from the Department Chair.

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IV. Basis of Evaluation for Tenure

Two distinct groups of faculty may apply for tenure: (1) assistant professors completing their six-year probationary period and applying for both tenure and promotion to associate professor and (2) faculty of any rank with prior experience at other institutions.

- a. For assistant professors completing their six-year probationary period, tenure and promotion are normally simultaneous. The criteria for both, accordingly, are the same.
- b. Assistant professors without prior experience at the rank of assistant professor at other institutions will have the full six-year probationary period and thus may be reviewed for tenure and promotion during their sixth year of service at the University. A faculty member with prior service at the rank of assistant professor, however, may apply for tenure and promotion when the faculty member's service at the University and his or her prior institution(s) equates to the full probationary period. Each such new faculty member shall serve a minimum probationary period of no less than one year, except as the President of the University may make an exception and recommend immediate tenure upon hire.
- c. Associate professors and professors with prior experience in rank at other institutions will normally have the full three-year probationary period and thus may be reviewed for tenure during their third year of service. A faculty member with prior service as an associate professor or professor, however, may apply for tenure and promotion at any time prior to the expiration of the maximum three-year probationary period. Each such new faculty member shall serve a minimum probationary period of no less than one year, except as the President of the University may make an exception and recommend immediate tenure upon hire.
- d. The criteria for tenure for assistant professors with prior experience at other institutions are the same as the criteria for assistant professors completing their six-year probationary period at UNT. The criteria for tenure for associate professors and professors with prior experience at other institutions are the same as the criteria for attainment of the rank they hold, except that such faculty must provide evidence of continuing productivity since their promotion to associate professor, including since their hire date at UNT.

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Policy on Reappointment, Promotion, and Tenure

V. Requirements for Tenure and Promotion to Associate Professor

a. Teaching

- i. As described in University Policy “the granting of tenure requires sustained excellence in teaching and research and sustained effectiveness in service.” To meet the departmental standard for teaching, the candidate should have satisfactory evaluations from the second year and reappointment reviews or present evidence that any concerns expressed in these reviews have been addressed. Evaluations will be based on the criteria for teaching detailed in the Three Year Faculty Activity Report. If the candidate needs improvement in the early years of the probationary period, a record of consistent improvement over the period must be evidenced, resulting in a satisfactory evaluation by the end of the period.
- ii. The RPTC will not approve teaching performance simply on the basis of student evaluation scores alone. The candidate also must present convincing evidence of quality and substance of teaching such as honors and awards for teaching, grants received related to instructional development, class grade distributions, course innovation and development, course syllabi describing course requirements such as research papers, availability of the candidate to students for assistance outside class, involvement in doctoral dissertations, attendance at teaching improvement seminars, etc. Candidates should present a well prepared teaching portfolio to document these activities.

b. Scholarly/Creative Activities

- i. The evaluation in this area is based on research and publication activity. Given the wide variance in effort required to achieve publications at the various quality levels of journals, candidates must offer evidence of a continuing high quality research program.
- ii. A reasonable minimum guideline is five to eight publications or acceptances before the expiration of the probationary period. The exact number of published publications required of a candidate, however, will be a function of the quality of the work. Consistent with the University’s designation as Carnegie Tier One University, the majority of these publications should be discipline-based. Also consistent with the University’s designation as a Carnegie Tier One University, candidates should aspire to publish in premier journals. Their portfolio of articles, accordingly, should contain primarily articles in journals that appear on the College journal list and are recognized by the candidate’s department as high quality (A and A*) outlets for discipline-based research.

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Policy on Reappointment, Promotion, and Tenure

Candidates are encouraged to publish in premier journals and those journals designated by the College as premier in their functional area, with at least some of their work appearing in these outlets. A candidate's published articles and his or her work in progress should evince a clear research agenda.

- iii. Consistent with the University's designation as a Carnegie Tier One University, published research monographs and externally funded research grants (with Principal Investigator or Co-principal Investigator status) that meet the Texas Higher Education Coordinating Board's definition of Restricted Research (see Appendix B of the Dean's Guidelines) may substitute for articles in premier journals, depending on their magnitude and impact. Funded research meeting the Higher Education Research and Development (HERD) criteria shall substitute for articles in high quality (A or A*) journals, with classification based on the magnitude and impact of the funding. A refereed article published as a result of such a grant shall count separately from the receipt of the grant.

c. Professional Service

- i. During the probationary period, the primary focus of the candidate should be the attainment of the required levels of teaching and scholarly activity. However, the candidate must demonstrate an adequate level of service to the university consistent with the Dean's Guidelines.

VI. Requirements for Promotion to Professor – Promotion to Professor requires demonstration of a continuation of high levels of performance in the three areas of evaluation used for promotion to associate professor. University criteria for promotion to Professor may be found in the UNT Policy Manual.

a. Teaching

- i. Candidates must present evidence of quality teaching consistent with the Dean's Promotion and Tenure Guidelines.
- ii. Evidence of serving as a teaching mentor for junior faculty, chairing of doctoral dissertations, publication or presentation of instructional development articles, development of cases, casebooks, workbooks, textbooks, related software products, and development of instructional development techniques would also be viewed positively by the RPTC when formulating its recommendation.

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- b. Scholarly, Creative, and Professional Activity
- i. Evidence of continued publication activity is required to be considered for promotion to the rank of professor. The candidate's entire record of research in his or her field shall be considered, but emphasis is on works accepted after promotion to Associate Professor, including those accepted after the application for tenure was submitted. A candidate must have an overall portfolio of publications that has earned the candidate a national reputation for scholarly achievement. Consistent with the University's designation as a Carnegie Tier One University, candidates should aspire to publish in premier journals. A candidate's portfolio of publications should contain multiple articles in journals recognized by the candidate's department as high quality (A and A*) outlets for discipline-based research, with emphasis on premier journals and journals recognized by the College as excellent in the candidate's field. At least some of the candidate's work should appear in premier outlets. The exact composition of a successful candidate's portfolio, however, will be a function of the quality of the work. A candidate's published articles and his or her work in progress should evince the continuation of a clear research agenda, although these guidelines recognize that a candidate's research agenda may reasonably develop (change direction, expand, or become more specialized) over time.
 - ii. Evidence of independent thought and ability: Co-authored work is in the best tradition of the community of scholars. Candidates for the rank of professor, however, are expected to demonstrate clearly their ability to conduct research independently or contribute substantively to joint work. In the absence of sole-authored publications or clear lead authorships, the candidate's department chair and departmental reappointment, promotion, and tenure committee must assess and comment on a candidate's contribution to joint work.
 - iii. Consistent with the University's designation as a Carnegie Tier One University, published research monographs and externally funded research grants (with Principal Investigator or Co-principal Investigator status) that meet the Texas Higher Education Coordinating Board's definition of Restricted Research (see Appendix B of the Dean's Guidelines) may substitute for articles in premier journals, depending on their magnitude and impact. Funded research meeting the Higher Education Research and Development (HERD) criteria shall substitute for articles in high quality (A or A+) journals, with classification based on the magnitude and impact

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of the funding. A refereed article published as a result of such a grant shall count separately from the receipt of the grant.

- iv. Although not sufficient alone, a record of providing assistance to junior faculty and doctoral students in establishing their own research programs and extensive service to the profession are also positive factors the RPTC committee would consider when evaluating the candidate. Although full credit will be granted for coauthored publications, candidates must also present evidence of independent thought and ability, as specified in the Dean's Guidelines.

- c. Service – Evidence of continued support of the community of scholars is required for consideration of promotion to the rank of professor. It is expected that the candidate will assume more leadership roles in service activities at this level, such as service as a university committee chair, serving as an officer of a regional or national professional organization, or other service activities consistent with the dean's promotion and tenure guidelines.

VII. Requirements for Reappointment and Promotion of Non-Tenure-Track Faculty

All non-tenure-track faculty shall be reviewed annually for reappointment or continuation of an existing appointment. The procedure for conducting the reappointment review is similar to that for the tenure and promotion review as set forth in UNT's *Policy Manual*, 06.005, "Procedures."

- a. Minimum Criteria for Teaching
 - i. Evidence of quality teaching: For the period under review, the candidate must present evidence of a consistent level of quality teaching. Good student evaluations of teaching are necessary, but insufficient to meet this requirement. Rather, candidates should present teaching portfolios with appropriate documentation. In addition to an overview of student evaluations of teaching, the portfolio should contain, at a minimum, syllabi that clearly state the learning objectives in the classes the candidate teaches along with examples of the methods the candidate uses to determine if students are meeting the learning objectives (e.g., exams, class assignments). Depending on the assignment, Non-Tenure Track Faculty may also be assigned class coordination, assessment, and/or instructional development responsibilities, which may be measured by activities such as:
 - course revision or new course development;
 - instructional development grants;
 - supervision of independent study or internships that are not a part of an organized class; and
 - pedagogical publications such as peer reviewed articles about pedagogy, cases with instructional materials, instructional software,

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textbooks, presentations at professional meetings describing pedagogical innovations, or materials available for scrutiny by peers or practitioners describing the design and implementation of new courses or course materials.

b. Minimum Criteria for Service

- i. For the period under review, the candidate must have rendered substantive service to the G. Brint Ryan College of Business. This service may include, but is not limited to, serving on College and departmental committees, serving as a program advisor, sponsoring student organizations, and mentoring students.
- ii. The candidate must also have rendered service to the University, professional organizations, and the business community if included in the annual assignment.

c. Minimum Criteria for Promotion of Lecturers

- i. Candidates for promotion from Lecturer to Senior Lecturer must have served at least three (3) consecutive years at the rank of lecturer or have equivalent prior teaching experience. In each of these years, the candidate must have demonstrated excellence based on university and unit criteria for teaching and service. Promotion to the rank of senior lecturer requires evidence of excellence in the domain of teaching and sustained effectiveness in the domain of service. Excellence or extraordinary quality in any one domain will not compensate for lack of sustained effectiveness in the other assigned area.
- ii. Candidates for promotion from Senior Lecturer to Principal Lecturer must have at least five (5) consecutive years of college-level teaching experience including at least three (3) years at the senior lecturer rank and/or the equivalent professional teaching experience. In each of these years, the candidate must have demonstrated excellence based on university and unit criteria for teaching and service. Promotion to the rank of principal lecturer requires evidence of sustained excellence in the domains of teaching and service. Excellence or extraordinary quality in any one domain will not compensate for lack of sustained excellence in the other assigned area.

d. Minimum Criteria for Promotion of Clinical Faculty

- i. Candidates for promotion from Assistant Clinical Professor to Associate Clinical Professor must have served at least five (5) consecutive years in the rank of assistant clinical professor or have equivalent prior relevant experience. In each of these years, the candidate must have demonstrated

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excellence based on university and unit criteria for teaching, scholarship, and service. Promotion to the rank of associate clinical professor requires evidence of excellence in the primary domain of responsibility and sustained effectiveness in their other workload assignments. Excellence or extraordinary quality in any one domain will not compensate for lack of sustained effectiveness in other assigned areas.

- ii. Candidates for promotion from Associate Clinical Faculty to Clinical Professor must have served at least eight (8) consecutive years in college-level clinical, professional, or practicum assignments, including at least three (3) years at the associate clinical professor rank, or have equivalent prior relevant experience. Promotion to the rank of clinical professor requires evidence of sustained excellence in the primary domain of responsibility and other workload assignments. Excellence or extraordinary quality in any one domain will not compensate for lack of sustained excellence in the other assigned area.

FIREL Department
Promotion and Tenure Standards
May 4, 1995
Revised: March 9, 2007
Revised May 6, 2008
Revised March 25, 2011

APPROVED BY FIREL FACULTY 05/04/2018
Changes Based on Provost's Comments 12/04/2018

I. General

This document will serve as a guideline for departmental recommendations for tenure and/or promotion. ***It is the responsibility of candidates for promotion or promotion and tenure to be familiar with department, college, and university guidelines or standards for promotion or promotion and tenure. Copies of all policies can be obtained from various public sources or from the Department Chair.***

Departmental Policies must be consistent with University Policy, as found in 06.004 Faculty Reappointment, Tenure and Promotion (05/05/2017) (University Policy 06.004) , or relevant sections of the Policy Manual as amended subsequent to the adoption of this policy.

Departmental recommendations also must be consistent with College of Business Dean's Guidelines for Reappointment, Promotion and Tenure (Dean's Guidelines) or the Dean's Guidelines as amended subsequent to the adoption of this policy. Departmental recommendations for tenure and/or promotion by the Reappointment Promotion and Tenure Committee (RPTC) must be accompanied by annual peer evaluations of the candidate performed during the merit evaluation process by the departmental Personnel Administration Committee (PAC), and by the recommendation of the department chair, as described in University policy.

A. Dean's Guidelines

The following statement of philosophy regarding intellectual contributions is found in the Dean's Guidelines (dated October 8, 2018):

The faculty of the College of Business at the University of North Texas expects its members to produce intellectual contributions that bring credit to the College and enhance its national reputation. To this end, tenure-track candidates for reappointment, promotion, and tenure should have a coherent stream of research in high-quality journals widely recognized as having relevance to their academic disciplines. Research funding by state or federal agencies, foundations and corporations will be included as a part of this research stream as long as funding flows through UNT.

The following definitions are found in the Dean's Guidelines (dated October 8, 2018):

Intellectual contributions include “contributions to learning and pedagogical research, contributions to practice, and discipline-based research.”¹ Scrutiny of peers or practitioners is required of all work submitted as an intellectual contribution. Publication in a peer-reviewed journal or funding by a state or federal agency meets this requirement for scrutiny. (Based on the statement of philosophy in the preceding paragraph, in this FIREL standard we interpret this statement to also include funding by foundations and corporations). For other intellectual contributions, the candidate must demonstrate that his or her work has contributed to business education or practice. Examples of such demonstration include frequent citation, required reading or widespread use in college classes or among professionals, and written reviews by experts in the field.

Discipline-based scholarship represents the creation of new knowledge.²

Applied scholarship is the application, transfer, and interpretation of existing knowledge.

High quality journals include both A and A* discipline-based journals taken from the College Journal List or as specifically justified for impact and reputation. (See Appendix A for criteria and Appendices D, E and F for current lists.)

Premier journals are those designated as A* by the Australian Business Dean’s Council or appearing on the Financial Times 50 List, or the UT-Dallas List, or as specifically justified as equivalent in quality in non-business disciplines related to the candidate’s field of study. (See Appendix A for criteria and Appendices D, E and F for current lists.)

B. Disciplines With No Journals Designated as Premier

For disciplines in FIREL that do not have journals that fit the definition of premier as defined in the Dean’s Guidelines (notably risk management and insurance, real estate, and law), the faculty in those disciplines are encouraged to propose journals to be considered by the Dean as “excellent in their functional area.” To be considered as “excellent in the functional area” the journals must be highly selective and must have relatively high impact factors within the discipline.

1. Procedure for Designating Journals “Excellent in the Functional Area”

By April 15 of each year, the faculty in disciplines that do not have a journal designated as premier should submit to the FIREL Reappointment, Promotion and Tenure Committee (RPTC) recommendations of journals for designation by the RPTC as “excellent in the functional area.”

¹AACSB International, *Standards for Business Accreditation with Interpretive Information* (as revised January 31, 2010), Standard 2, INTELLECTUAL CONTRIBUTIONS, p. 20.

²“Discipline-based scholarship” is AACSB International terminology for “basic research”: “Discipline-based scholarship (often referred to as basic research) contributions add to the theory or knowledge base of the faculty member’s field. Published research results and theoretical innovation qualify as Discipline-based scholarship contributions,” *Standards for Business Accreditation with Interpretive Information* (as revised January 31, 2010), Standard 2, INTELLECTUAL CONTRIBUTIONS, p. 21.

The faculty members are responsible for providing documentation to support the recommendations.

The FIREL RPTC will evaluate the proposals and will make recommendations to the Department Chair who will make recommendations to the Dean. The Dean's decision on this matter will be final.

II. Composition of the Committee

As specified in the FIREL departmental charter, the Reappointment, Promotion, and Tenure Committee (RPTC) shall consist of the tenured members of the Personnel Affairs Committee (PAC), subject to the qualifications listed in the FIREL Department Charter.

III. Guidelines for Untenured and Less Than Full Rank Faculty

This document will also serve as a basis for describing the expectations for minimum performance for probationary faculty seeking promotion and tenure and for tenured faculty seeking promotion. Faculty members in these categories should become familiar with the requirements outlined in this document, University Policy 06.004, and the Dean's Guidelines, and organize their activities to achieve the goals set forth herein.

Achieving minimum expectations does not guarantee tenure and/or promotion; however, failure to achieve the minimum standards will almost certainly result in failure of the request for tenure and/or promotion. Untenured faculty shall receive periodic reviews for reappointment as specified in University Policy 06.004

Faculty members may also request counseling on their progress from the RPTC chair and department chair at any time during the year. To remain in good standing in the department, the candidate must receive satisfactory annual merit reviews from the department chair.

Candidates for tenure and/or promotion should acquaint themselves with the requirements for External Reviews provided in University Policy 06.004. Ordinarily, outside reviewers should not have a close personal relationship with the candidate such as graduate school colleagues, former professors, co-authors, dissertation committee chairs, etc.; however, candidates should understand that positive reviews will be most readily obtained from those persons familiar with the candidate's scholarly, creative, and professional activity. In addition to but not to the exclusion of publication activity, possible methods of establishing a reputation could be active participation in professional organizations and meetings and providing editorial services such as reviewing journal article submissions.

IV. Basis of Evaluation for Tenure and/or Promotion to Associate Professor

In accordance with University and College guidelines, tenure and/or promotion evaluations are based on the three performance areas of teaching; scholarly, creative, and professional activity; and administration and service. Candidates for tenure and/or promotion should pay particular attention to the statement in the University Policy 06.004 IV. A.1. that "Sustained excellence or extraordinary quality in any one domain will not compensate for lack of sustained excellence and/or sustained effectiveness in other areas."

Untenured faculty should also be aware that a consistent rating of “excellent” in the annual merit review process by the Personnel Affairs Committee [PAC] does not guarantee a favorable recommendation for tenure or promotion by the RPTC.

External references should confirm a trend toward continual growth toward a national reputation for promotion to associate professor and/or the awarding of tenure.

A recommendation for tenure “will consider evidence in the context of, and consistent with, levels expected at peer or aspirational peer programs. Any recommendation for tenure, based on evidence of excellence, should also be based, as far as possible, on indications that the individual will continue to grow and develop professionally.” University Policy 06.004 IV.B.

Awards of grants for research or instructional development that meet the criteria in the Dean’s Guidelines are also a significant factor considered by the RPTC in evaluating candidates. Grants funded internally by the university will be viewed positively, but demonstrated ability to obtain external funding will be a significant enhancement to the candidate's record of accomplishments.

V. Requirements for Tenure and Promotion to Associate Professor

A. Teaching

As described in University Policy 06.004 IV. B “Tenure and promotion to the rank of associate professor requires evidence of sustained excellence in the domains of teaching and scholarship along with evidence of sustained effectiveness in the domain of service.”

To meet the departmental standard for teaching, the candidate should have satisfactory evaluations from the second year and subsequent reappointment reviews or present evidence that any concerns expressed in these reviews have been addressed. Evaluations will be based on the criteria for teaching detailed in the Three Year Faculty Activity Report. If the candidate needs improvement in the early years of the probationary period, a record of consistent improvement over the period must be evidenced, resulting in a satisfactory evaluation by the end of the period.

The RPTC will not evaluate teaching performance simply on the basis of student evaluation scores alone. The candidate also must present convincing evidence of quality and substance of teaching such as honors and awards for teaching, grants received related to instructional development, class grade distributions, course innovation and development, course syllabi describing course requirements such as research papers, availability of the candidate to students for assistance outside class, involvement in doctoral dissertations, attendance at teaching improvement seminars, etc. The RPTC will also consider the candidate’s willingness to engage in instructional technology (e.g., on line and distributed teaching) and to teach off campus as necessary. Candidates should present a well prepared teaching portfolio to document these activities.

B. Scholarly, Creative, and Professional Activity

The evaluation in this area is based on research and publication activity. Given the wide variance in effort required to achieve publications at the various quality levels of journals, no exact numbers for publication activity will be used. Candidates must offer evidence of a continuing high quality research program.

The Dean's Guidelines dated October 8, 2018 provide the following guidelines for promotion to associate professor and the awarding of tenure:

- a. Published research: A candidate generally should have published from five to eight journal articles at a minimum. The exact number of published articles required of a candidate, however, will be a function of the quality of the work. Consistent with the University's designation as Carnegie Tier One University, the majority of these articles should be discipline-based. Also consistent with the University's designation as a Carnegie Tier One University, candidates should aspire to publish in premier journals. Their portfolio of articles, accordingly, should contain primarily articles in journals that appear on the College journal list and are recognized by the candidate's department as high quality (A and A*) outlets for discipline-based research. Candidates are encouraged to publish in premier journals and those journals designated by the College as excellent in their functional area, with at least some of their work appearing in these outlets. A candidate's published articles and his or her work in progress should evince a clear research agenda.
- b. Consistent with the University's designation as a Carnegie Tier One University, published research monographs and externally funded research grants (with Principal Investigator or Co-principal Investigator status) that meet the Texas Higher Education Coordinating Board's definition of Restricted Research (see Appendix B) may substitute for articles in premier journals, depending on their magnitude and impact. Funded research meeting the Higher Education Research and Development (HERD) criteria shall substitute for articles in high quality (A or A*) journals, with classification based on the magnitude and impact of the funding. A refereed article published as a result of such a grant shall count separately from the receipt of the grant.

Research monographs, scholarly books, chapters in scholarly books, proceedings from scholarly meetings, and papers presented at scholarly meetings will also be considered, but do not substitute for the primary standard of publication in academic or professional journals stated above. If some of the publications are in a select group of the premier journals in fields recognized by the department, and the College, total publication requirements may be reduced, based on the judgment of the RPTC.. Although candidates will receive full credit for multi-authored publications, candidates must also present evidence of independent thought and ability, as specified in the Dean's Guidelines.

C. Service

During the probationary period, the primary focus of the candidate should be the attainment of the

required levels of teaching and scholarly activity. However, the candidate must demonstrate an adequate level of service consistent with the Dean's Guidelines.

VI. Requirements for Promotion to Professor

Faculty who are less than Full rank should also be aware that a consistent rating of "excellent" in the annual merit review process by the Personnel Affairs Committee [PAC] does not guarantee a favorable recommendation for tenure or promotion by the RPTC.

Promotion to Professor requires "evidence of sustained excellence in each of the three (3) domains of teaching, scholarship and service sufficient for the achievement of national or international reputation and recognition." University Policy 06.004 IV.B.1

Recommendations for promotion are based on evidence of excellence and "should also be based, so far as possible, on indications that the individual will continue to grow and develop professionally." University Policy 06.004 IV.B.1

A. Teaching

Candidates must present evidence of high quality teaching consistent with the Dean's Promotion and Tenure Guidelines and the requirement of excellence in all three areas of performance as provided by University Policy 06.004.

The RPTC will not evaluate teaching performance simply on the basis of student evaluation scores alone. The candidate also must present convincing evidence of quality and substance of teaching such as honors and awards for teaching, grants received related to instructional development, class grade distributions, course innovation and development, course syllabi describing course requirements such as research papers, availability of the candidate to students for assistance outside class, involvement in doctoral dissertations, attendance at teaching improvement seminars, etc. Candidates should present a well prepared teaching portfolio to document these activities.

Evidence of serving as a teaching mentor for junior faculty, chairing of doctoral dissertations, teaching doctoral seminars as appropriate by discipline, being active in the Finance Doctoral Program Committee, publication or presentation of instructional development articles, development of cases, casebooks, workbooks, textbooks, related software products, and development of instructional development techniques will also be viewed positively by the RPTC when formulating its recommendation.

B. Scholarly, Creative, and Professional Activity

Evidence of continued publication activity meeting the University standard of excellence is required to be considered for promotion to the rank of professor. A reasonable minimum guideline is six publications or acceptances --at the rank of Associate Professor-- in academic or professional

journals consistent with the AACSB definition of discipline-based research..

The Dean's Guidelines dated October 8, 2018 contain the following requirements for promotion to full professor:

1. Evidence of intellectual contributions:

- a. Published research: A candidate must have an overall portfolio of publications that has earned the candidate a national reputation for scholarly achievement. Consistent with the University's designation as a Carnegie Tier One University, candidates should aspire to publish in premier journals. A candidate's portfolio of publications should contain multiple articles in journals recognized by the candidate's department as high quality (A and A*) outlets for discipline-based research, with emphasis on premier journals and journals recognized by the College as excellent in the candidate's field. The exact composition of a successful candidate's portfolio, however, will be a function of the quality of the work. A candidate's published articles and his or her work in progress should evince the continuation of a clear research agenda, although these guidelines recognize that a candidate's research agenda may reasonably develop (change direction, expand, or become more specialized) over time.
- b. Consistent with the University's designation as a Carnegie Tier One University, published research monographs and externally funded research grants (with Principal Investigator or Co-principal Investigator status) that meet the Texas Higher Education Coordinating Board's definition of Restricted Research (see Appendix B) may substitute for articles in premier journals, depending on their magnitude and impact. Funded research meeting the Higher Education Research and Development (HERD) criteria shall substitute for articles in high quality (A or A*) journals, with classification based on the magnitude and impact of the funding. A refereed article published as a result of such a grant shall count separately from the receipt of the grant.

Other intellectual contributions such as research monographs, scholarly books, chapters in scholarly books, proceedings from scholarly meetings, and papers presented at scholarly meetings will also be considered, but do not substitute for the primary standard of publication in academic or professional journals stated above. The likelihood of success of the request for promotion will be greatly enhanced if the candidate has multiple publications in a select group of the premier journals in fields recognized by the department. Based on the number of publications in this select group of journals, the RPTC may reduce the total publication requirement at its discretion. Although not sufficient alone, a record of providing assistance to junior faculty and doctoral students in establishing their own research programs and extensive service to the profession are also positive factors the RPTC committee would consider when evaluating the candidate. Although full credit will be granted for coauthored publications, candidates must also present evidence of independent thought and ability, as specified in the Dean's Guidelines.

C. Service

Evidence of sustained continued support of the community of scholars is required for consideration of promotion to the rank of professor. To be excellent in this area of performance it is expected that

the candidate will assume additional leadership roles in service activities at this level, such as service as a university committee chair, serving in a leadership position of a regional or national professional organization, and/or other service activities consistent with the Dean's Guidelines..

ITDS Department Reappointment, Promotion and Tenure (RPT) Committee Policy Statement:

**Minimum Criteria for Consideration for Reappointment, Promotion, and Tenure
(Substantive revisions are as of Dec 7, 2018)
(Dec 7, 2018 DRAFT)**

- I. GLOBAL STATEMENT OF PHILOSOPHY
- II. RECOMMENDATION FOR PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR
- III. RECOMMENDATION FOR PROMOTION FROM ASSOCIATE PROFESSOR TO (FULL) PROFESSOR
- IV. THIRD-YEAR REAPPOINTMENT REVIEW
- V. THE TENURE DECISION
- VI. RECOMMENDATION FOR PROMOTION FROM LECTURER TO SENIOR LECTURER
- VII. RECOMMENDATION FOR PROMOTION FROM SENIOR LECTURER TO PRINCIPAL LECTURER
- VIII. RECOMMENDATION FOR PROMOTION FROM ASSISTANT CLINICAL PROFESSOR TO ASSOCIATE CLINICAL PROFESSOR
- IX. RECOMMENDATION FOR PROMOTION FROM ASSOCIATE CLINICAL PROFESSOR TO (FULL) CLINICAL PROFESSOR
- X. DOCUMENTATION
- XI. VOTING AND OTHER PROCEDURES

APPENDIX A: MINIMUM CRITERIA FOR HIGH QUALITY JOURNALS (A or A*)

APPENDIX B: DEFINITION OF RESTRICTED RESEARCH AWARDS

PART I. GLOBAL STATEMENT OF PHILOSOPHY.

The faculty is encouraged to read carefully and understand the University's policy on promotion and tenure, as set forth in Chapter 6 of UNT's *Policy Manual*, 06.004 Faculty Reappointment, Tenure, and Promotion. The same holds true for the College of Business' policies on this subject. There is an RPTC at both the College of Business level and the departmental level, commonly referred to as the Promotion and Tenure (PAT) Committee at the departmental level. In this document, RPTC will refer to the departmental RPTC/PAT. What follows in this document constitutes minimum criteria, that is, the performance threshold a faculty person must achieve for RPTC to consider the possibility of nominating that person for promotion and/or tenure. One should not assume that meeting the threshold requirements automatically guarantees RPTC's nomination. RPTC has a responsibility to the faculty to evaluate the quality, and not just the quantity, of a person's lifetime contribution. Refer to the PAC Merit Evaluation Policy for definitions of terms not expressly defined herein.

The guidelines for reappointment, promotion, and tenure are separate and distinct from annual merit evaluations. Although a candidate is expected to have received positive annual merit evaluations during the period under review, annual merit evaluations are based on (1) a three-year rolling window and (2) individualized workload assignments that might emphasize one or two of the categories of teaching, intellectual contributions, and service. Reappointment, tenure, and promotion decisions, on the other hand, are based on a candidate's contributions in each of the categories of teaching, intellectual contributions, and service over a specific three-year, six-year, or possibly longer window (in the case of promotion to Professor). Reappointment, tenure, and promotion decisions also include broader considerations such as the candidate's reputation in the field, the cogency of the candidate's research agenda, the impact of the candidate's accomplishments, and the likelihood of continued performance. Thus, the criteria by which a candidate is judged meritorious in the annual merit review process are not sufficient alone to warrant reappointment, promotion, or tenure.

Anyone seeking promotion at any level must keep in mind that it is important to plan his/her publication record with a realization that there will be an objective evaluation by qualified peers both within and outside the university. RPTC wants to present to the University community the strongest possible arguments for anyone RPTC recommends for promotion. This means that each faculty person should target his/her publications for journals that are clearly recognized as being in the mainstream of the IT/MIS or DSCI/MSCI disciplines.

Given the research mission of the Department and the University, RPTC strongly encourages that sole or multiple authorship of any scholarly work appear on the ITDS Department's IT or DSCI journal list. It is the responsibility of the RPTC to judge the overall quality of the candidate's research and publication record.

Definitions of terminology

The following definitions are used throughout this document.

Must versus *should* statements. *Must* connotes an imperative, a requirement, or a condition to be achieved with certainty. *Should* connotes what is expected or advisable. Deviations from statements preceded by *should* require an explanation or alternative.

Instructional development is the enhancement of the educational value of instructional efforts. *Intellectual contributions* include “contributions to learning and pedagogical research, contributions to practice, and discipline-based research.”¹ Scrutiny of peers or practitioners is required of all work submitted as an intellectual contribution. Publication in a peer-reviewed journal is sufficient to meet this requirement. Absent such publication, the candidate must demonstrate that his or her work has contributed to business education or practice. Examples of such demonstration include frequent citation, required reading or widespread use in college classes or among professionals, and written reviews by experts in the field.

Discipline-based scholarship represents the creation of new knowledge.²

Applied scholarship is the application, transfer, and interpretation of existing knowledge.

High quality journals include both A and A* discipline-based journals taken from the College Journal List or as specifically justified for impact and reputation. (See Appendix A)

Premier journals are those designated as A* by the Australian Business Dean’s Council or appearing on the Financial Times 50 List, or the UT-Dallas List, or as specifically justified as equivalent in quality in non-business disciplines related to the candidate’s field of study. (See Appendix A)

¹AACSB International, *Standards for Business Accreditation with Interpretive Information* (as revised January 31, 2010), Standard 2, INTELLECTUAL CONTRIBUTIONS, p. 20.

²“Discipline-based scholarship” is AACSB International terminology for “basic research”: “Discipline-based scholarship (often referred to as basic research) contributions add to the theory or knowledge base of the faculty member’s field. Published research results and theoretical innovation qualify as Discipline-based scholarship contributions,” *Standards for Business Accreditation with Interpretive Information* (as revised January 31, 2010), Standard 2, INTELLECTUAL CONTRIBUTIONS, p. 21.

PART II RECOMMENDATION FOR PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR.

The candidate's lifetime record of accomplishment forms the basis for meeting the criteria given in Part II. While junior faculty should not ignore their service record, they must recognize that the University places more weight upon the quality of their teaching and research efforts at this stage of their career development. The University's policy on promotion and tenure must be followed: Chapter 6 of UNT's *Policy Manual*, 06.004 Faculty Reappointment, Tenure, and Promotion.

A. Minimum Criteria for Teaching.

1. Evidence of quality teaching: for the period under review, the candidate must have demonstrated a consistent level of quality teaching. RPTC uses a portfolio approach to evaluate teaching performance. In addition to student surveys, this portfolio approach will evaluate syllabi, student assignments and other educational activities, in-classroom performance, course and curriculum development, and any other accomplishments submitted by the candidate.
2. Evidence of Instructional-Related Activity: the candidate should participate in (and provide clear documentary evidence for) at least one of the following:
 - a. New course development or major course revision;
 - b. Teaching grants applied for (received or not received); and
 - c. Supervision of independent study work not part of an organized class.
3. Evidence of Dissertation-Related Activity: the candidate should serve on at least one dissertation committee.

B. Minimum Criteria for Intellectual Contributions.

The entire record of published research in the candidate's field constitutes the basis for evaluating the candidate's intellectual contributions. A candidate's published research and work in progress should evince a clear research agenda. Peer-reviewed journal publications are the primary form of scholarship for the promotion process. Other forms such as books, edited volume chapters, and conference proceedings cannot be substituted for journal articles.

1. Evidence of intellectual contributions:
 - a. Published research: A candidate generally should have published a minimum of six peer-reviewed journal articles. The exact number of published articles required of a candidate, however, will be a function of the quality of the work. Consistent with

UNT's designation as a Tier 1 Research University, the majority of these articles should be discipline-based. Also consistent with UNT's designation as a Tier 1 Research University, candidates need to publish in premier journals. Their portfolio of journal articles must contain at least three articles in journals that are recognized by the College of Business as high quality (A or A*) outlets for discipline-based research. The Department will provide its faculty with a list of high quality journals in their discipline(s) based on the College of Business list.

Consistent with the value that the University places on interdisciplinary work, the Department encourages articles published in a journal on the College's list outside a candidate's discipline (or in a premier journal outside the business disciplines). Such publications may count toward the required number of articles in high quality journals if:

- (1) The discipline the journal represents reasonably relates to the candidate's discipline;
- (2) The article advances the candidate's research agenda; and
- (3) The candidate has contributed substantially to the research effort.

Examples include a supply chain article in the *Journal of Transportation Management* or other high quality logistics journals or a management of information systems article in *Academy of Management Journal*.

- b. Non-published research: Intellectual contributions made available for scrutiny by peers and practitioners, but not published, are properly part of the candidate's record of achievement. It is, however, the faculty member's responsibility to demonstrate the impact of the contribution on business or practice.
2. Evidence of independent thought and ability: Co-authored work is in the best tradition of the community of scholars. Candidates, however, should demonstrate his/her ability to conduct research independently or make substantive contributions to joint research projects. Therefore, the portfolio of journal articles should include at least three articles in which the candidate is the lead author. In the absence of sole-authored publications or clear lead authorships, the Department Chair and/or the Department's reappointment, promotion, and tenure committee may assess and comment on a candidate's contributions to joint work.
 3. Other intellectual contributions that enhance the credentials of a candidate include research monographs, externally funded research grants, papers presented at academic meetings, publicly available research working papers, papers presented at faculty research seminars and workshops, professional presentations, book reviews, editorial activities, and service as a research paper discussant or panelist at academic meetings. Consistent with UNT's designation as a Tier 1 Research University, published research monographs and externally funded research grants (with Principal Investigator or Co-principal Investigator status) that meet the Texas Higher Education Coordinating Board's definition of Restricted Research

(see Appendix B) shall substitute for articles in high quality (A and A*) journals. A refereed article published as a result of such a grant shall count separately from the receipt of the grant. None of the other activities described in this paragraph, however, may substitute for the criteria set forth in II.B.1 and II.B.2.

4. RPTC will consider other activities in this category which contribute to the overall professional credentials of the candidate. However, these other activities do not substitute for the specific minimum criteria set forth above.

C. Minimum Criteria for Service.

1. Evidence of Active Participation: For the period under review, the candidate must render significant service to the University community.
2. RPTC expects the active involvement by Assistant Professors in the Department's Ph.D. program (e.g., Ph.D. exam pool, attendance at Ph.D. oral exams, proposal defenses, and dissertation defenses).
3. RPTC expects some level of service to the College of Business or to the University.
4. RPTC encourages some level of service to the professional field community (e.g., serving a learned society as an officer).

D. Minimum Time for Promotion.

1. Candidates should spend at least six years in rank as an Assistant Professor before being promoted to associate professor. Promotion before the end of the sixth year of service as an Assistant Professor will be considered only in cases of truly outstanding and internationally acclaimed performance. These instances will be rare.
2. Candidates with prior service as an Assistant Professor at other institutions may be reviewed for promotion to Associate Professor beginning in his/her sixth year of service in rank, including service at other institutions.

PART III. RECOMMENDATION FOR PROMOTION FROM ASSOCIATE TO (FULL) PROFESSOR.

The minimum criteria set forth in Part III assume that the candidate has already fulfilled all of the criteria in Part II. NOTICE: All evidence of accomplishment required in Part III must date from the time of the candidate's first appointment to associate rank unless specifically noted as in his/her lifetime. The University's policy on promotion and tenure must be followed: Chapter 6 of UNT's *Policy Manual*, 06.004 Faculty Reappointment, Tenure, and Promotion.

A. Minimum Criteria for Teaching.

1. Evidence of quality teaching: For the period under review, the candidate must have demonstrated a consistent level of quality teaching. RPTC uses a portfolio approach to evaluate teaching performance. In addition to student surveys, this portfolio approach will evaluate syllabi, student assignments and other educational activities, in-classroom performance, course and curriculum development, and any other accomplishments submitted by the candidate.
2. Evidence of Instructional-Related Activity: The candidate must participate in (and provide clear documentary evidence for) at least two of the following:
 - a. New course development or major course revision.
 - b. Teaching grants applied for (received or not received);
 - c. Supervision of independent study work not part of an organized class: (internship courses do count)
3. Evidence of Dissertation-Related Activity: the candidate must serve on at least one dissertation committee as a chair or co-chair.

B. Minimum Criteria for Intellectual Contribution.

Published research in the candidate's field since promotion to Associate Professor constitutes the primary basis for evaluating a candidate's intellectual contributions. A candidate's published research and work in progress should evince a clear research agenda. Peer-reviewed journal publications are the primary form of scholarship for the promotion process. Other forms such as books, edited volume chapters, and conference proceedings cannot be substituted for journal articles.

1. Evidence of intellectual contributions:

- a. Published research: A candidate is expected to have an overall portfolio of publications that has earned him or her a national reputation for scholarly achievement. Evidence of national reputation may include the quality of the journals where their articles appear, citations of their articles, candidate's citation indices, and publication awards. A candidate should have published a minimum of eight peer-reviewed journal articles. The exact number of published articles required of a candidate, however, will be a function of the quality of the work. Consistent with UNT's designation as a Tier 1 Research University, candidates need to publish in premier journals. A candidate's portfolio of publications must contain at least four articles in journals recognized by the College of Business as high quality (A or A*) outlets for discipline-based research. The College of Business maintains a list of high quality journals, taking into account criteria such as acceptance rates, impact factors, and journal rankings. The Department will provide its faculty with a list of high quality journals in their discipline(s) based on the College of Business list.
- b. Consistent with the value that the University places on interdisciplinary work, the Department encourages articles published in a journal on the College's list outside a candidate's discipline (or in a premier journal outside the business disciplines). Such publications may count toward the required number of articles in high quality journals if:
 - (1) The discipline the journal represents reasonably relates to the candidate's discipline;
 - (2) The article advances the candidate's research agenda; and
 - (3) The candidate has contributed substantially to the research effort.

Examples include a supply chain article in the *Journal of Transportation Management* or other high quality logistics journals or a management of information systems article in *Academy of Management Journal*.

2. Evidence of thought leadership: Co-authored work is in the best tradition of the community of scholars. Candidates for the rank of Professor, however, will demonstrate clearly their ability to lead research projects. Therefore, the portfolio of journal articles should include at least three publications from one or more of the following categories: (1) sole-authored by the candidate, (2) co-authored with other researchers and the candidate is the lead author, or (3) co-authored with doctoral students and the candidate is the only faculty co-author.
3. Other intellectual contributions that enhance the credentials of a candidate include research monographs, externally funded research grants, papers presented at academic meetings, publicly available research working papers, papers presented at faculty research seminars and workshops, professional presentations, book reviews, editorial activities, and service as a research paper discussant or panelist at academic meetings. Consistent with UNT's

designation as a Tier 1 Research University, published research monographs and externally funded research grants (with Principal Investigator or Co-principal Investigator status) that meet the Texas Higher Education Coordinating Board's definition of Restricted Research (see Appendix B) shall substitute for articles in high quality (A and A*) journals. A refereed article published as a result of such a grant shall count separately from the receipt of the grant. None of the other activities described in this paragraph, however, may substitute for the criteria set forth in III.B.1 and III.B.2.

4. The candidate must be a full member of the University's graduate faculty.
5. The candidate must have achieved a national or international reputation.

C. Minimum Criteria for Service.

1. For the period under review, the candidate must have rendered substantive service to the ITDS Department and/or the College of Business. This service may include, but is not limited to, chairing College and/or Department committees, serving as a program advisor, sponsoring student organizations, and mentoring students.
2. Consistent with the ITDS Department expectations of those holding the rank of Professor, the candidate must clearly evince leadership in the Department, College, or University. Engaging in activities or holding positions such as those listed in C.1 above are not sufficient to fulfill these criteria. The candidate must demonstrate evidence of leadership. Examples of such evidence may include (but are not limited to):
 - Being clearly perceived as a leader by his/her peers;
 - Leadership recognition at college and/or university levels;
 - Leadership in promoting university/industry partnerships;
 - Leadership in the candidate's discipline at the national or international level such as serving as chair of a national or international academic conference, officer of the discipline's national association (e.g., AIS Council or national DSI), or senior editor of a high-quality (A or A*) journal;
 - Leadership in departmental mission related activities such as curriculum development or facilitation of multi-participant research projects that receive external funding (as defined in Appendix B).
3. The candidate should be actively involved in his or her departmental doctoral program (e.g., teaching doctoral seminars; contributing to the preparation and grading of doctoral exams; attending doctoral oral exams, proposal defenses, and dissertation defenses; and serving on or chairing dissertation committees [see also III.A.3. above]).

4. The candidate must also have rendered service to the University, professional organizations, and the business community.

D. Minimum Time for Promotion

1. There is no minimum time in rank required for promotion to Professor. In order to meet the criteria for promotion, candidates would typically spend at least six years in rank as an Associate Professor before being promoted to Professor. Promotion before the end of the sixth year of service as an Associate Professor will be considered in cases of outstanding and internationally acclaimed performance.
2. Candidates with prior service as an Associate Professor at other institutions may be reviewed for promotion to Professor beginning in their sixth year of service in rank, including service at other institutions. Consideration for promotion to full may be given prior to their sixth year for cases with exceptional performance.

Part IV THIRD-YEAR REAPPOINTMENT REVIEW

The Department will review for reappointment all Assistant Professors on tenure track during the third year of the probationary period. The procedure for conducting the reappointment review is similar to that for the tenure and promotion review as set forth in Chapter 6 of UNT's *Policy Manual*, 06.004 Faculty Reappointment, Tenure, and Promotion except that external review letters are not sought.

A. Minimum Criteria for Teaching

1. Evidence of quality teaching: For the period under review, the candidate must present evidence of a consistent level of quality teaching. Good student evaluations of teaching are necessary, but insufficient to meet this requirement. Rather, candidates should present teaching portfolios with appropriate documentation. In addition to an overview of student evaluations of teaching, the portfolio should contain, at a minimum, syllabi that clearly state the learning objectives in the classes the candidate teaches along with examples of the methods the candidate uses to determine if students are meeting the learning objectives (e.g., exams, class assignments).
2. Evidence of instructional development: The candidate should have participated in instructional development, which might include activities such as the following:
 - a. Course revision or new course development;
 - b. Service on dissertation committees;
 - c. Instructional development grants;
 - d. Supervision of independent study or internships that are not a part of an organized class; and
 - e. Pedagogical publications such as peer reviewed articles about pedagogy, cases with instructional materials, instructional software, textbooks, presentations at professional meetings describing pedagogical innovations, or materials available for scrutiny by peers or practitioners describing the design and implementation of new courses or course materials.

B. Minimum Criteria for Intellectual Contributions

The entire record of published research in the candidate's field constitutes the basis for evaluating the candidate's intellectual contributions. A candidate's published research and work in progress should evince a clear research agenda. Peer-reviewed journal publications are the primary form of scholarship for the reappointment review and promotion and tenure processes. Other forms such as books, edited volume chapters, and conference proceedings cannot be

substituted for journal articles. For third-year reappointment review, articles accepted for publication and work in progress are also particularly relevant.

1. Evidence of intellectual contributions:

- a. Published research: A candidate should have published or had accepted at least two journal articles, although the exact number of published or accepted articles required of a candidate shall be a function of (1) the quality of the work and (2) the quality and time-to-acceptance of the journals to which the candidate has submitted. A revise and re-submit at a high quality (A or A*) journal, for example, might count equally with an acceptance at a lesser journal. Consistent with UNT's designation as a Tier 1 Research University, a candidate's published or accepted work and work in progress should be discipline-based and evince a clear research agenda.
- b. Also consistent with UNT's designation as a Tier 1 Research University, candidates should aspire to publish in premier journals and should have published or had accepted at least one article in a journal that is recognized by the College of Business as a high quality (A or A*) outlet for discipline-based research. The College of Business maintains a list of high quality journals, taking into account criteria such as acceptance rates, impact factors, and journal rankings. The Department will provide its faculty with a list of high quality journals in their discipline(s) based on the College of Business list.
- c. Consistent with the value that the University places on interdisciplinary work, the Department encourages articles published in a journal on the College's list outside a candidate's discipline (or in a premier journal outside the business disciplines). Such publications may count toward the required number of articles in high quality journals if:
 - (1) The discipline the journal represents reasonably relates to the candidate's discipline;
 - (2) The article advances the candidate's research agenda; and
 - (3) The candidate has contributed substantially to the research effort.

Examples include a supply chain article in the *Journal of Transportation Management* or other high quality logistics journals or a management of information systems article in *Academy of Management Journal*.

- d. Non-published research: Intellectual contributions made available for scrutiny by peers and practitioners, but are not published, are properly part of the candidate's record of achievement. It is, however, the faculty member's responsibility to demonstrate the impact of the contribution on business or practice.

2. Evidence of independent thought and ability: Co-authored work is in the best tradition of the community of scholars. Candidates, however, will demonstrate their ability to conduct research independently or make substantive contributions to joint research projects. In the absence of sole-authored publications or clear lead authorships, the Department Chair and/or the Department's reappointment, promotion, and tenure committee may assess and comment on a candidate's contributions to joint work.
3. Other intellectual contributions that enhance the credentials of a candidate include research monographs, externally funded research grants, papers presented at academic meetings, publicly available research working papers, papers presented at faculty research seminars and workshops, professional presentations, book reviews, editorial activities, and service as a research paper discussant or panelist at academic meetings. Consistent with UNT's designation as a Tier 1 Research University, published research monographs and externally funded research grants (with Principal Investigator or Co-principal Investigator status) that meet the Texas Higher Education Coordinating Board's definition of Restricted Research (see Appendix B) shall substitute for articles in high quality (A or A*) journals. A refereed article published as a result of such a grant shall count separately from the receipt of the grant. None of the other activities described in this paragraph, however, may substitute for the criteria set forth in IV.B.1 and IV.B.2.

C. Minimum Criteria for Service

Although junior faculty members are expected to concentrate primarily on teaching and research during his/her probationary period, they must demonstrate a willingness to engage in service.

1. For the period under review, the candidate should render service to the College of Business by serving on College or departmental committees or by serving in a similar service capacity.
2. The candidate should be actively involved in his or her departmental doctoral program (e.g., contributing to the preparation and grading of doctoral exams; attending doctoral oral exams, proposal defenses, and dissertation defenses; and serving on dissertation committees).
3. The candidate might also demonstrate a willingness to render service through involvement on the University committees, in academic professional organizations, or in the business community.

PART V. THE TENURE DECISION.

Two distinct groups of faculty may apply for tenure: (1) Assistant Professors completing their six-year probationary period and applying for both tenure and promotion to Associate Professor and (2) new-hire faculty of any rank with prior experience at other institutions.

1. For Assistant Professors completing their six-year probationary period, tenure and promotion are normally simultaneous. The criteria for both, accordingly, are the same.
2. New-hire Assistant Professors with prior experience at the rank of Assistant Professor at other institutions will have the full six-year probationary period and thus may be reviewed for tenure and promotion during his/her sixth year of service at the University. A faculty member with prior service at the rank of Assistant Professor, however, may apply for tenure and promotion when the faculty member's service at the University and his or her prior institution(s) equates to the full probationary period. Each such new faculty member shall serve a minimum probationary period of no less than one year, except as the President of the University may make an exception and recommend immediate tenure upon hire.
3. New-hire Associate Professor and Professors with prior experience in rank at other institutions will normally have the full three-year probationary period and thus may be reviewed for tenure during his/her third year of service. A faculty member with prior service as an Associate Professor or Professor, however, may apply for tenure and promotion at any time prior to the expiration of the maximum three-year probationary period. Each such new faculty member shall serve a minimum probationary period of no less than one year, except as the President of the University may make an exception and recommend immediate tenure upon hire.
4. The criteria for tenure for new-hire Assistant Professors with prior experience at other institutions are the same as the criteria for Assistant Professors completing his/her six-year probationary period at UNT. The criteria for tenure for Associate Professors and Professors with prior experience at other institutions are the same as the criteria for attainment of the rank they hold, except that such new-hire faculty must provide evidence of continuing productivity since his/her promotion, including since his/her hire date at UNT.
5. The candidate should demonstrate during his/her time at UNT a strong spirit of collegiality. RPTC defines "collegiality" as positive, personal behavior which fosters productive collaboration and teamwork within the Department. Collegiality also includes developing positive contacts and relationships within the College of Business, the University, and the business community. Collegiality also includes the fostering of cordial and positive relationships with all members of the Department.

PART VI. RECOMMENDATION FOR PROMOTION FROM LECTURER TO SENIOR LECTURER

A. Minimum Criteria for Teaching

1. Evidence of quality teaching: for the period under review, the candidate must present a teaching portfolio with evidence of a consistent level of quality teaching. The portfolio should contain, at a minimum, syllabi that clearly state the learning objectives in the classes the candidate teaches along with examples of the methods the candidate uses to determine if students are meeting the learning objectives (e.g., exams, class assignments). Furthermore, evidence that the students are learning what is intended is essential. Good student evaluations of teaching are necessary but insufficient to meet this requirement. Assessment and continuous improvement of teaching and student learning must be presented.
2. The candidate must have served at least three consecutive years in the rank of Lecturer at UNT. In each of those three years the candidate must have been rated near the top of his/her Department based on departmental criteria for teaching.
3. Evidence of instructional-related activity: the candidate should have participated in instructional development-related activities such as the following:
 - a. course revision or new course development;
 - b. teaching grants applied for (received or not received); and
 - c. supervision of independent study, internship or co-op, not part of an organized class.

B. Minimum Criteria for Service

1. The candidate must render service to the College of Business. This service may include, but is not limited to sponsoring student organizations, student recruiting, and student mentoring.
2. The candidate should render service to the University, professional organizations, and to the business community.
3. The candidate should show evidence of interaction with business and government to enhance the knowledge about and reputation of their programs, Department, College, and UNT.

PART VII. RECOMMENDATION FOR PROMOTION FROM SENIOR LECTURER TO PRINCIPAL LECTURER

The minimum criteria set forth in Part VII assumes that the candidate has already fulfilled all of the criteria in Part VI, Promotion from Lecturer to Senior Lecturer.

A. Minimum Criteria for Teaching

1. The candidate must demonstrate commitment and leadership in instructional development and teaching as evidenced by Department evaluations.
2. The candidate must have served at least three consecutive years in the rank of Senior Lecturer at UNT. In each of those three years the candidate must have been rated near the top of his/her department based on Department criteria for teaching.
3. The candidate must have outstanding teaching evaluations, have developed and/or published high quality instructional materials.
4. The candidate must have commendations of teaching excellence from his/her students and colleagues.
5. The candidate must have conducted seminars at UNT, other universities, or regional or national meetings or they must have articles published in the area of instructional development.
6. The candidate should have formal recognition by University, College, Department, or professional group for teaching performance.

B. Minimum Criteria for Service

1. The candidate must render service to the College of Business. This service may include, but is not limited to sponsoring student organizations, student recruiting, and student mentoring.
2. The candidate must render service to the University, professional organizations, and to the business community.
3. The candidate must show evidence of interaction with business and government to enhance the knowledge about and reputation of their programs, Department, College, and UNT.

In addition, the candidate must have some combination of the following:

4. Editorships of newsletters, journals, etc., related to teaching or their discipline.
5. Memberships on committees or advisory boards related to teaching or their discipline.

6. Election or selection as major officer in regional or national professional organizations relating to teaching or their discipline.
7. Presentation of teaching- or discipline-related programs or workshops.

PART VIII. RECOMMENDATION FOR PROMOTION FROM ASSISTANT CLINICAL PROFESSOR TO ASSOCIATE CLINICAL PROFESSOR

Candidates for promotion to Associate Clinical Professor must have served at least five (5) consecutive years in the rank of Assistant Clinical Professor or have equivalent prior relevant experience. In each of these years the candidate must have demonstrated excellence based on University and Department criteria for teaching, scholarship, and service. Promotion to the rank of Associate Clinical Professor requires evidence of excellence in the primary domain of responsibility and sustained effectiveness in the other workload assignments. Excellence or extraordinary quality in any one domain will not compensate for lack of sustained effectiveness in other assigned areas.

A. Minimum Criteria for Teaching

1. Evidence of quality teaching: for the period under review, the candidate must present a teaching portfolio with evidence of a consistent level of quality teaching. The portfolio should contain, at a minimum, syllabi that clearly state the learning objectives in the classes the candidate teaches along with examples of the methods the candidate uses to determine if students are meeting the learning objectives (e.g., exams, class assignments). Furthermore, evidence that the students are learning what is intended is essential. Good student evaluations of teaching are necessary but insufficient to meet this requirement. Assessment and continuous improvement of teaching and student learning must be presented.
2. Evidence of instructional-related activity: the candidate should have participated in instructional development-related activities such as the following:
 - a. course revision or new course development;
 - b. teaching grants applied for (received or not received); and
 - c. supervision of independent study, internship or co-op, not part of an organized class.

B. Minimum Criteria for Scholarship

The candidate must demonstrate scholarship activity. This may include academic journal articles as discussed above regarding tenure-track positions, pedagogical publications, conference proceedings and/or presentations; textbooks or textbook chapters; other edited books or book chapters; cases or software for use in the classroom; or other academic, practitioner, and/or pedagogical publications. This may also include the development and management of programs to facilitate the creation and maintenance of relationships with corporate and government intuitions that result substantial in student internships and/or scholarships, or other fundraising for the Department.

C. Minimum Criteria for Service

1. The candidate must render service to the College of Business. This service may include, but is not limited to sponsoring student organizations, student recruiting, and student mentoring.
2. The candidate should render service to the University, professional organizations, and to the business community.
3. The candidate should show evidence of interaction with business and government to enhance the knowledge about and reputation of their programs, Department, College, and UNT.

PART IX. RECOMMENDATION FOR PROMOTION FROM ASSOCIATE CLINICAL PROFESSOR TO (FULL) CLINICAL PROFESSOR

Candidates for promotion from Associate Clinical Professor to Clinical Professor must have served at least eight (8) consecutive years in college-level clinical, professional, or practicum assignments, including at least three (3) years at the Associate Clinical Professor rank, or have equivalent prior relevant experience. In each of these years the candidate must have demonstrated excellence based on University and Department criteria for teaching, scholarship, and service. Promotion to the rank of Clinical Professor requires evidence of sustained excellence in the primary domain of responsibility and sustained effectiveness in the other workload assignments. Excellence or extraordinary quality in any one domain will not compensate for lack of sustained effectiveness in other assigned areas.

A. Minimum Criteria for Teaching

1. Evidence of quality teaching: for the period under review, the candidate must present a teaching portfolio with evidence of a consistent level of quality teaching. The portfolio should contain, at a minimum, syllabi that clearly state the learning objectives in the classes the candidate teaches along with examples of the methods the candidate uses to determine if students are meeting the learning objectives (e.g., exams, class assignments). Furthermore, evidence that the students are learning what is intended is essential. Good student evaluations of teaching are necessary but insufficient to meet this requirement. Assessment and continuous improvement of teaching and student learning must be presented.
2. Evidence of instructional-related activity: the candidate should have participated in instructional development-related activities such as the following:
 - a. course revision or new course development;
 - b. teaching grants applied for (received or not received); and
 - c. supervision of independent study, internship or co-op, not part of an organized class.

B. Minimum Criteria for Scholarship

The candidate must demonstrate scholarship activity since their promotion Associate Clinical Professor. This may include academic journal articles as discussed above regarding tenure-track positions, pedagogical publications, conference proceedings and/or presentations; textbooks or textbook chapters; other edited books or book chapters; cases or software for use in the classroom; or other academic, practitioner, and/or pedagogical publications. This may also include the development and management of programs to facilitate the creation and maintenance of relationships with corporate and government

intuitions that result substantial in student internships and/or scholarships, or other fundraising for the Department.

C. Minimum Criteria for Service

1. The candidate must render service to the College of Business. This service may include, but is not limited to sponsoring student organizations, student recruiting, and student mentoring.
2. The candidate should render service to the University, professional organizations, and to the business community.
3. The candidate should show evidence of interaction with business and government to enhance the knowledge about and reputation of their programs, Department, College, and UNT.

PART X. DOCUMENTATION

1. Each Assistant and Associate Professor will write or update a faculty essay of personal goals and accomplishments. This document should include – but is not limited to – the following sections and topics:

Section A: Research and Scholarly Activities

1. Candidate's research goals and agenda
2. Significance of the research from the candidate's perspective

Section B: Teaching Activities

1. Candidate's teaching philosophy and goals
2. Significance of teaching accomplishments from the candidate's perspective

Section C: Service Activities

1. Candidate's goals for service
2. Significance of service accomplishments from candidate's perspective

In the essay, it is important that the candidate:

- A. Note the challenges faced and what was accomplished, any important decisions made and why, and any circumstances that promoted or inhibited success.
 - B. Make clear the relationship of all work performed to the priorities of (as applicable) ITDS, COB, UNT, and the candidate's academic discipline.
2. RPTC will evaluate each year every Assistant and Associate Professor with an in-class, peer assessment of teaching effectiveness. Each Assistant and Associate Professor must maintain a file of annual peer assessments of one of their classes. RPTC members selected by an Assistant or Associate Professor to perform peer evaluations must be approved by the RPTC Chair or Department Chair.
 3. An Assistant or Associate Professor must submit to RPTC when s/he wants to apply for promotion and/or tenure:
 - a. Letter requesting promotion and/or tenure.
 - b. Faculty essay
 - c. A series of appendices containing supporting documentation, including a copy of the relevant sections of the ITDS RPTC document and the Dean's Guidelines for Promotion and Tenure, with each requirement shown in boldface and underneath, in normal font, how the candidate is meeting / has met / intends to meet that requirement.

- d. Other appendices for materials that may be required by RPTC, COB, or UNT
4. The RPTC Chair must provide to the ITDS Chair for each candidate a letter of recommendation or non-recommendation, which discusses in detail the candidate's research, teaching, and service performance from RPTC's perspective. The RPTC Chair must keep in mind that his/her letter will be read also by the COB Dean, the COB Dean's Advisory Committee, and the VPAA/Provost.
 5. A faculty member who receives an unsatisfactory annual review must be placed on a professional development plan (PDP) in accordance with UNT Policy 06.052--Review of Tenured Faculty.

PART XI. VOTING AND OTHER PROCEDURES

1. No candidate may be present when RPTC discusses his/her case, unless specifically asked by RPTC to appear.
2. No candidate may vote for him/herself.
3. **Charges from the Chair.** RPTC must complete during the regular school year any charges given to it by the Chair, unless the Chair submits a charge within the last 6 weeks of the spring semester.
4. Department Chair must not vote as part of RPTC since the Department Chair submits a separate recommendation from RPTC.
5. The departmental representative on the College RPTC will vote on a candidate for reappointment at the departmental level, but not at the College RPTC level. This representative will vote on a candidate for promotion and tenure at College RPTC level, but not at the department level. This voting requirement must be in compliance with the College of Business Bylaws.

APPENDIX A: MINIMUM CRITERIA FOR HIGH QUALITY JOURNALS (A or A*)

The Department's high quality (A or A*) and premier journal lists are aligned with the high quality journal list of the College of Business. Journal additions may be requested based on the following criteria:

1. High impact (relative to other journals in the discipline) based on external measures that might include one or more of the following: published ratings/rankings, impact indices, citation indices, or ranking by aspirant schools or their equivalents.
2. National or international reputation as evidenced by the journal's institutional

(academic) affiliation and/or the members of the journal's editorial board.

3. Rigor of the review process (typically should be double-blind).

4. Minimum five-year life.

Department journal lists should be periodically externally validated.

APPENDIX B: DEFINITION OF RESTRICTED RESEARCH AWARDS

GUIDE TO **UNT**
UNDERSTANDING RESTRICTED RESEARCH AWARDS

Most sponsored projects are contributing in one way or another to an overall research initiative, program, or plan. *Restricted Research* awards—an accounting category of the Texas Higher Education Coordinating Board (THECB)—include research and development activities that are sponsored by a third party. However, in order for an award to be coded as *Restricted Research*, the proposal narrative must meet THECB's definitions of Research and Development.

RESEARCH
is defined as a systematic study directed toward fuller scientific knowledge or understanding of the subject studied.

& DEVELOPMENT
is the systematic use of knowledge and understanding gained from research directed toward the production of useful materials, devices, systems or methods, including design and development of prototypes and processes.

Many solicitations are mixed purpose (Instruction, Research, Public Service). If more than half of the proposal objectives and budget reflects R&D activity, the award can be categorized as *Research* as long as the proposal includes clear descriptions of specific research methodologies (i.e., data collection, evaluation, dissemination, and publication).

The Research Development team in the Office of Research and Economic Development is available to review proposals and provide specific suggestions to highlight overall research components and plans involved and/or related to the proposal. If interested, contact Diana Dorer at 940-565-4430 or diana.dorer@unt.edu to schedule an appointment very early in the proposal development process.

PIS-AU103038E-01101

Merit, Promotion, Tenure, and Workload Guidelines

Preamble

The Department of Management seeks to support the missions and objectives of the University and the College of Business by providing an environment for the continuous improvement of faculty and programs. The Department can succeed only to the degree that its faculty are successful in discharging their roles in the areas of teaching; scholarly, creative, and professional activities; and service to the University, the public, and the profession. To measure progress toward the departmental goal of continuous improvement, a framework for the evaluation of the professional performance of individual faculty members must be provided. This evaluation document serves as that framework.

The evaluation philosophy of the Department of Management consists of three major cornerstones. First, the Department believes that policies, guidelines, and procedures relating to annual merit evaluation, promotion and tenure, and workloads must be consistent. Second, the Department believes also that faculty should be allowed the greatest degree of latitude possible in developing their academic careers and that the evaluation process should accommodate this latitude. Third, there is the belief that professional performance cannot be measured on an interval scale; that no quantitative metric can consistently and reliably measure the values of the disparate activities in which academic professionals are involved. Consequently, the Department of Management places great faith in the professional judgments of the members of the Personnel Affairs Committee, Promotion and Tenure Committee, and the Department Chair to determine levels of professional performance.

The Department of Management faculty performance evaluation process provides a structure for differentiating among levels of faculty performance and, at the same time, allows the evaluators to exercise their professional judgment in determining appropriate levels of performance. Within each of the three performance factors, anchor statements describe a profile of the type of faculty member represented by each level of performance. Following the anchor statements are examples of activities that might be found at that level. These examples are offered to guide the PAC/PAT members and the Department Chair in their discussions regarding the performance of individual faculty members and are not meant to be used to dictate the placement of a given individual at a specific level. In their deliberations, the PAC, PAT, and the Department Chair must consider the totality of a colleague's activities at every level of performance. Therefore, achievement of one or more of the examples in a performance level does not mean that the PAC, PAT, and Chair will necessarily award that level. Faculty should not consider items to be additive or multiplicative.

Those faculty in the department who have less than 100% FTE administrative appointments will be evaluated according to the COB Dean's guidelines relative to teaching, research, and service. It is the responsibility of the Chair of the Department to obtain the Dean's guidelines to evaluate performance of these individuals. The Chair of the Department will be evaluated by the COB Dean as a 100% administrator. The PAC will write a letter to the dean providing an overall evaluation of the individual in his or her role as Chair of the Department. Non-tenure track of all ranks are evaluated according to the guidelines presented later in this document.

Revised April 2018

Merit Guidelines for Tenured & Tenure Track Faculty

Levels and Criteria for Teaching Evaluation

Even though the instructional activity is common to all faculty and serves as one of the cornerstones of our professional obligation, it is also one of the most difficult to measure. The Personnel Affairs Committee must be diligent, thorough, and flexible in measuring the quality of teaching performance.

Special Considerations

In its deliberations, the PAC should consider, at every level of performance, the special considerations related to the courses being taught by departmental faculty. Examples of special considerations include the level of courses taught (graduate or undergraduate), the number of students, the number of preparations, the availability of teaching assistants or graders, whether the course is taken primarily by majors within the department, and whether the course is newly developed and/or utilizes a new delivery approach for the first time. Special considerations should be listed in the FAR COVER SHEET. Above all else, the student's course experience is of highest priority. No other activity can be considered equivalent.

EXCEPTIONAL: Evaluation Range of 9 - 10

An "Exceptional" instructor would qualify as a master teacher whose instructional performance would be characterized by continuous improvement in course content and significant innovations in the delivery of course material. Specific characteristics of an instructor at this level include all of the attributes of an instructor classified as "Satisfactory" and may include, but not be limited to, some or all of the following:

- '' publication of a textbook, casebook, instructional software, or other equivalent instructional material
- '' case published in a journal of basic research
- '' instructional development research published in a journal of basic research
- '' student evaluation scores consistent with guidelines
- '' grading standards consistent with guidelines
- '' respectful written comments on student evaluations
- '' significant innovation in instructional techniques and methods
- '' supervision of doctoral dissertation(s)
- '' formal recognition of teaching excellence by departmental/college/university or other professional peer groups
- '' supervision of independent studies in the doctoral program
- '' accessible and responsive to students
- '' receipt of an internally or externally funded teaching grant

Revised April 2018

EXCELLENT: Evaluation Range of ≥ 8 and < 9

An “Excellent” instructor would qualify as a highly effective teacher who continuously improves the content and delivery of courses. Specific characteristics of an instructor at this level include all of the attributes of an instructor classified as “Satisfactory” and may include, but not be limited to, some or all of the following:

- “ instructional development papers presented at national or regional academic conferences
- “ cases published in casebooks, textbooks, or conference proceedings
- “ significant innovation in instructional techniques and methods
- “ student evaluation scores consistent with guidelines
- “ grading standards consistent with guidelines
- “ respectful written comments on student evaluations
- “ member of one or more dissertation committees
- “ formal recognition of teaching excellence by departmental/college/university or other professional peer groups
- “ supervision of independent studies in the doctoral program
- “ accessible and responsive to students
- “ receipt of an internally or externally funded teaching grant
- “ supervision of master’s theses

GOOD: Evaluation Range of ≥ 7 to < 8

A “Good” instructor goes beyond the minimum obligations associated with a faculty appointment. There will be evidence that this instructor systematically upgrades the content of courses and makes a conscientious effort to consistently improve the delivery of course material. Specific characteristics of an instructor at this level include all of the attributes of an instructor classified as “Satisfactory” and may include, but not be limited to, some or all of the following:

- “ systematic upgrading of course content
- “ departmental working paper or work-in-process regarding some aspect of instructional development
- “ student evaluation scores consistent with guidelines
- “ grading standards consistent with guidelines
- “ respectful written comments on student evaluations
- “ membership on dissertation committee outside of COB
- “ formal recognition of teaching excellence by departmental/college/university or other professional peer groups

SATISFACTORY: Evaluation Range of ≥ 6 to < 7

A “Satisfactory” instructor performs minimal obligations associated with the instructional role of a faculty appointment. This person performs adequately in the classroom. Specific characteristics of an instructor at this level include a majority, if not all, of the following:

- “ meets class as scheduled

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- “ uses class time to cover relevant course material
- “ maintains adequate office hours for course load and number of students
- “ prepares and distributes a course syllabus which includes such topics as course objectives, topic and exam schedule, grade components, method of grade determination, and other specific course policies.
- “ student evaluation scores consistent with guidelines
- “ grading standards consistent with guidelines
- “ respectful written comments on student evaluations
- “ conforms to all university, COB, and departmental requirements pertaining to paperwork processing
- “ conscientious evaluation of students using high, but fair standards of performance
- “ reasonable attendance at dissertation proposal and final defense presentations

UNSATISFACTORY: Evaluation Range of < 6

An individual performing at this level does not conform to the instructional role of a faculty member in the Department of Management. Continual performance at this level might initiate the University Post Tenure Review policy and/or serve as grounds for dismissal regardless of tenure status.

Required Documentation

To properly evaluate instructional performance, the PAC must have pertinent documentation. Any accomplishments not supported by documentation will not be considered. Documentation will include:

Teaching Evaluation/Recognition

Evaluation or recognition of teaching performance might be done internally, as in the case of student evaluations, or externally in the form of an award or some other type of recognition. Documentation required will include the following information.

1. Student evaluation of teaching performance — The department receives a copy of teaching evaluations for each course taught by every instructor. The faculty member is required to have the evaluation administered in each class taught. Failure to do so will result in an evaluation of “Unsatisfactory” for that class.
2. Department/college/university or other professional peer group recognition — The faculty member should provide the appropriate letters, citations, or copies of the recognition of teaching performance.

Instructional Development

Each faculty member is required to submit copies of letters of acceptance or actual copies of all published material. The faculty member may have the publication counted when accepted, or when published, except for those items in textbooks or case books noted below. The Department will keep a record of when these are counted. These publications include:

1. textbooks (counted only when available for adoption);
2. cases published in journals;

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3. cases published in text or case books (counted when book is available for adoption);
4. chapters included in other textbooks and properly cited (counted when book is available for adoption);
5. papers presented at professional meetings; and
6. instructional development articles.

Instructional Activities

The faculty member must provide evidence of proper conduct of classes and any teaching innovations or course improvement projects implemented. Such evidence will include:

1. syllabi for all classes taught;
2. descriptions of new course preparations or revisions;
3. full description of course innovations and results of a critical review of such innovations by departmental peers; and
4. statement of dissertation committee responsibility.

Guidelines for Grades

While the Department recognizes that the grades assigned in courses are the prerogative of the faculty member, and we recognize that individual classes may vary, the Department has an interest in upholding academic standards. Based on past departmental experience, we strongly encourage the faculty member to compare his or her grades with the guide below for level of course and grade point averages.

In the event that a faculty member consistently assigns grades well outside of these guides, the PAC and Department Chair will examine the situation to determine if there are valid reasons for such divergence. If there are no sound academic reasons for such grade averages, the faculty member should be counseled on the need to *maintain reasonable academic standards*.

CLASS LEVEL	GPA RANGE
1000	2.0 — 2.5
2000	2.0 — 2.5
3000	2.5 — 3.0
4000	2.5 — 3.0
5000	2.8 — 3.5
6000	3.0 — 3.5

Guidelines for Student Evaluations

While the department recognizes that student evaluations are important, they are not the only criterion of merit. In effect, these guidelines are provided to promote quality-teaching goals within a reasonable range of merit to support a more complete portfolio of activities the PAC and Department Chair will evaluate. Examples of those activities appear in the category levels of merit earlier in this document. In the event a faculty member falls below these guidelines, the Chair and PAC will examine collectively to determine if there are valid reasons for such divergence. If there are no sound academic reasons for being lower than recommended, the

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faculty member will be counseled on the need to *improve*. Significant improvement is expected in the next reporting period.

MERIT	APPROXIMATE SCORE
Exceptional	about 4.5
Excellent	about 4.0
Good	about 3.5
Satisfactory	about 3.0
Unsatisfactory	about 2.9 and below

The student evaluation scores for each level of merit are approximate in order to take into account special considerations noted earlier in this document. The PAC and Chair will avoid adherence to a strict metric score without taking special considerations into account including, but not limited to, the teaching experience of the faculty member.

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Levels and Criteria for Scholarly, Creative and Professional Activity Evaluation

Scholarly, creative and professional activity is defined as the intellectual contribution of the Management faculty to either (a) the creation of new knowledge (basic scholarship) or (b) the application, transfer and interpretation of knowledge to the improvement of management practice (applied scholarship) (AACSB accreditation standards). The **desired** outcome of the research process includes publication in a basic research journal.

Each faculty member should maintain copies of letters of acceptance or actual copies of all published material. The faculty member may have the publication counted when accepted or when published and it should be included in the FAR only under the year it is to be counted. (An exception is for scholarly books, monographs, and the like, which will be counted only after they are published.) Journals are classified as A or B based on CoB journal lists, with emphasis put on A* journals within the A classification.

EXCEPTIONAL: Evaluation Range of 9 – 10

An “Exceptional” scholar would be involved in an ongoing program of basic research, characterized by an active record of publication; thus, both quality and quantity of research are considered. The threshold requirements of a researcher at this level include either (1) research accepted/published in an A journal in the current evaluation period or (2) an A publication in at least one of the two previous evaluation periods and a revise and resubmit at an A journal in the current evaluation period. Sole and lead authorship, as well as journal quality, will be considered to determine position in the range. Additional activities that will be considered to determine position in the range may include, but are not limited to, some or all of the following:

- “ Externally funded research grant judged to be significant at this merit level
- “ Invited presentations that bring national recognition to our department
- “ Publication of a scholarly book (1st Edition)
- “ Editor – National or International Journal

EXCELLENT: Evaluation Range of ≥ 8 to < 9

An “Excellent” scholar is considered to be above average for the department and typically receives external validation of efforts through yearly journal publications. The threshold requirements of a researcher at this level include (1) research accepted/published in an A journal in at least one of the three previous evaluation periods and (2) an acceptance at a B journal in the current evaluation period. Sole and lead authorship, as well as journal quality, will be considered to determine position in the range. Additional activities that will be considered to determine position in the range may include, but are not limited to, some or all of the following:

- “ Research presented at prestigious national meetings and/or published in the proceedings
- “ Published monographs
- “ Research award (for example, best paper from national meeting or A journals, college- or university-level competitive award, PDI fellowship)
- “ Receipt of an externally funded competitive research grant judged to be significant

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at this merit level

- || Submission of basic research at an A journal during the current evaluation period
- || Manuscript reviews performed as a member of an editorial review board (must occur during the current evaluation period)
- || Submission of a research grant proposal for a major government grant
- || Manuscript reviews performed as an adhoc reviewer (must occur during the current evaluation period)

GOOD: Evaluation Range of ≥ 7 and < 8

A “Good” scholar goes beyond the minimum obligations associated with a faculty appointment. Evidence of research activity is provided through a variety of publication and research activities. Threshold requirements for a score of 7 can come in two ways. First, publication of a B journal article in the current evaluation period satisfies the requirement.

Second, when there is no journal publication in the current evaluation period, the researcher can receive an evaluation of “Good” with at least 2 of the following activities in the current evaluation period, which may include, but are not limited to, some or all of the following: (the list is not exclusive and provides a reference for expectations at this level of evaluation)

- || Presentation at a prestigious national or regional meeting
- || Receipt of a competitive University or COB funded research grant
- || Submission of manuscript to an A or B journal
- || Submission of external research grant proposals
- || Research award (for example, a best paper award from a national or regional meeting or an A or B journal, college- or university-level competitive awards)
- || Revise and resubmit of basic research at a journal during the current evaluation period
- || Manuscript reviews performed as an adhoc reviewer (must occur during the current evaluation period)
- || Paper discussant or session chair at a conference

SATISFACTORY: Evaluation Range of ≥ 6 to < 7

The “Satisfactory” scholar meets minimum expectations for intellectual contribution for a faculty member in the Department of Management. “Satisfactory” performance is evidenced by ongoing research and intellectual activity that peers believe to be worthy of publication in refereed journals and/or presentation at prestigious meetings. Specific characteristics/activities include 2 or more of the following during the 3-year evaluation period, which may include, but are not limited to, some or all of the following:

- || Published research
- || Preparation and submission of research grant proposals
- || Receipt of a funded research grant
- || Manuscript(s) under review
- || Research Award(s)
- || Revise and resubmit at a journal
- || Conference Presentation(s)
- || Manuscript reviews performed as an adhoc reviewer

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- Work in progress that has not culminated in journal or meeting submission with clarification of progress

UNSATISFACTORY: Evaluation Range of < 6

The “Unsatisfactory” researcher fails to meet minimum expectations for intellectual contribution for a faculty member in the Department of Management. Improvements in both quality and quantity of research effort are required. Continual performance at this level will require a re-evaluation of workload distribution and initiate the University Post Tenure Review Policy.

RESEARCH ACTIVITIES AND CHARACTERISTICS

Unless noted otherwise, any list of research activities/characteristics used for evaluating Scholarly, Creative and Professional Activity should be not construed as the sole criterion. Rather, the Department of Management is obliged to weigh other activities/characteristics that are not explicitly identified in this document.

Required Documentation

To properly evaluate research performance, the PAC must have pertinent documentation. Any accomplishments not supported by documentation will not be considered. Documentation may include letters of acceptance and actual copies of all materials including: (a) work in progress, submitted research, published research; (b) conference paper submissions or acceptances; (c) research grant applications; (d) scholarly books (not included in the teaching category).

For research publications, the PAC would award credit based on the date of acceptance or publication, but not both. Thus, a letter of acceptance could be used as documentation.

A faculty member who plans to send a manuscript to an unrated journal has the responsibility to have the Graduate Programs Committee rate the journal prior to listing such publication in a FAR.

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Levels and Criteria of University, Professional and Public Service Evaluation

An important aspect of the faculty member's responsibilities is service to the University, College, and Department; to the professional organizations in the faculty's discipline; and to the public. Service to the University, College, and Department is in the form of participation in the activities, which are necessary for any organization to operate, such as committee and task force assignments. Service to the profession includes working as an officer, attendance at meetings, etc. Service to the public includes serving in a pro bono capacity, and consulting. The COB views paid consulting as evidence that faculty are valued by the marketplace, although paid consulting is not required nor is it by itself sufficient for service. (The faculty member is reminded that University rules prohibit the use of state equipment, etc. for non-state activities. In addition, faculty must follow the UNT outside employment Policy.)

EXCEPTIONAL: Evaluation Range of 9 – 10

An “Exceptional” faculty member’s performance would be characterized by an extraordinary level of service to the University, the Department of Management, the member's profession, and the public. This level of service will typically have a significant impact on the department, college and/or university based upon the quality and quantity of the work. Specific characteristics of a faculty member achieving this level include the attributes of a “Satisfactory” faculty member and may include, but not be limited to, some or all of the following:

- “ Formal recognition of service by the University, College, Department, or professional group
- “ Major officer in a national organization
- “ President of a regional organization
- “ Involvement of broad-impact service to the University, College, or Department
- “ Extraordinary service to public organizations
- “ Significant fundraising
- “ Chair of a search committee
- “ Faculty sponsor/advisor of a student organization
- “ Program or track chair for a national conference
- “ Receipt of grants that fund departmental programs
- “ Election to and service on the faculty senate
- “ Service on several committees or task forces (the specific role on the committee, such as chair, will be considered)
- “ Departmental Program Director

EXCELLENT: Evaluation Range of ≥ 8 to < 9

An “Excellent” faculty member’s performance would be characterized by a very high level of service to the University, the Department of Management, the member’s profession, and the public. Specific characteristics of a faculty member achieving this level of service include the

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attributes of a “Satisfactory” faculty member and may include, but not be limited to, some or all of the following:

- “ Formal recognition of service by the University, College, Department, or professional group
- “ Major officer in a regional organization
- “ Election to and service on the faculty senate
- “ Program or track chair for a regional conference
- “ Faculty sponsor/advisor of a student organization
- “ Service on faculty senate committees
- “ Service on a search committee
- “ Participates in any activity that brings resources to the department
- “ Service on several major committees or task forces (the specific role on the committee, such as chair, will be considered)
- “ Editor of newsletter for a professional organization
- “ Service to public organizations
- “ Considerable consulting that brings departmental resources and/or recognition

GOOD: Evaluation Range of ≥ 7 to < 8

A “Good” faculty member’s level of service potentially would exhibit a moderate amount of work on committees and task forces, a moderate role in professional organizations, and a moderate amount of participation in consulting and service to the public. Specific characteristics of a faculty member achieving this level of service include the attributes of a “Satisfactory” faculty member and may include, but not be limited to, some or all of the following:

- “ Formal recognition of service by the University, College, Department, or professional group
- “ Officer or committee chair in an organization (e.g., track chair at a conference)
- “ Service on several minor committees or task forces (the specific role on the committee, such as chair, will be considered)
- “ Faculty sponsor/advisor of a student organization
- “ Service on public commissions or advisory boards
- “ Development/presentation of professional programs or workshops
- “ Considerable consulting activity
- “ Core course coordinator

SATISFACTORY: Evaluation Range of ≥ 6 to < 7

The member performing at this level would accomplish those professional duties expected as a minimum of any faculty. These are:

- “ Membership and service on at least one committee, task force, or other service related assignment
- “ Regular attendance at departmental faculty meetings
- “ Membership in a professional organization or engaged in a program of continuous development

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UNSATISFACTORY: Evaluation Range of < 6

The faculty member at this level is not meeting the minimum expectations of the service role of a faculty, as expressed in the “Satisfactory” level. Continual performance at this level will require a re-evaluation of workload distribution and merit recommendations.

Required Documentation:

Documentation for the items varies. The necessary information may include: titles of offices, levels of organizations, dates and type of service to public organizations, membership and role on committees (including the scope of the committee and frequency of meeting). In any event, the documentation should be sufficient for a person not familiar with the member's contribution to make a judgment as to what level of service the activity justifies.

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Merit Guidelines for Non-Tenure Track Faculty

Lecturers are faculty members of the department whose primary responsibilities are related to teaching, student development, and service. Clinical faculty members' primary responsibilities are related to teaching, student development, research and service. These faculty are not eligible to participate in the University's tenure system and are appointed to one of the following classifications: lecturer, senior lecturer, principal lecturer, clinical assistant professor, clinical associate professor, or clinical professor.

Review and Promotion: Non-tenure track faculty will be reviewed annually by a department Personnel Affairs Committee (PAC) with recommendations for renewal and/or promotion made to the department chair. The dean will review recommendations and approve/disapprove. Promotion criteria are presented in the Dean's Guidelines for Promotion and UNT Policy. Non-tenure track faculty at all ranks are expected to be near the top of student evaluation scores for the department.

Lecturer: To be eligible for the classification of lecturer, the faculty member must demonstrate effectiveness in teaching, or in the case of a new appointment, show promise of effectiveness if the candidate has no prior teaching experience.

Senior Lecturer: A senior lecturer is a non-tenure track faculty member who meets the promotion criteria outlined in UNT and CoB policy.

Principal Lecturer: A principal lecturer is a non-tenure track faculty member who meets the promotion criteria outlined in UNT and CoB policy.

Clinical Assistant Professor: A clinical assistant professor is a non-tenure track faculty member who has a PhD in Management or a closely related business discipline, expertise or specialization in a specific profession, and/or extensive top management experience. The faculty member must demonstrate effectiveness in teaching, or in the case of a new appointment, show promise of effectiveness if the candidate has no prior teaching experience.

Clinical Associate Professor: A clinical associate professor is a non-tenure track faculty member who meets promotion criteria outlined in UNT and CoB policy.

Clinical Professor: A clinical professor is a non-tenure track faculty member who meets the promotion criteria outlined in UNT and CoB policy.

Criteria: Non-tenure track faculty will be evaluated and recommended for teaching and service merit by the PAC and Chair based on the criteria presented in the following tables. The same numerical system as tenured and tenure-track faculty will be used.

Special Considerations

In its deliberations, the PAC should review, at every level of performance, the special considerations related to the courses being taught by departmental faculty. Examples of special considerations include the level of courses taught (graduate or undergraduate), the number of students, the number of preparations, the availability of teaching assistants or graders, whether the course is taken primarily by majors within the department, and whether the course is newly

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developed and/or utilizes a new delivery approach for the first time. Special considerations should be listed in the FAR COVER SHEET. Above all else, the student's course experience is of highest priority. No other activity can be considered equivalent.

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Levels and Criteria for Teaching Evaluation for Lecturers

EXCEPTIONAL: Evaluation Range of 9 – 10

An “Exceptional” lecturer, senior lecturer, or principal lecturer would qualify as a master teacher whose instructional performance would be characterized by continuous improvement in course content and significant innovations in the delivery of course material. Specific characteristics of a faculty member at this level include all of the attributes of a “Satisfactory” faculty member and may include, but not be limited to some or all of the following:

For Lecturer

- “ Significant innovation in instructional techniques and methods
- “ Respectful student comments
- “ Student evaluation scores consistent with guidelines
- “ Grading standards consistent with guidelines
- “ Formal recognition of teaching excellence by departmental/college/university or other professional peer groups
- “ Accessible and responsive to students

For Senior Lecturer

- “ Significant innovation in instructional techniques and methods
- “ Respectful student comments
- “ Student evaluation scores consistent with guidelines
- “ Grading standards consistent with guidelines
- “ Formal recognition of teaching excellence by departmental/college/university or other professional peer groups
- “ Supervises independent studies
- “ Successfully identifies student internship opportunities
- “ Applies for teaching grants
- “ Obtains teaching grants
- “ Accessible and responsive to students

For Principal Lecturer

- “ Significant innovation in instructional techniques and methods
- “ Respectful student comments
- “ Student evaluation scores consistent with guidelines
- “ Grading standards consistent with guidelines
- “ Formal recognition of teaching excellence by departmental/college/university or other professional peer groups
- “ Supervises independent studies
- “ Successfully identifies student internship opportunities
- “ Applies for teaching grants
- “ Obtains teaching grants
- “ Publishes in instructional development journals
- “ Accessible and responsive to students

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EXCELLENT: Evaluation Range of ≥ 8 to < 9

An “Excellent” lecturer, senior lecturer, or principal lecturer would qualify as a highly effective teacher who continuously improves the content and delivery of courses. Specific characteristics of a faculty member at this level include all of the attributes of a “Satisfactory” faculty member and may include, but not be limited to some or all of the following:

For Lecturer

- ▮ Significant innovations
- ▮ Respectful student comments
- ▮ Student evaluation scores consistent with guidelines
- ▮ Grading standards consistent with guidelines
- ▮ Accessible and responsive to students

For Senior Lecturer

- ▮ Significant innovations
- ▮ Respectful student comments
- ▮ Student evaluation scores consistent with guidelines
- ▮ Grading standards consistent with guidelines
- ▮ Supervises independent studies
- ▮ Accessible and responsive to students

For Principal Lecturer

- ▮ Significant innovations
- ▮ Respectful student comments
- ▮ Student evaluation scores consistent with guidelines
- ▮ Grading standards consistent with guidelines
- ▮ Supervises independent studies
- ▮ Successfully identifies internship opportunities
- ▮ Applies for teaching grants
- ▮ Accessible and responsive to students

GOOD: Evaluation Range of ≥ 7 to < 8

A “Good” lecturer, senior lecturer, or principal lecturer goes beyond the minimum obligations associated with a faculty appointment. There will be evidence that this faculty member systematically upgrades the content of courses and makes a conscientious effort to consistently improve the delivery of course material. Specific characteristics of a faculty member at this level include all of the attributes of a “Satisfactory” faculty member and may include, but not be limited to, some or all of the following:

For Lecturer

- ▮ Systematic upgrading of course content
- ▮ Respectful student comments

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- || Student evaluation scores consistent with guidelines
- || Grading standards consistent with guidelines

For Senior Lecturer

- || Systematic upgrading of course content
- || Respectful student comments
- || Student evaluation scores consistent with guidelines
- || Grading standards consistent with guidelines
- || Provides student mentoring

For Principal Lecturer

- || Systematic upgrading of course content
- || Respectful student comments
- || Student evaluation scores consistent with guidelines
- || Grading standards consistent with guidelines
- || Provides student mentoring
- || Successfully identifies internship opportunities

SATISFACTORY: Evaluation Range of ≥ 6 to < 7

A “Satisfactory” lecturer, senior lecturer, or principal lecturer performs minimal obligations with the instructional role of a faculty appointment. This faculty member performs adequately in the classroom. Specific characteristics of faculty members at this level include a majority, if not all of the following:

- || Systematic upgrading of course content
- || Respectful student comments
- || Student evaluation scores consistent with guidelines
- || Grading standards consistent with guidelines

UNSATISFACTORY: Evaluation Range of < 6

A lecturer, senior lecturer, or principal lecturer performing at this level does not conform to the instructional role of a faculty member in the Department of Management. Continual performance at this level may serve as grounds for dismissal.

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Levels and Criteria of University, Professional, and Public Service Evaluation for Lecturers

An important aspect of the faculty member's responsibilities is service to the University, College, and Department; to the professional organizations in the faculty's discipline; and to the public. Service to the University, College, and Department is in the form of participation in the activities, which are necessary for any organization to operate, such as committee and task force assignments. Service to the profession includes working as an officer, attendance at meetings, etc. Service to the public includes serving in a pro bono capacity, and consulting. The COB views paid consulting as evidence that faculty are valued by the marketplace, although paid consulting is not required nor is it by itself sufficient for service. (The faculty member is reminded that University rules prohibit the use of state equipment, etc. for non-state activities. In addition, faculty must follow the UNT outside employment Policy.) *In addition to these considerations, it should be noted that faculty at the lecturer level are for the most part, teachers, and as such, participate in duties based upon the needs of the department. Any service performed by lecturers, however, will be taken into account at the time of merit evaluations.*

EXCEPTIONAL: Evaluation Range of 9 – 10

An “Exceptional” lecturer’s performance would be characterized by an extraordinary level of service to the University, the Department of Management, the member's profession, and the public. This level of service will typically have a significant impact on the department, college and/or university based upon the quality and quantity of the work. Specific characteristics of a faculty member achieving this level include the attributes of a “Satisfactory” faculty member and may include, but not be limited to, some or all of the following:

For Lecturer/Senior Lecturer

- Sponsor of student organization
- Student recruitment
- Student mentoring
- Service to business community
- Formal recognition of service by university, college, department, or professional group
- Involvement of broad impact service to the university, college, or department
- Service on several committees or task forces (the specific role on the committee, such as chair, will be considered)
- Election to and service on Faculty Senate

For Principal Lecturer

- Sponsor of student organization
- Student recruitment
- Student mentoring
- Service to business community

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- || Formal recognition of service by university, college, department, or professional group
- || Involvement of broad impact service to the university, college, or department
- || Editor of teaching journal
- || Teaching committees
- || Teaching advisory board memberships
- || Major officer in national organization related to teaching
- || Participation in teaching workshops
- || Presentations at national meetings
- || Service on several committees or task forces (the specific role on the committee, such as chair, will be considered)
- || Election to and service on Faculty Senate

EXCELLENT: Evaluation Range of ≥ 8 to < 9

An “Excellent” senior lecturer’s or principal lecturer’s performance would be characterized by a very high level of service to the University, the Department of Management, the member’s profession, and the public. Specific characteristics of a faculty member achieving this level of service include the attributes of a “Satisfactory” faculty member and may include, but not be limited to, some or all of the following:

For Lecturer/Senior Lecturer

- || Sponsor of student group
- || Student recruitment
- || Student mentoring
- || Formal recognition of service by university, college, department, or professional group
- || Service on several major committees or task forces (the specific role on the committee, such as chair, will be considered)
- || Considerable consulting that brings departmental resources and/or recognition
- || Election to and service on Faculty Senate

For Principal Lecturer

- || Sponsor of student group
- || Student recruitment
- || Student mentoring
- || Formal recognition of service by university, college, department, or professional group
- || Service on several major committees or task forces (the specific role on the committee, such as chair, will be considered)
- || Considerable consulting that brings departmental resources and/or recognition
- || Major officer in regional organization related to teaching
- || Presentation at regional meetings
- || Election to and service on Faculty Senate

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GOOD: Evaluation Range of ≥ 7 to < 8

A “Good” senior lecturer’s or principal lecturer’s level of service potentially would exhibit a moderate amount of work on committees and task forces, a moderate role in professional organizations, and a moderate amount of participation in consulting and service to the public. Specific characteristics of a faculty member achieving this level of service include the attributes of a “Satisfactory” faculty member and may include, but not be limited to, some or all of the following:

For Lecturer/Senior Lecturer

- “ Sponsor of student group
- “ Student recruitment
- “ Student mentoring
- “ Formal recognition of service by the University, College, Department, or professional group
- “ Officer or committee chair in an organization (e.g., track chair at a conference)
- “ Service on several minor committees or task forces (the specific role on the committee, such as chair, will be considered)

For Principal Lecturer

- “ Sponsor of student group
- “ Student recruitment
- “ Student mentoring
- “ Formal recognition of service by the University, College, Department, or professional group
- “ Officer or committee chair in an organization (e.g., track chair at a conference)
- “ Service on several minor committees or task forces (the specific role on the committee, such as chair, will be considered)
- “ Service on advisory boards related to teaching
- “ Development/presentation of professional programs or workshops
- “ Considerable consulting activity

SATISFACTORY: Evaluation Range of ≥ 6 to < 7

The senior lecturer or principal lecturer performing at this level would accomplish those professional duties expected as a minimum of any faculty. These are:

- “ Membership and service on at least one committee, task force, or other service related assignment
- “ Regular attendance at departmental faculty meetings
- “ Membership in a professional organization or engaged in a program of continuous development

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UNSATISFACTORY: Evaluation Range of < 6

The senior lecturer or principal lecturer at this level is not meeting the minimum expectations of the service role of a faculty, as expressed in the “Satisfactory” level. Continual performance at this level will require a re-evaluation of workload distribution and merit recommendations.

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Levels and Criteria for Teaching Evaluation for Clinical Faculty

EXCEPTIONAL: Evaluation Range of 9 – 10

An “Exceptional” clinical faculty member would qualify as a master teacher whose instructional performance would be characterized by continuous improvement in course content and significant innovations in the delivery of course material. Specific characteristics of a faculty member may include, but not be limited to some or all of the following:

- ▮ Significant facilitation of student engagement in corporate experiences
- ▮ Significant innovation in instructional techniques and methods
- ▮ Respectful student comments
- ▮ Student evaluation scores consistent with guidelines
- ▮ Grading standards consistent with guidelines
- ▮ Formal recognition of teaching excellence by departmental/college/university or other professional peer groups
- ▮ Supervises independent studies
- ▮ Successfully identifies student internship opportunities
- ▮ Applies for teaching grants
- ▮ Obtains teaching grants
- ▮ Publishes in instructional development journals
- ▮ Accessible and responsive to students

EXCELLENT: Evaluation Range of ≥ 8 to < 9

An “Excellent” clinical faculty member would qualify as a highly effective teacher who continuously improves the content and delivery of courses. Specific characteristics of a faculty member may include, but not be limited to some or all of the following:

- ▮ Facilitation of student engagement in corporate experiences
- ▮ Significant innovations in teaching
- ▮ Respectful student comments
- ▮ Student evaluation scores consistent with guidelines
- ▮ Grading standards consistent with guidelines
- ▮ Supervises independent studies
- ▮ Successfully identifies internship opportunities
- ▮ Applies for teaching grants
- ▮ Accessible and responsive to students

GOOD: Evaluation Range of ≥ 7 to < 8

A “Good” clinical faculty member goes beyond the minimum obligations associated with a faculty appointment. There will be evidence that this faculty member systematically upgrades the content of courses and makes a conscientious effort to consistently improve the delivery of course material. Specific characteristics of a faculty member at this level include all of the

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attributes of a “Satisfactory” faculty member and may include, but not be limited to, some or all of the following:

- ▮ Systematic upgrading of course content
- ▮ Respectful student comments
- ▮ Student evaluation scores consistent with guidelines
- ▮ Grading standards consistent with guidelines
- ▮ Provides student mentoring
- ▮ Successfully identifies internship opportunities

SATISFACTORY: Evaluation Range of ≥ 6 to < 7

A “Satisfactory” clinical faculty member performs minimal obligations with the instructional role of a faculty appointment. This faculty member performs adequately in the classroom. Specific characteristics of faculty members at this level include a majority, if not all of the following:

- ▮ Systematic upgrading of course content
- ▮ Respectful student comments
- ▮ Student evaluation scores consistent with guidelines
- ▮ Grading standards consistent with guidelines

UNSATISFACTORY: Evaluation Range of < 6

A clinical faculty member performing at this level does not conform to the instructional role of a faculty member in the Department of Management. Continual performance at this level may serve as grounds for dismissal.

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Levels and Criteria for Scholarly Activity for Clinical Faculty

Scholarly activity is defined as the intellectual contribution of faculty to either (a) the creation of new knowledge (basic scholarship) or (b) the application, transfer and interpretation of knowledge to the improvement of management practice (applied scholarship) (AACSB accreditation standards). The **desired** outcome of the research process includes publication in a research journal.

Each faculty member should maintain copies of letters of acceptance or actual copies of all published material. The faculty member may have the publication counted when accepted or when published and it should be included in the FAR only under the year it is to be counted. (An exception is for scholarly books, monographs, and the like, which will be counted only after they are published.) Journals are classified as A or B based on CoB journal lists.

EXCEPTIONAL: Evaluation Range of 9 – 10

An “Exceptional” clinical faculty would be involved in an ongoing program of research, characterized by an active record of publication. The threshold requirements of a researcher at this level include either (1) research accepted/published in an A or B journal in the current evaluation period or (2) an A publication in at least one of the two previous evaluation periods and a revise and resubmit at an A or B journal in the current evaluation period. Sole and lead authorship, as well as journal quality, will be considered to determine position in the range. Additional activities that will be considered to determine position in the range may include, but are not limited to, some or all of the following:

- “ Externally funded research grant judged to be significant at this merit level
- “ Invited presentations that bring national recognition to our department
- “ Publication of a book (1st Edition)

EXCELLENT: Evaluation Range of ≥ 8 to < 9

An “Excellent” clinical faculty is considered to be above average and typically receives external validation of efforts through yearly journal publications. The threshold requirements of a faculty member at this level include (1) research accepted/published in an A or B journal in at least one of the three previous evaluation periods and (2) a revise and resubmit at a journal in the current evaluation period. Sole and lead authorship, as well as journal quality, will be considered to determine position in the range. Additional activities that will be considered to determine position in the range may include, but are not limited to, some or all of the following:

- “ Research presented at prestigious national meetings and/or published in the proceedings
- “ Receipt of an externally funded competitive research grant judged to be significant at this merit level
- “ Submission to a journal during the current evaluation period
- “ Manuscript reviews performed as a member of an editorial review board (must occur during the current evaluation period)
- “ Submission of a research grant proposal for a major government grant
- “ Manuscript reviews performed as an adhoc reviewer (must occur during the

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current evaluation period)

GOOD: Evaluation Range of ≥ 7 and < 8

A “Good” clinical faculty goes beyond the minimum obligations associated with a faculty appointment. Evidence of research activity is provided through a variety of publication and research activities. Threshold requirements of a researcher at this level include at least 2 of the following activities in the current evaluation period, which may include, but are not limited to, some or all of the following: (the list is not exclusive and provides a reference for expectations at this level of evaluation)

- “ Presentation at a prestigious national or regional meeting
- “ Receipt of a competitive University or COB funded research grant
- “ Submission of manuscript to journal
- “ Submission of external research grant proposals
- “ Revise and resubmit of research at a journal during the current evaluation period
- “ Manuscript reviews performed as an adhoc reviewer (must occur during the current evaluation period)
- “ Paper discussant or session chair at a conference

SATISFACTORY: Evaluation Range of ≥ 6 to < 7

The “Satisfactory” clinical faculty meets minimum expectations for intellectual contribution. “Satisfactory” performance is evidenced by ongoing research and intellectual activity that peers believe to be worthy of publication in refereed journals and/or presentation at prestigious meetings. Specific characteristics/activities include 2 or more of the following during the 3-year evaluation period, which may include, but are not limited to, some or all of the following:

- “ Published research
- “ Preparation and submission of research grant proposals
- “ Receipt of a funded research grant
- “ Manuscript(s) under review
- “ Research Award(s)
- “ Revise and resubmit at a journal
- “ Conference Presentation(s)
- “ Manuscript reviews performed as an adhoc reviewer
- “ Work in progress that has not culminated in journal or meeting submission with clarification of progress

UNSATISFACTORY: Evaluation Range of < 6

The “Unsatisfactory” clinical faculty fails to meet minimum expectations for intellectual contribution. Improvements in both quality and quantity of research effort are required. Continual performance at this level will require a re-evaluation of workload distribution and initiate the University Post Tenure Review Policy.

RESEARCH ACTIVITIES AND CHARACTERISTICS

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Unless noted otherwise, any list of research activities/characteristics used for evaluating Scholarly Activity should be not construed as the sole criterion. Rather, the Department of Management is obliged to weigh other activities/characteristics that are not explicitly identified in this document.

Required Documentation

To properly evaluate research performance, the PAC must have pertinent documentation. Any accomplishments not supported by documentation will not be considered. Documentation may include letters of acceptance and actual copies of all materials including: (a) work in progress, submitted research, published research; (b) conference paper submissions or acceptances; (c) research grant applications; (d) scholarly books (not included in the teaching category).

For research publications, the PAC would award credit based on the date of acceptance or publication, but not both. Thus, a letter of acceptance could be used as documentation.

A faculty member who plans to send a manuscript to an unrated journal has the responsibility to have the Graduate Programs Committee rate the journal prior to listing such publication in a FAR.

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Levels and Criteria of University, Professional, and Public Service Evaluation for Clinical Faculty

An important aspect of the faculty member's responsibilities is service to the University, College, and Department; to the professional organizations in the faculty's discipline; and to the public. Service to the University, College, and Department is in the form of participation in the activities, which are necessary for any organization to operate, such as committee and task force assignments. Service to the profession includes working as an officer, attendance at meetings, etc. Service to the public includes serving in a pro bono capacity, and consulting. The COB views paid consulting as evidence that faculty are valued by the marketplace, although paid consulting is not required nor is it by itself sufficient for service. (The faculty member is reminded that University rules prohibit the use of state equipment, etc. for non-state activities. In addition, faculty must follow the UNT outside employment Policy.) *In addition to these considerations, it should be noted that non-tenure track faculty are for the most part, teachers, and as such, participate in duties based upon the needs of the department. Any service performed, however, will be taken into account at the time of merit evaluations.*

EXCEPTIONAL: Evaluation Range of 9 – 10

An “Exceptional” clinical faculty member’s performance would be characterized by an extraordinary level of service to the University, the Department of Management, the member's profession, and the public. This level of service will typically have a significant impact on the department, college and/or university based upon the quality and quantity of the work. Specific characteristics of a faculty member at this level include all of the attributes of a “Satisfactory” faculty member and may include, but not be limited to, some or all of the following:

- ‖ Significant corporate outreach
- ‖ Sponsor of student organization
- ‖ Student recruitment
- ‖ Student mentoring
- ‖ Service to business community
- ‖ Formal recognition of service by university, college, department, or professional group
- ‖ Involvement of broad impact service to the university, college, or department
- ‖ Editor of teaching journal
- ‖ Teaching committees
- ‖ Teaching advisory board memberships
- ‖ Major officer in national organization related to teaching
- ‖ Participation in teaching workshops
- ‖ Presentations at national meetings
- ‖ Service on several committees or task forces (the specific role on the committee, such as chair, will be considered)
- ‖ Election to and service on Faculty Senate

EXCELLENT: Evaluation Range of ≥ 8 to < 9

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An “Excellent” clinical faculty member’s performance would be characterized by a very high level of service to the University, the Department of Management, the member’s profession, and the public. Specific characteristics of a faculty member at this level include all of the attributes of a “Satisfactory” faculty member and may include, but not be limited to, some or all of the following:

- “ Corporate outreach
- “ Sponsor of student group
- “ Student recruitment
- “ Student mentoring
- “ Formal recognition of service by university, college, department, or professional group
- “ Service on several major committees or task forces (the specific role on the committee, such as chair, will be considered)
- “ Considerable consulting that brings departmental resources and/or recognition
- “ Major officer in regional organization related to teaching
- “ Presentation at regional meetings
- “ Election to and service on Faculty Senate

GOOD: Evaluation Range of ≥ 7 to < 8

A “Good” clinical faculty member’s level of service potentially would exhibit a moderate amount of work on committees and task forces, a moderate role in professional organizations, and a moderate amount of participation in consulting and service to the public. Specific characteristics of a faculty member at this level include all of the attributes of a “Satisfactory” faculty member and may include, but not be limited to, some or all of the following:

- “ Sponsor of student group
- “ Student recruitment
- “ Student mentoring
- “ Formal recognition of service by the University, College, Department, or professional group
- “ Officer or committee chair in an organization (e.g., track chair at a conference)
- “ Service on several minor committees or task forces (the specific role on the committee, such as chair, will be considered)
- “ Service on advisory boards related to teaching
- “ Development/presentation of professional programs or workshops
- “ Considerable consulting activity

SATISFACTORY: Evaluation Range of ≥ 6 to < 7

Clinical faculty performing at this level would accomplish those professional duties expected as a minimum of any faculty. These are:

- “ Membership and service on at least one committee, task force, or other service related assignment
- “ Regular attendance at departmental faculty meetings
- “ Membership in a professional organization or engaged in a program of continuous development

UNSATISFACTORY: Evaluation Range of < 6

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Clinical faculty at this level are not meeting the minimum expectations of the service role of a faculty, as expressed in the “Satisfactory” level. Continual performance at this level will require a re-evaluation of workload distribution and merit recommendations.

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Guidelines and Recommendations for Promotion and Tenure

Introduction

The following guidelines pertain to the Department of Management and are to be used in the formulation of departmental decisions regarding recommendations for promotion and tenure of tenured and tenure-track faculty. Since the department is an organizational unit of the College of Business Administration and the University, the policies established by those two organizational components will serve as general guides to decisions made within the department. The department reserves the right, however, to be more stringent than the University and the College when identifying the areas of professional performance that will be considered in making decisions on promotion and tenure.

Decisions on promotion and tenure will be made on the faculty member's cumulative professional record. To that end, it is incumbent on the faculty member to maintain files of documentation that are required to demonstrate his/her qualifications. It is suggested that these files be established at the very outset of the probationary or review period to facilitate the processes required by the University to evaluate the faculty member's record of performance. Each member who is a candidate for promotion and/or tenure is expected to be thoroughly familiar with all University, college, and department policies, guidelines and procedures regarding promotion and tenure.

Recommendations for promotion and/or tenure can be made only after the faculty member has been associated with the University for a sufficient amount of time to demonstrate his/her capabilities as a member of the UNT community. For that reason, the policy of the department is that no non-administrative appointment will be made in the department for a probationary period of less than two years, the second of which would be the evaluation year, regardless of the prospective faculty member's prior experience.

Faculty seeking tenure or promotion are expected to publish in A and B journals as classified by College of Business criteria. Research published in journals that are related but tangential to the professional disciplines represented by the Department of Management are respected, but do not, in of themselves, demonstrate research achievement in the field of Management, an expectation for tenure.

Faculty are further expected to adhere to the expectations of Academic Responsibility outlined in the Policies of the University of North Texas.

Tenure and/or Promotion to Associate Professor

University policy dictates that decisions for promotion to Associate Professor and tenure are generally joint decisions. The guidelines listed below are established in light of university

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policy. If for some reason, however, the decision is whether to grant tenure for an Associate Professor or to promote to the rank of Associate a previously tenured professor, the following guidelines would still apply.

Teaching. To qualify for tenure and/or the rank of Associate Professor, the candidate must have consistent evaluations of "Good" or better during the probationary or evaluation period using the departmental merit evaluation document. In some cases, where early years are marked by teaching activity evaluations worse than "Good", trends of recent and significant improvement of teaching performance may be used to justify satisfaction of acceptable teaching.

Scholarly, Creative, and Professional Activities. The only activities considered by the department are those associated directly with research and publication. While setting specific numerical requirements regarding publication is fraught with danger, an expected level of publication would be an average of one or more basic research articles in refereed academic journals per year during a six-year probationary period. The exact number, however, will depend on the quality of the published research as measured by the quality of the journal and the evaluation of a jury of peers. At least four of these articles must be of high quality basic research in journals recognized by the College of Business as A level, with at least one of these recognized as premier (A* journal according to CoB criteria.)

Authorship is an important consideration in evaluating research publications. Merit consideration is given to publications as lead or sole author. While joint work is encouraged and is in the best traditions of the community of scholars, evaluation of a candidate's independent contribution with a record wholly consisting of jointly authored articles is difficult. The candidate can demonstrate independent thought by sole-authorship of at least one article. In the absence of such sole-authored published articles, the Department PAT and Chair must review and comment on the candidate's independent contribution to joint work. The candidate must be a member of the Graduate Faculty.

Service. The member should be actively involved in the PhD program, and should render service to the University, the business community, and professional academic organizations and must render service to the College of Business by serving on College or Department committees, acting as program advisor, etc.

Promotion to Professor

According to University policy, promotion to Professor requires a combination of teaching, research, and service. The expectations in the service area for promotion to Full Professor are somewhat more stringent than they are for decisions on tenure and/or promotion to Associate Professor.

Teaching. Because a faculty member has met the requirements for Associate professor does not relieve the faculty member from demonstrating a satisfactory level of teaching performance. Consequently, a recommendation for promotion to Professor requires evidence that the candidate has had consistent evaluations of "Good" or better during the probationary or review period using the departmental merit evaluation document.

Scholarly, Creative, and Professional Activities. The only activities considered by the department are those associated directly with research and publication. While setting specific

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numerical requirements regarding publication is fraught with danger, an expected level of publication would be to publish between five and seven additional articles that evidence basic research since promotion to associate professor. At least four of these articles must be of high quality basic research in journals recognized by the College of Business as A level, with at least one of these recognized as premier (A* journal according to CoB criteria).

Authorship is an important consideration in evaluating research publications. Merit consideration is given to publications as lead or sole author. While joint work is encouraged and is in the best traditions of the community of scholars, evaluation of a candidate's independent contribution with a record wholly consisting of jointly authored articles is difficult. The candidate can demonstrate independent thought by sole-authorship of at least one article. In the absence of such sole-authored published articles, the Department PAT and Chair must review and comment on the candidate's independent contribution to joint work.

Service. It is expected that each faculty member will be involved in some level of University, professional, and/or public service and that the candidate for promotion to professor will consistently perform at the “Good” level or higher according to the departmental merit evaluation document.

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PROBATIONARY FACULTY EVALUATION PROCEDURE

In accordance with university policy as stated in the Faculty Handbook, probationary faculty will be evaluated each academic year. In addition, the Department of Management will conduct a performance review of probationary faculty during the third year of appointment. This review will consider the probationary faculty member's cumulative record on teaching, research, and service and result in a departmental recommendation regarding continuation of appointment. While the third-year performance review will consider all aspects of the probationary faculty member's cumulative performance, special attention will be given to the annual evaluations as described within the written record (e.g., PAC/PAT/CHAIR review; Probationary Faculty Annual Review Form) and the recommendations contained therein. In general, if the probationary faculty member was considered to be "making progress" toward tenure in each of the first two years and is considered to be "making progress" in the third, a decision to continue appointment would be expected. If the annual evaluations indicate lack of progress in the first two years and progress is unsatisfactory in the third year, a recommendation not to reappoint would be expected. If the record for the first three years is mixed -- making progress some years and lack of progress in others, the recommendation regarding reappointment will be made by the Department Chair with the advice and counsel of the departmental PAT (promotion and tenure) Committee.

A recommendation to reappoint a probationary faculty member based on the three year performance review is a recognition of the department's confidence that the probationary faculty member has the capability to earn a favorable recommendation for tenure at the end of the probationary period. A recommendation to reappoint after the three-year performance review, however, should not be construed as a guarantee that the department will recommend tenure at the end of the probationary period.

PAC/PAT/CHAIR EVALUATION FORM

The criteria for evaluation by the PAC, PAT, and/or Chair are consistent. The form on the next page of this document is given to the faculty member during the annual review with the Chair and a copy is provided to the Dean. In addition to probationary reviews, all faculty who have not been promoted to the rank of full professor, will be evaluated for their progress toward promotion each year in accordance with COB policy. Thus, the PAC Chair, PAT Chair, and Department Chair will sign each form each year. A faculty member's signature on this form means that he or she has met with the Department Chair and received his or her annual evaluation. The faculty member's signature does not signify agreement with the evaluation.

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**PAC/PAT/CHAIR EVALUATION FOR TENURED/TENURE-TRACK FACULTY AND
ALL LEVELS OF LECTURERS AND CLINICAL FACULTY**

NAME, RANK	WORKLOAD	DATE

TEACHING	<6	≥6 to <7	≥7 to <8	≥8 to <9	9 - 10
Merit Score					
Comments					

INTELLECTUAL CONTRIBUTIONS	<6	≥6 to <7	≥7 to <8	≥8 to <9	9 - 10
Merit Score					
Comments					

SERVICE	<6	≥6 to <7	≥7 to <8	≥8 to <9	9 - 10
Merit Score					
Comments					

OVERALL EVALUATION:

FACULTY SIGNATURE	DATE
PAC CHAIR SIGNATURE (merit)	
PAT CHAIR SIGNATURE (promotion)	
DEPARTMENT CHAIR SIGNATURE	

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Workload Guidelines

Introduction

The Department of Management assigns academic workloads consistent with University policy on academic workload. This policy permits flexibility in assigning workloads across the areas vital to fulfilling the Department's mission and the mission of the University – teaching, research, and service. A faculty member's academic workload will reflect these activities and will be a basis for annual evaluations, promotion decisions, and, where appropriate, tenure decisions.

The determination of a work assignment distribution for each faculty member is ultimately the prerogative of the Department Chair who reviews the faculty member's strengths, career aspirations, preferences, and the needs of the department. The Department Chair will consider such issues as UNT policies, department norms, equity distribution, and the like in determining workload assignments. Workload assignments and weights will be determined annually during the performance evaluation interview. At the time that FARs are submitted, faculty members may request an adjustment in their weights for the following year. Per UNT policy, each course taught is generally considered to be equivalent to 10% of the yearly work assignment distribution.

Academic Workloads for Tenured and Tenure-Track Faculty

The typical workload for tenured and tenure-track faculty in the Department is 40% teaching, 40% research, and 20% service. Tenured and tenure-track faculty must have a minimum of 10% of their workload in each of the three categories. Within these guidelines, multiple variations are possible. Below are examples of potential variations:

Research Emphasis (30% teaching, 60% research, 10% service)

This option would typically be for faculty who are truly outstanding in the quality and quantity of their research output. To continue participating in this assignment, a consistent record of successful academic research and publication is necessary.

Teaching Emphasis (70% teaching, 10% research, 20% service)

This option would typically be for faculty who demonstrate an aptitude for teaching and a willingness to exert time and effort in the continuous improvement of that function. To continue participating in this assignment, the faculty member must make diligent efforts to upgrade instructional effectiveness, contribute to the literature in instructional development, and make improvements in course and program content.

Academic Workloads for Non-Tenure Track Faculty

The typical workload for non-tenure track faculty in the Department is 80% teaching, 0% research, and 20% service for lecturers and 70%, 10% research, and 20% service for clinical faculty. Other alternatives are possible, at the discretion of the Department Chair and department needs.

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**UNIVERSITY OF NORTH TEXAS
COLLEGE OF BUSINESS
Department of Marketing, Logistics, and Operations Management**

GUIDELINES FOR REAPPOINTMENT, PROMOTION, AND TENURE

- I. STATEMENT OF PHILOSOPHY
- II. PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR
- III. PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR
- IV. THIRD-YEAR REAPPOINTMENT REVIEW
- V. THE GRANTING OF TENURE
- VI. REAPPOINTMENT AND PROMOTION OF NON-TENURE-TRACK FACULTY

I. STATEMENT OF PHILOSOPHY

The Dean of the College of Business is responsible for recommending to the Provost candidates for reappointment, promotion, and tenure from within the College. The Dean also has a responsibility to candidates for reappointment, promotion, and tenure to evaluate carefully, consistently, and in accordance with guidelines, the quality and extent of their contributions in the areas of teaching, intellectual contributions, and service. Consistent with their role as teachers, candidates for reappointment, promotion, and tenure must present evidence that they have engaged in quality teaching. Consistent with their role as scholars, candidates must present evidence that they have advanced knowledge and/or translated existing knowledge to improve business practice or pedagogy. Consistent with their role as members of an academic community, they must present evidence that they have practiced good citizenship by providing meaningful service to the communities to which they belong.

The policies reported in this document reflect the Dean's responsibility for recommending promotion, tenure, and reappointment. Guidelines adopted by DML&OM expand upon the Dean's guidelines.

Annual Merit Evaluation and Guidelines for Reappointment, Promotion, and Tenure

The guidelines reported in this reappointment, promotion, and tenure document are separate and distinct from annual merit evaluations. Although a candidate is expected to have received positive annual merit evaluations during the period under review, annual merit evaluations are based on (1) a three-year rolling window and (2) individualized workload assignments that might emphasize one or two of the three teaching, intellectual contributions, and service categories. Reappointment, promotion, and tenure decisions, on the other hand, are based on a candidate's contributions in each of the categories of teaching, intellectual contributions, and service over specific three-years, six-years, or, in the case of promotion to professor, possibly longer windows. Reappointment, promotion, and tenure decisions also include broader considerations such as the candidate's reputation in the field, the cogency of the candidate's research agenda, the impact of the candidate's accomplishments, and the likelihood of continued performance. Thus, the criteria by which a candidate is judged meritorious in the annual merit review process are not alone sufficient to warrant reappointment, promotion, or tenure.

Definitions

The following definitions are used throughout this document.

Must versus *should* statements. *Must* connotes an imperative, a requirement, or a condition to be achieved with certainty. *Should* connotes what is expected or advisable. Deviations from statements preceded by *should* require an explanation or alternative.

Instructional development is the enhancement of the educational value of instructional efforts.

Intellectual contributions include “contributions to learning and pedagogical research, contributions to practice, and discipline-based research.”¹ Scrutiny of peers or practitioners is required of all work submitted as an intellectual contribution. Publication in a peer-reviewed journal is sufficient to meet this requirement. Absent such publication, the candidate must demonstrate that his or her work has contributed to business education or practice. Examples of such demonstration include evidence of frequent citation, required reading or widespread use in college classes or among professionals, and written reviews by experts in the field.

Discipline-based scholarship represents the creation of new knowledge.²

Applied scholarship is the application, transfer, and interpretation of existing knowledge.

High quality journals include both A and A* discipline-based journals taken from the College Journal List or as specifically justified for impact and reputation. (See Appendix A of the Dean’s Guidelines for criteria).

Premier journals are those designated as A* by the Australian Business Dean’s Council or appearing on the Financial Times 50 List, or the UT-Dallas List, or as specifically justified as equivalent in quality in non-business disciplines related to the candidate’s field of study. (See Dean’s Guidelines Appendix A for criteria and Appendices D, E and F for current lists.)

¹AACSB International, *Standards for Business Accreditation with Interpretive Information* (as revised January 31, 2010), Standard 2, INTELLECTUAL CONTRIBUTIONS, p. 20.

²“Discipline-based scholarship” is AACSB International terminology for “basic research”: “Discipline-based scholarship (often referred to as basic research) contributions add to the theory or knowledge base of the faculty member’s field. Published research results and theoretical innovation qualify as Discipline-based scholarship contributions,” *Standards for Business Accreditation with Interpretive Information* (as revised January 31, 2010), Standard 2, INTELLECTUAL CONTRIBUTIONS, p. 21.

II. PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR

- A. Criteria for Teaching. Candidates must present a teaching portfolio with evidence of a consistent level of quality teaching. The portfolio should contain, as a minimum, the following:
1. Student evaluations. Good student evaluations of teaching are necessary, but insufficient to meet this requirement.
 2. Syllabi that clearly state the learning objectives in the classes the candidate teaches along with examples of the methods the candidate uses to determine if students are meeting the learning objectives (e.g., exams, class assignments).
 3. Handouts, class assignments or projects, guidelines for computer games, simulations, lists of outside speakers, and/or visual aids that demonstrate use of newer techniques, procedures, or other aids which increase the potential learning environment in the classroom and improve overall communication of information.
 4. Evidence of instructional development: The candidate must demonstrate engagement in instructional development. Evidence can include activities such as:
 - a. Course revision or new course development;
 - b. Instructional development grants;
 - c. Supervision of independent study or internships that are not a part of an organized class; and
 - d. Pedagogical publications such as peer reviewed articles about pedagogy, cases with instructional materials, instructional software, textbooks, presentations at professional meetings describing pedagogical innovations, or materials available for scrutiny by peers or practitioners describing the design and implementation of new courses or course materials.
 5. Evidence of service on dissertation committees. The candidate should have served on one or more dissertation committees.
 6. Summary of the Personnel Affairs Committee's merit evaluations for teaching beginning with the Year of Appointment.

7. (Optional) Letters, award certificates, or other materials that substantiate recognitions at the college or university level or by outside professional groups for excellence in teaching.

B. Criteria for Intellectual Contributions

- Published research in the candidate's field constitutes the primary basis for evaluating a candidate's intellectual contributions. The candidate's entire record of research in his or her field shall be considered. It is the faculty member's responsibility to provide evidence of the quality of scholarship. Evaluation of scholarly work will use the same criteria whether works are published in digital or print formats and whether they are made accessible online to the public at no cost or are accessible only through individual or institutional purchase.

1. Evidence of intellectual contributions:

- a. Published research. The candidate's portfolio of articles must contain five to seven articles depending on the quality of publication. At least three articles in journals that appear on the College journal list and are recognized by DML&OM as high quality (A and A*). Candidates are encouraged to publish in premier journals and those journals designated by the College as premier in their functional area, with at least some of their work appearing in these outlets. The candidate's published articles and his or her work in progress should demonstrate a clear research agenda.

Articles published in a journal on the College's list outside a candidate's discipline (or in a premier journal outside the business disciplines) are encouraged and may count toward the required number of articles in high quality journals when (1) the discipline the journal represents reasonably relates to the candidate's discipline or teaching area, (2) the article advances the candidate's research agenda, and (3) the candidate has contributed substantially to the research effort. For example, a consumer behavior article in the *Journal of Applied Psychology*.

- b. Published research monographs and externally funded research grants (with Principal Investigator or Co-principal Investigator status) that meet the Texas Higher Education Coordinating Board's definition of Restricted Research (see Appendix B) may substitute for articles in premier (A or A*) journals. Funded research meeting the Higher Education Research and Development (HERD) criteria may substitute for articles in high quality (A or A*) journals, with classification based on the magnitude and impact of the funding. A refereed article published as a result of such a grant shall count separately from the receipt of the grant.

- c. Non-published research. Intellectual contributions that are made available for scrutiny by peers and practitioners, but are not published, are properly part of the candidate's record of achievement. It is, however, the faculty member's responsibility to demonstrate the impact of the contribution on business education or practice. Non-published research does not satisfy the requirements specified in paragraph II.B.1.a above.
2. Evidence of independent thought and ability. Candidates are expected to demonstrate their ability to conduct research independently or make substantive contributions to joint research projects. Sole-authored publication is encouraged, but not required. However, in the absence of sole-authored publications or clear lead authorships, the departmental chair and the Promotion and Tenure committee must assess and comment on a candidate's contributions to joint work.
3. Other intellectual contributions that enhance the credentials of a candidate include papers presented at academic meetings, publicly available research working papers, papers presented at faculty research seminars and workshops, professional presentations, book reviews, editorial activities, and service as a research paper discussant or panelist at academic meetings. None of the activities described in this paragraph, however, may substitute for the criteria reported above in II.B.1 and II.B.2.

C. Criteria for Service

Junior faculty members are expected to concentrate primarily on teaching and research during their probationary period. Even so, they must demonstrate a willingness to engage in service and are expected to take on limited service responsibilities in the later years of the probationary period as specified below.

1. Serving on departmental, college, or university level committees.
2. The candidate should be actively involved in the departmental doctoral program (e.g., contributing to the preparation and grading of doctoral exams; attending doctoral oral exams, proposal defenses, and dissertation defenses; and serving on dissertation committees [see also II.A.5. above]).
3. Administrative assignments. Serving as Academic Coordinators and carrying out special projects at the request of the department chair, dean, or university administrators.
4. The candidate should also demonstrate a willingness to render service to the University, academic professional organizations (national, regional, and local professional association elected offices), or the business community. Examples include continuing education programs; organizing/expediting workshops, seminars, and professional meetings; presentations before public

organizations (such as service groups), legislative committees; service on public boards or committees, e.g. Chamber of Commerce, United Way; and, utilization of professional competence in legal proceedings.

5. The Personnel Affairs Committee's annual assessment of faculty member service activities will be employed by the Promotion and Tenure Committee when evaluating faculty members for tenure and/or promotion.

D. Time for Promotion

1. Candidates should normally spend at least six years in rank as an assistant professor before being promoted to associate professor. Promotion before the end of the sixth year of service as an assistant professor will be considered only in cases of truly outstanding and internationally acclaimed performance. These instances will be rare.
2. Candidates with prior service as an assistant professor at other institutions may be reviewed for promotion to associate professor beginning in their sixth year of service in rank, including service at other institutions.

III. PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

The criteria reported in Part III assume that the candidate has already fulfilled the criteria reported in Part II. All evidence of accomplishments required in Part III must date from the time of the candidate's first appointment to the rank of associate professor.

A. Criteria for Teaching. Candidates must present a teaching portfolio with evidence of a consistent level of quality teaching. The portfolio should contain, as a minimum, the following:

1. Student evaluations. Good student evaluations of teaching are necessary, but insufficient to meet this requirement.
2. Syllabi that clearly state the learning objectives in the classes the candidate teaches along with examples of the methods the candidate uses to determine if students are meeting the learning objectives (e.g., exams, class assignments).
3. Handouts, class assignments or projects, guidelines for computer games, simulations, lists of outside speakers, and/or visual aids that demonstrate use of newer techniques, procedures, or other aids which increase the potential learning environment in the classroom and improve overall communication of information.
4. Evidence of instructional development: The candidate must demonstrate engagement in instructional development. Evidence can include activities such as:
 - a. course revision or new course development;
 - b. instructional development grants;
 - c. supervision of independent study or internships that are not a part of an organized class; and
 - d. pedagogical publications such as peer reviewed articles about pedagogy, cases with instructional materials, instructional software, textbooks, presentations at professional meetings describing pedagogical innovations, or materials available for scrutiny by peers or practitioners describing the design and implementation of new courses or course materials.
5. Evidence of service on dissertation committees: The candidate should have served on two or more dissertation committees and, in those disciplines with doctoral programs, chaired at least one dissertation committee.

B. Criteria for Intellectual Contributions

- Published or funded research in the candidate's field constitutes the primary basis for evaluating a candidate's intellectual contributions. It is the faculty member's responsibility to provide evidence of the quality of scholarship. Evaluation of scholarly work will use the same criteria whether works are published in digital or print formats and whether they are made accessible online to the public at no cost or are accessible only through individual or institutional purchase.

1. Evidence of intellectual contributions:

- a. Published research. The candidate must have an overall portfolio of publications that has earned the candidate a national reputation for scholarly achievement. An expected level of publication would be to publish between five and seven additional articles that evidence basic research since promotion to associate professor. The candidate's portfolio of publications after appointment as Associate Professor, must contain, among other publications, four or more articles in journals recognized by the candidate's department as high quality (A and A*) outlets for discipline-based research. The emphasis should be on premier journals and journals recognized by the College as excellent in the candidate's field. At least some of the candidate's work should appear in premier outlets. It is further noted that the exact composition of a successful candidate's portfolio will be a function of the quality of their work. The candidate's published articles and his or her work in progress should demonstrate the continuation of a clear research agenda, although these guidelines recognize that a candidate's research agenda may reasonably change direction, expand, or become more specialized over time.

Articles published in a journal on the College's list outside a candidate's discipline (or in a premier journal outside the business disciplines) are encouraged and may count toward the required number of articles in high quality journals when (1) the discipline the journal represents reasonably relates to the candidate's discipline or teaching area, (2) the article advances the candidate's research agenda, and (3) the candidate has contributed substantially to the research effort. For example, a consumer behavior article in the *Journal of Applied Psychology*.

- b. Published research monographs and externally funded research grants (with Principal Investigator or Co-principal Investigator status) that meet the Texas Higher Education Coordinating Board's definition of Restricted Research (see Appendix B) may substitute for articles in premier (A or A*) journals. Funded research meeting the Higher Education Research and Development (HERD) criteria may substitute for articles in high quality (A or A*) journals, with classification based on the magnitude and impact of the funding. A refereed article published as a result of such a grant shall count separately from the receipt of the grant.

- c. As with the granting of tenure and/or promotion to associate professor rank, papers presented at professional meetings, and published in proceedings, monographs, textbooks, chapters in textbooks, and feature articles, and web-based textbooks, and book chapters will not be substituted for the publication requirements stated above. Variance from this requirement will be considered in the case of exceptional contribution to the departmental mission.
 - d. Non-published research. Intellectual contributions that are made available for scrutiny by peers and practitioners, but are not published, are properly part of the candidate's record of achievement. It is, however, the faculty member's responsibility to demonstrate the impact of the contribution on business education or practice. Non-published research does not satisfy the requirements specified in paragraph III.B.1.a above.
2. Evidence of independent thought and ability: Co-authored work is consistent with the best tradition of a community of scholars. Candidates for professor, however, are expected to demonstrate their ability to conduct research independently or contribute substantively to joint work. The Promotion and Tenure committee must assess and comment on a candidate's contributions to joint work.
 3. Other intellectual contributions that enhance the credentials of a candidate include papers presented at academic meetings, publicly available research working papers, papers presented at faculty research seminars and workshops, professional presentations, book reviews, editorial activities, and service as a research paper discussant or panelist at academic meetings. None of the activities described in this paragraph, however, may substitute for the criteria set forth in III.B.1 and III.B.2 above.
 4. The candidate must be a full member of the University's graduate faculty.

C. Criteria for Service

1. For the period under review, the candidate must have rendered substantive service to the College of Business. This service may include, but is not limited to, chairing College and departmental committees, serving as a program advisor, sponsoring student organizations, and mentoring students.
2. The candidate should be actively involved in his or her departmental doctoral program (e.g., teaching doctoral seminars; contributing to the preparation and grading of doctoral exams; attending doctoral oral exams, proposal defenses, and dissertation defenses; and serving on or chairing dissertation committees [see also III.A.5. above]).

3. Administrative assignments. Serving as Academic Coordinators and carrying out special projects at the request of the department chair, dean, or university administrators.
4. The candidate should also demonstrate a willingness to render service to the University, academic professional organizations (national, regional, and local professional association elected offices), or the business community. Examples include continuing education programs; organizing/expediting workshops, seminars, and professional meetings; presentations before public organizations (such as service groups), legislative committees; service on public boards or committees, e.g. Chamber of Commerce, United Way; and, utilization of professional competence in legal proceedings.
5. The Personnel Affairs Committee's annual assessment of faculty member service activities will be employed by the Promotion and Tenure Committee when evaluating faculty members for promotion.

D. Time for Promotion

There is no minimum time in rank for promotion from associate professor to professor. A faculty member can undergo the promotion process to professor when, in consultation with the chair and/or unit review committee chair, believes their record warrants consideration for promotion.

IV. Third-Year Reappointment Review

All assistant professors on tenure track shall be reviewed for reappointment during the third year of the probationary period. The procedure for conducting the reappointment review is similar to that for the tenure and promotion review reported in UNT's *Policy Manual*, 06.004.1.C, "Procedures."

- A. Criteria for Teaching. Candidates must present a teaching portfolio with evidence of a consistent level of quality teaching. The portfolio should contain, as a minimum, the following:
 1. Student evaluations. Good student evaluations of teaching are necessary, but insufficient to meet this requirement.
 2. Syllabi that clearly state the learning objectives in the classes the candidate teaches along with examples of the methods the candidate uses to determine if students are meeting the learning objectives (e.g., exams, class assignments).
 3. Handouts, class assignments or projects, guidelines for computer games, simulations, lists of outside speakers, and/or visual aids that demonstrate use of newer techniques, procedures, or other aids which increase the potential learning

environment in the classroom and improve overall communication of information.

4. Evidence of instructional development: The candidate must demonstrate engagement in instructional development. Evidence can include activities such as:
 - a. course revision or new course development;
 - b. instructional development grants;
 - c. supervision of independent study or internships that are not a part of an organized class; and
 - d. pedagogical publications such as peer reviewed articles about pedagogy, cases with instructional materials, instructional software, textbooks, presentations at professional meetings describing pedagogical innovations, or materials available for scrutiny by peers or practitioners describing the design and implementation of new courses or course materials.
5. Evidence of some service on dissertation committees. The candidate should have served on at least one dissertation committee.
6. Summary of the Personnel Affairs Committee's merit evaluations for teaching beginning with the Year of Appointment.
7. (Optional) Letters, award certificates, or other materials that substantiate recognitions at the college of university level or by outside professional groups for excellence in teaching.

B. Criteria for Intellectual Contributions

Published research in the candidate's field constitutes the primary basis for evaluating a candidate's intellectual contributions. For third-year reappointment review, articles accepted for publication and work in progress are also particularly relevant.

1. Evidence of intellectual contributions:
 - a. Published research. A candidate should have published or had accepted at least two journal articles, although the exact number of published or accepted articles required of a candidate shall be a function of (1) the quality of the work and (2) the quality and time-to-acceptance of the journals to which the candidate has submitted. A revise and re-submit at a high quality (A and A*) journal, counts as equal to an acceptance at a lower level journal. The

candidate's published or accepted work and work in progress should be discipline-based and evince a clear research agenda.

- b. The candidate's portfolio of articles must contain at least one article in a journal that appears on the College journal list and are recognized by DML&OM as high quality (A and A*). A minimum of two additional articles are required. The candidate's published articles and his or her work in progress should evince a clear research agenda.

Articles published in a journal on the College's list outside a candidate's discipline (or in a premier journal outside the business disciplines) are encouraged and may count toward the required number of articles in high quality journals when (1) the discipline the journal represents reasonably relates to the candidate's discipline or teaching area, (2) the article advances the candidate's research agenda, and (3) the candidate has contributed substantially to the research effort. For example, a consumer behavior article in the *Journal of Applied Psychology*.

- c. Non-published research. Intellectual contributions that are made available for scrutiny by peers and practitioners, but are not published, are properly part of the candidate's record of achievement. It is, however, the faculty member's responsibility to demonstrate the impact of the contribution on business education or practice.
2. Evidence of independent thought and ability. Candidates are expected to demonstrate their ability to conduct research independently or make substantive contributions to joint research projects. Sole-authored publication is encouraged, but not required. However, in the absence of sole-authored publications or clear lead authorships, the departmental chair and the Promotion and Tenure committee must assess and comment on a candidate's contributions to joint work.
 3. Other intellectual contributions that enhance the credentials of a candidate include papers presented at academic meetings, publicly available research working papers, papers presented at faculty research seminars and workshops, professional presentations, book reviews, editorial activities, and service as a research paper discussant or panelist at academic meetings. None of the activities described in this paragraph, however, may substitute for the criteria reported in IV.B.1 and IV.B.2 above.

C. Criteria for Service

Although junior faculty members are expected to concentrate primarily on teaching and research during their probationary period, they must demonstrate a willingness to engage in service.

1. For the period under review, the candidate should render service to the College of Business by serving on at least one College or departmental committee or by serving in a similar service capacity as agreed upon by the Department Chair.
2. The candidate should be actively involved in his or her departmental doctoral program (e.g., contributing to the preparation and grading of doctoral exams; attending doctoral oral exams, proposal defenses, and dissertation defenses; and serving on dissertation committees).

The candidate might also demonstrate a willingness to render service through involvement on the University committees, in academic professional organizations, or in the business community.

V. THE GRANTING OF TENURE³

Two distinct groups of faculty may apply for tenure: (1) assistant professors completing their six-year probationary period and applying for both tenure and promotion to associate professor and (2) new-hire faculty of any rank with prior experience at other institutions.

1. For assistant professors completing their six-year probationary period, tenure and promotion are normally simultaneous. The criteria for both, accordingly, are the same.
2. New-hire assistant professors without prior experience at the rank of assistant professor at other institutions will have the full six-year probationary period and thus may normally be reviewed for tenure and promotion during their sixth year of service at the University. A faculty member with prior service at the rank of assistant professor, however, may apply for tenure and promotion when the faculty member's combined service at the University and his or her prior institution(s) equates to the normal, six-year full probationary period. Each new faculty member shall serve a minimum probationary period of no less than one year, except in instances where the President of the University makes an exception and recommends immediate tenure upon hire.
3. New-hire associate professors and professors with prior experience in rank at other institutions will normally have the full three-year probationary period and thus may be reviewed for tenure during their third year of service. A faculty member with prior service as an associate professor or professor, however, may apply for tenure and promotion at any time prior to the expiration of the maximum three-year probationary period. Each new faculty member shall serve a minimum probationary period of no less than one year, except in instances where the President of the University makes an exception and recommends immediate tenure upon hire.
4. The criteria for tenure for new-hire assistant professors with prior experience at other institutions are the same as the criteria for assistant professors completing their six-year probationary period at UNT. The criteria for tenure for associate professors and professors with prior experience at other institutions are the same as the criteria for attainment of the rank they hold, except that such new-hire

³ Per the University of North Texas *Policy Manual*, 15.0.3.4, "Choice of Tenure Criteria," "A faculty member on a probationary appointment (eligible for tenure) may, unless otherwise specified in writing at the time of employment, choose the tenure criteria from any University tenure policy statement in force between the time of initial employment and the time when a determination of tenure status is made." A candidate for tenure, accordingly, should clearly specify in his or her dossier the criteria he or she has elected to follow if different from those currently in force in the College of Business.

faculty must provide evidence of continuing productivity since their promotion, including since their hire date at UNT.

5. The department's Promotion and Tenure committee shall record details of the vote on promotion/tenure/reappointment.

VI. REAPPOINTMENT AND PROMOTION OF NON-TENURE-TRACK FACULTY

All non-tenure-track faculty members shall be reviewed annually for reappointment or continuation of an existing appointment. The procedure for conducting the reappointment review is similar to that for the tenure and promotion review as established in UNT's *Policy Manual*, 06.005, "Procedures."

- A. Candidates must present a teaching portfolio with evidence of a consistent level of quality teaching. The portfolio should contain, as a minimum, the following:
1. Student evaluations. Good student evaluations of teaching are necessary, but insufficient to meet this requirement.
 2. Syllabi that clearly state the learning objectives in the classes the candidate teaches along with examples of the methods the candidate uses to determine if students are meeting the learning objectives (e.g., exams, class assignments).
 3. Handouts, class assignments or projects, guidelines for computer games, simulations, lists of outside speakers, and/or visual aids that demonstrate use of newer techniques, procedures, or other aids which increase the potential learning environment in the classroom and improve overall communication of information.
 4. Evidence of instructional development: The candidate must demonstrate engagement in instructional development. Evidence can include activities such as:
 - a. course revision or new course development;
 - b. instructional development grants;
 - c. supervision of independent study or internships that are not a part of an organized class; and
 - d. pedagogical publications such as peer reviewed articles about pedagogy, cases with instructional materials, instructional software, textbooks, presentations at professional meetings describing pedagogical innovations, or materials available for scrutiny by peers or practitioners describing the design and implementation of new courses or course materials.
 5. Evidence of service on dissertation committees. Scholarly-active candidates should have served on one or more dissertation committees.
 6. Summary of the Personnel Affairs Committee's merit evaluations for teaching beginning with the Year of Appointment.

(Optional) Letters, award certificates, or other materials that substantiate recognitions at the college or university level or by outside professional groups for excellence in teaching.

B. Criteria for Service

1. For the period under review, the candidate must have rendered substantive service to the College of Business. This service may include, but is not limited to, serving on College and departmental committees, serving as a program advisor, sponsoring student organizations, and mentoring students.
2. The candidate must also have rendered service to the University, professional organizations, and the business community if these are included in the annual assignment.

C. Criteria for Promotion of Lecturers

1. Candidates for promotion from Lecturer to Senior Lecturer must have served at least three consecutive years in the rank of lecturer or have equivalent prior teaching experience. In each of these years, the candidate must have demonstrated excellence based on university and unit criteria for teaching and service. Promotion to the rank of senior lecturer requires evidence of excellence in the domain of teaching and sustained effectiveness in the domain of service. Excellence or extraordinary quality in any one domain will not compensate for lack of sustained effectiveness in the other assigned area.
2. Candidates for promotion from Senior Lecturer to Principal Lecturer must have a minimum of a master's degree in their discipline and at least five consecutive years of college-level teaching experience including at least three years at the senior lecturer rank and/or the equivalent professional teaching experience. In each of these years, the candidate must have demonstrated excellence based on university and unit criteria for teaching and service. Promotion to the rank of principal lecturer requires evidence of sustained excellence in the domains of teaching and service. Excellence or extraordinary quality in any one domain will not compensate for lack of sustained excellence in the other assigned area.

D. Criteria for Promotion of Clinical Faculty

1. Candidates for promotion from Assistant Clinical Professor to Associate Clinical Professor must have served at least five consecutive years in the rank of assistant clinical professor or have equivalent prior relevant experience. In each of these years, the candidate must have demonstrated excellence based on university and unit criteria for teaching and service and remain scholarly active as required for accreditation purposes. Promotion to the rank of

associate clinical professor requires evidence of excellence in the primary domain of responsibility and sustained effectiveness in their other workload assignments. Excellence or extraordinary quality in any one domain will not compensate for lack of sustained effectiveness in other assigned areas.

2. Candidates for promotion from Associate Clinical Faculty to Clinical Professor must have served at least eight consecutive years in college-level clinical, professional, or practicum assignments, including at least three years at the associate clinical professor rank, or have equivalent prior relevant experience. In each of these years, the candidate must have demonstrated excellence based on university and unit criteria for teaching and service and remain scholarly active as required for accreditation purposes. Promotion to the rank of clinical professor requires evidence of sustained excellence in the primary domain of responsibility and other workload assignments. Excellence or extraordinary quality in any one domain will not compensate for lack of sustained excellence in the other assigned area.

VII. IMPLEMENTATION OF THE DEAN'S GUIDELINES FOR TENURE AND PROMOTION

Applications for tenure and promotion forwarded to the Dean of the College of Business must conform to the requirements of the University of North Texas *Policy Manual*, 06.004, "Faculty Appointment and the Granting of Tenure and Promotion," and 06.005, "Non-Tenure Track Faculty Reappointment and Promotion."

Each year, the Dean of the College shall publish a calendar that contains dates by which applications for reappointment, promotion, and tenure and all supporting documentation must be received by the Dean. Departmental reappointment, promotion, and tenure committees, chairs, and the College's reappointment, promotion, and tenure committee are obligated to meet those deadlines. The Dean, in turn, is obligated to meet the deadlines established by the Provost for the submission of reappointment, promotion, and tenure materials to the Provost's Office.

**APPENDIX A
COLLEGE JOURNAL LIST PROCEDURE**

- A. The official criterion for validating the College of Business A Journal list is that a journal must be ranked as A or A* on the Australian Business Dean's Council List (ABDC).

- B. Review of COB Journal list and Official Criteria.
 - 1. A COB Journal Review Committee will be formed every three years to review the COB journal list and make changes. Journals are only removed from the list during these review periods when they fail to meet the official criteria.

 - 2. When journals come off the list, articles submitted to or published in a journal while it on the COB list will be recognized by RPT for reappointment, tenure, and promotion decisions.

- C. The College's Reappointment, Promotion, and Tenure committee (RPT) may make changes and additions to the college journal list according to the following guidelines.
 - 1. A department proposes changes to the list through a letter from its chair, its Promotion and Tenure Committee (PAT) chair and a majority vote of its tenure track faculty.

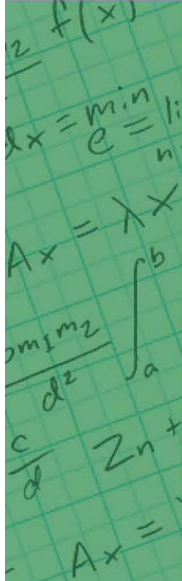
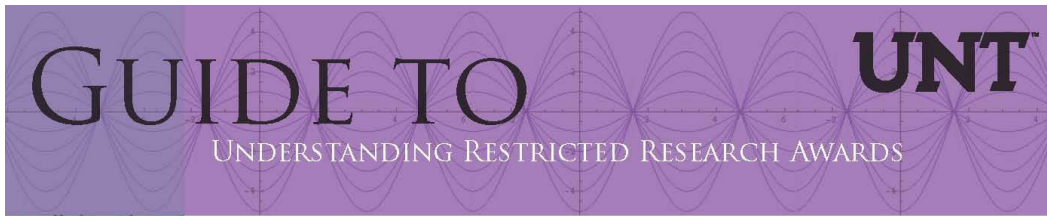
 - 2. If a journal meets the above criteria and is on at least one of the discipline subject areas that is represented by at least one journal on the current COB list, it is automatically approved as an addition to the COB journal list.

 - 3. Exceptions to the above criteria will be considered if the submitted journal is substantiated to be in a subject area of the department and has rankings on other externally valid journal criteria (e.g., ISI impact factor) greater than or equal to the average of all the journals on the COB journal list in that departments subject areas. Additional justification using externally utilized journal criteria is also encouraged.

 - 4. When a reappointment, promotion, or tenure candidate's RPT folder has journal(s) that are not on the COB list, and maybe even shouldn't be there except in the case of a promotion to full of a candidate doing interdisciplinary work and publishing accordingly, then that also should be pointed out to the committee in the Chair's and PAT chair's letters.

APPENDIX B

Definition of Restricted Research Awards



Most sponsored projects are contributing in one way or another to an overall research initiative, program, or plan. *Restricted Research* awards—an accounting category of the Texas Higher Education Coordinating Board (THECB)—include research and development activities that are sponsored by a third party. However, in order for an award to be coded as *Restricted Research*, the proposal narrative must meet THECB's definitions of Research and Development.

RESEARCH
is defined as a systematic study directed toward fuller scientific knowledge or understanding of the subject studied.

& DEVELOPMENT
is the systematic use of knowledge and understanding gained from research directed toward the production of useful materials, devices, systems or methods, including design and development of prototypes and processes.

Many solicitations are mixed purpose (Instruction, Research, Public Service). If more than half of the proposal objectives and budget reflects R&D activity, the award can be categorized as *Research* as long as the proposal includes clear descriptions of specific research methodologies (i.e., data collection, evaluation, dissemination, and publication).

The Research Development team in the Office of Research and Economic Development is available to review proposals and provide specific suggestions to highlight overall research components and plans involved and/or related to the proposal. If interested, contact Diana Dorer at 940-565-4430 or diana.dorer@unt.edu to schedule an appointment very early in the proposal development process.

PS A010308E-5/100

WHAT IS DEFINITELY RESEARCH?

- △ Basic research leading to generalizable knowledge (for publication, etc.)
- △ Development (devices, methods, etc.)

WHAT CAN BE RESEARCH:	WHAT IS NOT RESEARCH:
Applied research leading to generalizable knowledge (for publication, etc.)	Consultation that does not lead to generalizable knowledge
Surveys gathering information to answer research questions or test hypotheses	Surveys used for program evaluation; collection and delivery of raw survey data
Curriculum development projects to test an educational model through appropriate research methodologies and including a dissemination plan	Curriculum implementation projects using already-tested models, or curriculum development projects without the testing of an educational model
Research training in the same facilities that are concurrently being used for on-going research	Research education in classroom settings
Public outreach/public education/school projects that test a theory or evaluate a method, using research methodologies and including a dissemination plan	Public outreach/public education/school projects that do not test a theory or evaluate a dissemination method
Book-writing projects that disseminate knowledge gained via research (as defined herein)	Book-writing projects on topics other than disseminating research (as defined herein)
Projects that develop and test archiving methods, using established research methodologies and including a dissemination plan	Library collections and cataloging
Geographical research (which may involve mapping) that leads to generalizable knowledge and includes a dissemination plan	Mapping that leads only to the production of the map itself
Travel related to conducting research	Travel related to giving papers, presentation, etc.
Bringing researchers together to conduct research	Putting on a workshop/conference to share research findings
Projects that test theories or models of methodologies to increase underrepresented groups	Outreach efforts to increase underrepresented groups in sciences, professions, and/or educational contexts

APPENDIX C

Definition of HERD Research Awards

NSF's Higher Education Research and Development (HERD) Research Expenditures counts both PI expenditures from grants and the university's expenditures on research infrastructure.

These include not only federally funded research grants, but also foundation, corporate and donor-sponsored research.

Universities vary but a typical figure would be 60% expenditures from PI and 40% expenditures from the University

University expenditures include investment in startup, research facilities, small grant programs etc.

12/7/18

**Department of Educational Psychology
Guidelines for Reappointment, Promotion, and Tenure**

Approved 4/24/18

Revisions approved 12/7/18

This document is intended to provide additional departmental information regarding the evaluation of teaching, scholarship, and service activities for the purpose of reappointment, promotion, and tenure (RPT). Any information here is secondary to College of Education and UNT policies.

Teaching

Reappointment or Promotion to Associate Professor with Tenure

The evaluation of quality teaching is inherently complex, and should be assessed from multiple perspectives. Evidence of teaching may include an articulated teaching philosophy; peer and Department Chair evaluation; artifacts of instruction such as syllabi, class assignments, videos, and student work; student evaluations (formal and informal); and evidence of reflection and growth in teaching through curriculum and instructional development, student learning outcomes, and professional development. Evidence of mentoring students and progress toward chairing dissertations is expected. Demonstration of candidate growth is also evidenced by the candidate's use of assessment in modifying course curricula and delivery. Evidence of teaching quality must include a systematic assessment of student evaluations as required by University policy. The evaluation of relevant materials will be holistic, but emphasize depth of quality and positive impacts.

Promotion to Professor

The candidate for professor is expected to have a strong record of teaching in the Department. The artifacts of teaching excellence are largely the same as above, but the record should reflect a recognizable pattern of growth and development in the breadth, depth, and significance of teaching. Leadership, such as mentoring of other faculty in courses or professional development, is expected. Candidates should provide evidence of leadership in course and curriculum development with evidence of leadership in Concentration and Department curricular planning. Mentoring graduate students is expected, including successfully-chaired dissertations and evidence of mentoring graduate students as future teachers and researchers. Evidence of teaching quality must include a systematic assessment of student evaluations as required by University policy. The evaluation of relevant materials will be holistic, but emphasize breadth, depth, and significance of teaching and mentoring.

Scholarship

Reappointment or Promotion to Associate Professor with Tenure

Regarding evaluation of scholarship, a faculty member should be able to demonstrate (a) a clear research agenda or thread that ties her/his research together in a meaningful way, (b) leadership and primary influence in the development of the agenda, (c) breadth and depth of impact on the field, and (d) leadership in the dissemination of research outcomes. The research agenda and

leadership are primarily assessed via examination of the content of the research and authorship influence/order considerations (or PI status for grants). Breadth and depth of impact are assessed via quantity and quality of research products, including quality of journal outlets in which faculty work is published.

Promotion to Professor

The candidate for professor is expected to have a well-established leadership record that reflects a recognizable pattern of growth and development in breadth, depth, and significance of an identifiable research agenda. Scholarship contributions should clearly establish the candidate as a well-recognized scholar with a national reputation and demonstrate leadership in the research agenda. Research contributions should be disseminated through well-recognized, quality outlets, and can also be evidenced in authored or edited books published as part of well-recognized book series or publishers.

For promotion to both Associate Professor and Professor, grant leadership is assessed via PI or co-PI status relative to the contribution percentages of primary personnel. Grant impact is evaluated according to the nature and relevance of the funding agency, total monetary value of the grant, contribution to the sustainability of the Department, and relevance of the grant to candidate's research or Concentration agenda.

Evaluation of Journal Quality and Article Impact

Overall journal quality and article impact is ultimately evaluated via holistic review using multiple indices and markers of quality. However, as a baseline the Department considers strong journals to be those that meet one the following criteria.

1. The journal must be indexed in either Scopus or Journal Citation Reports (JCR) databases, and as such have a CiteScore (Scopus) or Impact Factor (JCR) published. The CiteScore or Impact Factor for the journal must be at the 50th percentile or higher in any category in which the journal is ranked at the time of article publication.

OR

2. The journal is a flagship journal associated with a national or international professional organization appropriate to the candidate's area of research.

If neither of these criteria apply, the candidate has the option of providing a brief rationale regarding the quality of the journal for the consideration of those conducting internal reviews. Examples of other pieces of evidence may include:

1. Lower acceptance rates (e.g., 30%). Indicate if from Cabell's Directory, editor, or other.
2. High circulation rates. This refers to national or international circulation, not state or local. Indicate source of information.
3. Major professional organization journal affiliation, if not a flagship journal.

Journals that are indexed in either Scopus or JCR, but which do not meet the criteria noted above, may be considered good journals as compared to journals which are not indexed.

Finally, a high citation rate for a specific article is a marker of impact, irrespective of journal outlet. Google Scholar should be used to report citation rates, and the date of search must be indicated.

Across the publication record, candidates should have substantial lead authorships to demonstrate leadership within a research agenda.

Service

Reappointment or Promotion to Associate Professor with Tenure

Service expectations for Assistant Professors will be relatively modest because their focus should be on developing a scholarly agenda and excellence in teaching to sustain their careers for the long-term. Evaluation of service is a holistic review with emphasis on service to the Concentration, Department, and profession. Stronger service contributions should result in an established reputation locally for being prepared, contributing substantively to the work of the Concentration and Department, willingness to take on tasks, timeliness with completion, and being supportive of student success. There should be sufficient service involvement that faculty have established for themselves and their colleagues a sense of belonging and ownership of the Department curriculum and College mission. Professional service opportunities help establish Assistant Professors within their academic field networks and are markers of emerging national reputation. Priority is given for substantive service contributions within the Department.

Promotion to Professor

Service expectations for Associate Professors are substantial, and these faculty should be highly productive in this area. Promotion to this level involves a steep and significant increase in obligations to the practical work of the Concentration, Department, College, University, and one's profession. Highly productive professional service for a candidate for promotion to professor is characterized by activity that manifests itself in a wide variety of important and significant professional leadership contributions, which receive attention and recognition across the College or University, in professional organizations, and the communities beyond the University. The candidate for professor is expected to have a well-established leadership record that reflects a recognizable pattern of growth and development in the breadth, depth, and significance of professional service contributions. A strong leadership record should contain highly accomplished achievements as a contributor, coordinator, leader, initiator, or mentor in groups such as major committees or task forces; campus or community organizations, special projects, and initiatives; administrative positions; national organizations; and professional associations. Priority is given for major service and leadership contributions at the Departmental level as these are absolutely necessary at this career stage. However, a record that reflects exclusively Departmental service typically will not have sufficient impact to achieve the professional service expectations for the rank of professor.

**EXPECTATIONS FOR REAPPOINTMENT, TENURE, AND PROMOTION FOR
TENURE-TRACK AND TENURED FACULTY**

**DEPARTMENT OF KINESIOLOGY, HEALTH PROMOTION, AND RECREATION
COLLEGE OF EDUCATION UNIVERSITY OF NORTH TEXAS**

2018 (Revised and Adopted by KHPR Faculty - February 15, 2019)

Alignment of Departmental Expectations with the College of Education Expectations and University of North Texas Policy 06.004 Faculty Reappointment, Tenure, and Promotion

The Department of Kinesiology, Health Promotion, and Recreation (KHPR) at the University of North Texas (UNT) aligns its criteria for reappointment, tenure, and promotion with the criteria specified in the 2019 UNT College of Education (COE) Expectations for Reappointment, Tenure, and Promotion document and to UNT Policy 06.004 (Reappointment, Tenure, and Promotion). KHPR is committed to recognizing and rewarding faculty whose work demonstrates sustained excellence in teaching, scholarship, and service and leadership activities through the tenure and promotion process. The departmental expectations apply to all current tenure-track and tenured faculty except for faculty whose appointment predates the current policy; in these cases, the faculty member may choose to be reviewed under the prior policy (at time of appointment) or the current policy.

Representation

The KHPR Reappointment, Tenure, and Promotion Committee (RTP) will consist of all active tenured faculty members in the department with the exception of the KHPR Department Chair and KHPR representative on the COE RTP Committee. Tenured Associate Deans who are faculty in KHPR may serve as long as they do not participate in RTP voting at the college level. Additionally, one non-tenure-track faculty will be elected, at large, annually to review dossiers and vote on non-tenure-track cases only. Votes on decisions for promotion to the rank of professor will be made by professors.

Function and Duties

The KHPR RTP Committee will organize itself to function efficiently, and elect a chair from its membership. The major functions of the committee are (1) to evaluate tenure track or tenured faculty who seek reappointment (following an initial probationary period), promotion in rank, and/or tenure and (2) to submit recommendations to the Department Chair concerning such matters according to UNT and COE policies and procedures.

The RTP Committee composes and sends a summary letter regarding each individual faculty who is under review for reappointment, promotion, and/or tenure. The letter includes a count of positive and negative votes from committee members. The Department Chair independently considers individual faculty's productivity and writes an independent letter of review and recommendation. In the years prior to promotion and tenure decisions, the Department Chair and the RTP Committee Chair meet together with each faculty member under review, after each review period, to provide advice and counsel related to progress.

Statement of Performance Expectations and Required Evidence/Documentation in Teaching, Scholarship, and Service

In its reviews for reappointment, tenure, and promotion, KHPR requires evidence that a faculty member meets performance expectations in teaching, scholarship, and service as follows.

Teaching Activities

Because of the breadth of study in KHPR, teaching activities are evaluated holistically. There must be evidence of:

- Achieving a record of excellence in teaching across multiple data sources (e.g., student evaluations, peer observations/evaluations, personal teaching reflections, and teaching portfolio artifacts) is needed for tenure and promotion to associate professor.
- Sustaining a record of teaching excellence is required to be promoted from associate professor to professor.
- Illustrating data-based decision-making in one's teaching, resulting in instructional changes. This process involves (a) the synthesis of teaching data from multiple sources and (b) identification of personal strengths, areas in need of improvement, possible actions/changes, and results of implementation.
- Demonstrating current and relevant knowledge of one's field by participation in (a) on-going professional development that informs one's teaching, (b) new course development and/or periodic course revisions, (c) development/use of creative/innovative course materials and instructional methods, and/or (d) integration of new technologies in education.
- Committing to and participating in mentorship efforts, including (a) being mentored by one or more mentors in the reappointment, promotion, and tenure processes and (b) providing mentorship to others (i.e., students and/or fellow faculty members of lower rank). Evidence can take various forms (e.g., completed thesis/dissertation proposals, completed theses/dissertations, collaborative conference paper presentations, collaborative journal articles, and logs of mentorship sessions/events/activities).

Scholarship Activities

Because of the breadth of study in KHPR, scholarship activities are evaluated holistically. There must be evidence of:

- Publishing in high-quality journals, including premier journals in one's field as evidenced by citation impact factor of the journal, citations of individual articles and average article citations for that journal relative to others in the area.
- Publishing as a sole, first, or corresponding author.
- Publishing collaborative articles in which one is first or corresponding author.
- Sustaining scholarly productivity over the review period.
- Creating a line of research that builds upon past work.
- Developing national/international reputations for individuals seeking tenure and promotion to associate professor or maintaining and advancing national/international reputations for individuals seeking promotion to professor.
- Identifying the significance of one's line of research reflected by the number of citations, indices of impact, or other appropriate measures, as well as professional opinions of external reviewers who are experts in the field or line of research.
- Applying for and obtaining externally funded grants related to one's line of research is expected for individuals seeking tenure and promotion to associate professor, and in the case of promotion to professor, sustained externally funded research that leads to quality research outputs.
- Mentoring graduate students in the research process including grant activity and research outputs.

KHPR will utilize journal rankings or other appropriate recognized metrics to judge the overall quality of a candidate's publications. KHPR also will rely on expert external reviewers' opinions of publication outputs. It is incumbent on the faculty member to present evidence in support of demonstrated quality in scholarship.

For promotion to the rank of associate professor with tenure, KHPR expects a faculty member to meet COE's minimum of 10 publications in refereed journals and encourages additional publications. The publication record should be sustained with a minimum of five (5) publications in top tier journals. Approximately half of the publications must be clearly being driven by the faculty member as lead or corresponding author. Additionally, grant activity, in the form of proposals for external funding or achievement of external funding as part of a research team (must be listed on the transmittal form submitted to the UNT OCGA), should be present.

For promotion to professor, a faculty member should have at least 15 additional publications since being promoted to associate professor. There should be continuous productivity (with an average of two [2] or more publications per year), and with the majority in top tier journals, demonstrating a progressive and independent line of research, during the past seven (7) years prior to seeking promotion. It is expected for promotion to professor, there be evidence of leadership (serving as PI or Co-PI) related to at least one externally funded grant to support one's line of research or students.

Service Activities

Because of the breadth of study in KHPR, service activities are evaluated holistically. There must be evidence of:

- On-going and significant service at multiple levels—national, regional, state, university, college, department, program, and/or local/community. Service expectations mature as one goes up in rank—including number of levels represented and amount of time and effort required. Tenure-track faculty members should undertake a reasonable level of service that does not compromise their research and teaching responsibilities during the probationary period. Service plans for pre-tenured faculty should be approved by the department chair and assigned mentor. For promotion to professor, significant leadership roles are expected, which should be at the national level in one's profession and at UNT (university, college, departmental, and/or program levels).
- Professionalism, collegiality, and a willingness to participate in the day-to-day work of a community of teacher-scholars are expected. A faculty member should be fully engaged with students and fellow faculty members and should conduct himself or herself in accordance with KHPR, COE and UNT policies and practices on collegiality and professionalism.

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**College of Education Expectations
for Promotion for Non-Tenure Track Faculty**

University of North Texas College of Education

June, 2018

1
2 The College of Education's mission is to prepare professionals and scholars who
3 contribute to the advancement of education, health, and human development. To
4 accomplish the College's overarching vision, a highly dedicated faculty that is
5 robust, professional, and unified is required. A critical first step toward attaining
6 the College of Education's vision is a general understanding by the faculty of its
7 expectations for performance. This document reflects overall agreement with
8 University of North Texas policies in general and the Non –Tenure Track
9 Reappointment and Promotion Policy (06.005) specifically.

10
11 Lecturers and clinical faculty play an important role in the college, and they are
12 highly valued for their contributions to students and to the college community.
13 Promotion through the lecturer and clinical lines provides a career path and an
14 opportunity for recognition for these contributions and for growth and seniority in
15 the position.

16
17 **Ranks and timelines**

18 New faculty members on these lines without experience in higher education are
19 appointed at the entry level of **Lecturer** or **Clinical Assistant Professor**.
20 Specific ranks are determined by department chairs in consultation with the
21 dean.

22
23 **Lecture Line**

24 Promotion from Lecturer to **Senior Lecturer** may occur after no fewer
25 than three consecutive years in the rank of lecturer or have equivalent
26 prior teaching experience.

27
28 Promotion from Senior Lecturer to **Principle Lecturer** may occur after no
29 fewer than three years at the rank of Senior Lecturer and five consecutive
30 years of college-level teaching experience.

31
32 **Clinical Line**

33 Promotion from Clinical Assistant Professor to **Clinical Associate**
34 **Professor** may occur after no fewer than five consecutive years in the
35 rank of clinical assistant professor or have equivalent prior relevant
36 experience.

37
38 Promotion from Clinical Associate Professor to **Clinical Professor** may
39 occur after no fewer than three years in rank as Clinical Associate
40 Professor and no fewer than five consecutive years in college-level clinical
41 assignments or equivalent prior relevant experience.

42
43 **Criteria**

44 All candidates for promotion must be able to show evidence of excellence in
45 every year in rank of appointment.

46

1 Promotion requires evidence of sustained excellence in the areas of 1.) **teaching**
2 (required); and 2.) either **research** or **service**. Candidates, with approval of the
3 chair, choose the two areas that comprise their workload, and their record of
4 performance in those two areas provides the basis of the argument for
5 promotion.

6 7 Teaching 8

9 The case for quality of teaching must be made with evidence organized in a
10 teaching portfolio. The portfolio must show evidence of excellence in every year
11 in rank as well as continuous thoughtful revision and improvement of teaching.
12 The portfolio may contain a range of possible documentation of excellence, but it
13 must include these required elements:

- 14
15 1. *Comprehensive syllabi for each course taught.* Characteristics of
16 comprehensive syllabi are outlined in UNT Policy 06.049.
17
- 18 2. *Formal teaching observation reports.* Observations should be conducted
19 by full time faculty who have been instructor of record for the observed
20 course or a similar course. A faculty member conducting the observation
21 can be another lecturer of equal or higher rank, a tenure-track faculty
22 member, or a tenured faculty member. One observation per long semester
23 is required, beginning Spring, 2019. The *UNT Classroom Observation of*
24 *Teaching Effectiveness* or a teaching observation protocol specified by the
25 department is required.
26
- 27 3. *Student Evaluations.* Results of a UNT-approved evaluation measure,
28 including student comments, must be provided for each course taught
29 during the period being considered for the review. Student evaluation
30 scores should be organized in tabular form and a written narrative for
31 interpreting the scores should be provided by the candidate. Consistently
32 high scores are expected for a candidate to be considered for promotion.
33
- 34 4. *Documentation of course improvement.* Describe as efficiently as possible
35 the rationale for the course change and evidence of the consequences of
36 the change. The following questions should be addressed: (1) How did
37 this change affect student learning (with evidence)? (2) How will this
38 change improve student retention?
39
- 40 5. *Other evidence of teaching excellence.* The candidate should research
41 ways of documenting quality in a teaching portfolio and should present
42 their teaching in a truthful way that demonstrates the quality of their work.
43
44
45
46

1 **Service**

2
3 For service to be the second area of outstanding performance reviewed for
4 promotion, the candidate must have been assigned a service load of at least
5 20% for the period under review. The record must provide credible evidence that
6 the service requirements reasonably require sustained week-by-week
7 engagement for a full day per week (20%). The candidate's vita must list all
8 service obligations. An accompanying document, in the supplemental dossier, of
9 no more than 750 words should explain the service contribution in terms of both
10 time and importance. In general, service activities include, but are not limited to:
11 (1) duties related to program leadership; (2) service on program, department,
12 college, or university committees with an emphasis on service to the program
13 and department; and (3) recruitment/retention/support of students.
14

15 **Research**

16
17 Candidates for promotion do not have to have research records considered as
18 part of their promotion consideration (if their two areas are teaching and service).
19 If research is the second area of outstanding performance reviewed for
20 promotion, the candidate must have been assigned to a research load of at least
21 20% for the period under review. The record must provide credible evidence that
22 the service requirements reasonably require sustained week-by-week
23 engagement for a full day per week (20%). The candidate's vita must list all
24 research contributions, and an accompanying document of no more than 750
25 words should explain the research contribution in terms of both time and
26 importance. The expectation for productivity in research is a record that reflects
27 the equivalent of one major accomplishment per year. Research activities may
28 include, but are not limited to: (1) writing, submission, awarding, and
29 administration of external funding; (2) serving as part of a research team that
30 results in publication; (3) publication of research articles, theoretical articles, and
31 research-to-practice articles; and (4) presenting at professional conferences.
32 Major accomplishments would include a significant publication (single authored
33 or co-authored) in a respected or high-circulation journal; a successful grant
34 application; or presentations at more than one professional conference.
35
36

37 **Review Process**

38
39 The process for the promotion of non-tenure track faculty apply to all
40 non-tenure track faculty and all academic units. Candidate are expected to
41 provide evidence of professional accomplishments through the organization of an
42 official dossier, as well as a supplemental dossier. Assembly of dossiers is the
43 major responsibility of the faculty member and should include evidence of
44 progression in key areas. Through the materials the candidate should provide
45 evidence of any accomplishments highlighted in the vita or faculty essay. UNT
46 Policy 06.005 (p. 4) outlines what should be included in the official dossier. The

1 official dossier is reviewed by all levels of review within the College (departmental
2 committee, department chair, college review committee and dean as well as the
3 provost. The dossier for promotion must contain:

- 4
- 5 1. University Information Form
- 6
- 7 2. Complete, current Curriculum Vita
- 8
- 9 3. Self-evaluation, personal narrative (maximum 750 words)
- 10
- 11 4. Unit promotion criteria (Section III, Paragraph A-D)
- 12 5. Cumulative results of annual evaluations and evidence of mentoring and
13 support (provided by the chair)
- 14
- 15 6. Summary evaluation of teaching effectiveness, including statistical
16 summaries of student evaluation of teaching, interpretative comment on
17 statistical summaries, and other evidence of student learning (provided
18 by the chair)
- 19
- 20 7. Recommendation of unit review committee
- 21
- 22 8. Recommendation of chair
- 23
- 24 9. Recommendation of college review committee
- 25
- 26 10. Recommendation of dean
- 27
- 28

29 Units or colleges may require supplemental materials be included in the dossier,
30 when the faculty member is notified of the additional materials at the time of initial
31 appointment. The supplemental dossier in the College will include supporting
32 materials and is provided for all levels of review within the College. The
33 supplemental dossier should include:

- 34
- 35 1. *Candidate's Annual Reviews*. Copies of each annual review beginning
36 with most current. Include annual and merit reviews unless the same
37 document;
- 38
- 39 2. *Evidence of Teaching Evaluations*. Candidate should provide evidence
40 of teaching effectiveness (can be teaching portfolio if required by
41 department) which showcases their work in the area of teaching and
42 instruction. This will include comprehensive syllabi for each course
43 taught; formal teaching observation reports; student evaluations;
44 documentation of course improvement and other evidence of teaching
45 excellence. Such evidence may include: copies of teaching/learning
46 philosophies, examples of teaching tools developed or used, student

1 comments from SPOT evaluations, Thank a Teacher notifications and
2 any teaching award. Where departments have developed a portfolio
3 requirement, candidates may include the departmental portfolio;
4

5 3. *Evidence of Service and Leadership*. Candidates should prepare a 750
6 word explanation of their service contribution in terms of both time and
7 importance. Additional items that may be include as evidence include
8 letters from professional organizations, award nominations and other
9 documentation.

10
11 4. *Evidence of Scholarship* (if appropriate). This should include digital
12 copies of all published works as well as work submitted. For works in
13 press include correspondence between author and publisher related to
14 publication schedule, manuscripts, and chapters sent out for review.
15

**College of Education Expectations
for Reappointment, Tenure, and Promotion**

University of North Texas College of Education

**August, 2001
Revised September, 2007
Revised June, 2014
Revised May, 2018
Final Approval by VPAA January, 2019
Revised for compliance with UNT policy
September, 2020**

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INTRODUCTION

The College of Education's mission is to prepare professionals and scholars who contribute to the advancement of education, health, and human development. To accomplish the College's overarching vision, a highly dedicated faculty that is robust, professional, and unified is required. A critical first step toward attaining the College of Education's vision is a general understanding by the faculty of its expectations for performance in all areas of endeavor within the College's community of scholars.

The purposes of this document are:

1. To clarify and articulate expectations for faculty performance and productivity in teaching; scholarship; and leadership/service activities. College leadership intends for this document to embrace and express the College of Education's rich intellectual diversity by remaining general enough to encompass the efforts of all faculty members, while simultaneously being specific enough to provide helpful guidance. It is hoped that the document will serve as a primary reference and resource to assist faculty members in planning and prioritizing their unique efforts, and to assess their progress toward successfully attaining both personal and shared professional goals, including the achievement of tenure and promotion; and
2. To assist Department Reappointment, Promotion, and Tenure Committees; Department Chairs; the College Reappointment, Promotion, and Tenure Committee; and the Dean in evaluating the annual performance related to assigned workloads, and, equally important, to provide ongoing feedback, acknowledgment, and counsel of faculty members' strengths and areas for growth.

This document reflects overall agreement with University of North Texas policies in general and the Faculty Reappointment, Promotion, and Tenure Policy (06.004) specifically. It is the result of faculty input and review. Finally, this document will serve as the foundation for ongoing review of College of Education performance criteria and guidelines, so that faculty expectations will always reflect current best practices, changes within the administration of the College and/or University, and state or national trends in higher education. The ultimate authority in these matters is the *UNT Policy Manual*. Nothing in this document is intended to be in opposition to UNT Policy and everything herein is to be interpreted in the context of these documents.

Successful candidates for promotion and tenure will demonstrate a line of expertise and provide evidence of sustained excellence in the domains of teaching and scholarship along with evidence of sustained effectiveness in the domain of leadership/service. Associate Professors are ready for candidacy for promotion to full Professor when their work has reached a demonstrable level of national and/or international impact and they have established a record of continuous, sustained productivity.

As faculty members prepare for the promotion and tenure process, they should consider that evidence is documented through the vita, quality teaching and scholarship, and leadership/service outcomes. Candidates for associate professor should demonstrate themselves as emerging scholars and leaders in their fields of expertise, whereas candidates for professor will demonstrate themselves as established scholars and leaders in their expertise areas. Promotion to the rank of professor requires evidence of sustained excellence in each of the three domains of teaching, scholarship, and leadership/service.

Although this document is intended to provide direction for each promotion and tenure candidate, it is not intended to serve as a blueprint for success. It provides some fairly explicit guidelines that help guide faculty members through the tenure and promotion process. Validation of a candidate's body of work by internal and external reviewers is necessary. Hence, each candidate is responsible for demonstrating professional progression as a result of annual reviews. The candidate is also responsible for providing evidence that will allow all reviewers to determine the quality and quantity of work.

TENURE AND PROMOTION AT A GLANCE

During probationary years (usually years 1 through 5), faculty members:

- Begin their probationary periods in the fall semester of the 1st year of appointment. Faculty members appointed in a Spring semester begin their probationary period in the subsequent Fall semester;
- Receive from their Department Chair an assignment of an official UNT faculty mentor (at least rank of Associate Professor with tenure). See page 06.004, p.8 for information on appointment of mentors;
- Attend workshops sponsored by the Office of Faculty Success and the College;
- In consultation with their mentor and Department Chair, develop an action plan for (a) teaching, (b) scholarship, and (c) service activities with concrete objectives for the probationary period;
- Compose a research statement for submission with merit materials in years 1 and 2 and with reappointment materials in years 3, 4, and 5. The statement should identify a coherent research agenda and describe the pipeline of intended articles and outlets for the years toward tenure;
- Seek external funding independently and/or in collaboration with others;
- Identify publication outlets, especially key journals in their field, which are deemed acceptable by departmental and college leadership, and target these outlets for publication. For guidelines about journal quality, candidates should consult the relevant Departmental Reappointment, Promotion, and Tenure standards document;
- Develop strong teaching, including clear syllabi and plans for individual class sessions, modifying these each year to improve teaching effectiveness and achievement of student learning outcomes;
- Participate in professional development designed to help improve their teaching;

- Develop a teaching portfolio to provide evidence of high-quality teaching;
- Receive from the Department Chair an assignment of at least one observation per year by the Department Chair or a tenured faculty member;
- Discuss outside leadership/service activities with Department Chair before accepting them;
- Respond appropriately to annual reviews, paying particular attention to recommendations and identified areas for growth from all levels of review (department Reappointment, Promotion, and Tenure Committee; Department Chair; College Reappointment, Promotion, and Tenure Committee; Dean);
- Meet with Department Chair annually to assess progress;
- Collect evidentiary material pertinent to tenure and promotion;
- Maintain an accurate and detailed vita in the current COE format as well as a record in the Faculty Information System. *All vitae submitted for Reappointment, Promotion, and Tenure must include journal information, including journal ranking, impact factor, acceptance rate, and any journal affiliation with a professional organization;*
- Develop and maintain a Google Scholar page;
- For more information on the probationary period, see 06.004, p. 3-4.

Reappointment Review Years (years 3, 4, and 5)

- Work with Department Chair to identify, collect, and submit materials the College requires for reappointment review, beginning in the fall of the third year and revised appropriately in subsequent years (College instructions are renewed each academic year);
- Compose and submit a 750-word research statement that articulates a coherent line of research, work in the pipeline at various stages, and plans for submission to specific journals;
- Maintain a meticulously up-to-date, complete, and correctly formatted vita and Faculty Information System record.

Promotion/Tenure Review Year (Beginning Spring of year 5 and continuing into year 6)

- Work with Department Chair and promotion and tenure committee to identify external reviewers (by March of Year 5);
- Finalize a faculty narrative highlighting career accomplishments and identifiable research expertise (April of Year 5);
- Finalize an accurate and detailed vita in COE format (April of Year 5);
- Provide materials to Department Chair for external reviewers (early in May of Year 5);
- Organize evidentiary materials according to UNT policy 06.004 and the current year's instructions from the COE dean's office;

Post-tenure Years toward Professor (Associate Professors)

- Maintain rigorous research publication productivity specific to your discipline. Focus on high-impact journals as outlets for publication;
- Demonstrate in publications how scholarship has developed beyond a sequence of individual studies and has become deeper and more significant to the field through the culmination of studies;
- Serve as the principal investigator on funded external grants;
- Establish a national reputation as a scholar;
- Continue to progress in becoming a more effective instructor;
- Serve in leadership positions in both internal and external associations and committees;
- Serve the university as assigned in a role of principle leadership in university; college, department or program area;
- Meet with Department Chair annually to assess progress;
- Formally serve as a mentor to an assistant professor;
- Maintain an accurate and detailed vita in the current COE format as well as a record in the Faculty Information System. *All vitae submitted for Reappointment, Promotion, and Tenure must include journal information, including journal ranking, impact factor, acceptance rate, and any journal affiliation with a professional organization.*

TEACHING ACTIVITIES

I. Introduction

Teaching activities involve: a broad-based knowledge of content, processes, and learners; the development of curricula and pedagogy that stimulate active learning; encouraging students to become critical and creative thinkers; and developing students' capacity to continue in their learning. Teaching may include advising, mentoring, and the supervision of students in clinical, field-based, and independent learning situations.

II. Reappointment Reviews

Reappointment Reviews in years 1, 2, 3, and 5

UNT Policy (06.004, p. 6) requires that faculty be reviewed for reappointment in each year of their probationary period. In years 1, 2, 3, and 5, the annual review provides the basis of the reappointment decision, and further review is only triggered by a negative recommendation for reappointment. See UNT Policy 06.004, p. 7 for details.

Midterm Review

UNT Policy (06.004, p.7) requires that faculty in the 4th year of a probationary period be reviewed for a reappointment decision at all levels. This review considers whether the candidate is making sufficient progress toward a positive tenure and promotion outcome. The review of teaching for the third year review will consider the teaching portfolio, which includes student evaluations, peer observations, and other available evidence about the

quality of a candidate's teaching, such as teaching/learning philosophies, descriptions of strategies/structures employed in selected courses or lessons, selected assignments or teaching tools developed or used, and selected examples of student work and instructor feedback. The expectation is that teaching either is excellent or that the faculty member is engaged in an intentional and verifiable process of improvement, a process whose success will be evaluated the following year. Outcomes of a midterm review may be positive, negative, or a mandatory 5th year review, which involves a repeat of the Midterm Review.

III. Tenure and/or Promotion to Associate Professor

The granting of tenure and/or promotion to associate professor requires a sustained record of excellence in teaching. SPOT scores will be utilized in reviewing candidates' teaching, but the candidate should provide additional information to permit a more thorough portrait of the quality of their teaching. Every assistant and associate professor should receive at least one peer observation per year, as assigned by the Department Chair (Candidates who have not been notified of an assigned peer observation, or who have not heard from the peer assigned to observe their teaching should notify the Department Chair). Evidence of teaching may include an articulated teaching philosophy; artifacts of instruction such as syllabi, class assignments, videos, and student work; student evaluations, formal and informal; and evidence of reflection and growth in teaching through curriculum and instructional development, student learning outcomes, and professional development. Demonstration of candidate growth is also evidenced by the candidate's use of assessment in modifying course curricula and delivery. Evidence of teaching quality must include a systematic assessment of student evaluations (SPOT) as required by university policy. In order to provide a fully-rounded representation of their teaching work and not a mere reliance on SPOT scores and peer observations, candidates for promotion should organize evidentiary materials in a teaching portfolio.

Some indicators of teaching quality, either in classes involving groups of students or in work with individual students, may include, but are not limited to:

- Ensuring goals and objectives of the learning experience are stated and take into consideration the curriculum of which the experience is a part, with attention to accreditation and licensure guidelines;
- Evidence of teaching that demonstrates constant incorporation of recent scholarship and valued practices in content and pedagogy, including appropriate application of information technology;
- Evidence of teaching that demonstrates responsiveness to student diversity and to the differing prior knowledge, needs, and interests of students;
- Mentoring and advising of students that encourages their success in achieving program goals and objectives, and results in increased student retention, when appropriate;
- Mentoring and advising of students that leads to their demonstration of professional leadership and development through presentations, publication, professional recognition, and/or other indicators appropriate to their level;
- Engagement in activities intended to ensure successful student performance in

post- graduation experiences, including job performance and success on professional entrance examinations;

- Mentoring and advising graduate students in activities that lead to products of recognized quality, such as portfolios, dissertations, examination results, publications, presentations, and teaching;
- Effective participation in program decision-making processes about curriculum, instruction, and assessment;
- Refinement and development of curricula, including preparation of new courses, revision of existing courses, and engagement in scholarly strategies such as action research, study group participation, or publications and presentations about teaching practice; and
- Innovation in methods of instruction such as team teaching, and engaging in scholarly strategies that involve innovative methods of instruction.

IV. Promotion to Full Professor

Promotion to professor requires a sustained record of teaching excellence. Evidence may include the same elements described in Section III above, and must include a teaching portfolio, including one peer observation per year. At this level, teaching performance is expected to include evidence of growth over time and in a variety of teaching situations to include varied delivery systems and settings. Demonstration of candidate growth is also evidenced by the candidate's use of assessment, reflection, and content updates in continual revision of courses.

In addition to the criteria listed for tenure and/or promotion to associate professor, the quality and development of teaching may be demonstrated in a variety of activities that may include, but are not limited to:

- Collaborating with practicing professionals in providing learning experiences in professional preparation programs;
- Mentoring colleagues in their teaching;
- Expanded collaboration with and support of graduate students across the associate professor years;
- Leadership in program assessment and curriculum redesign
- Development of new and innovative programs, degrees, and activities designed to meet the changing needs of the marketplace;
- Contributions to teaching in the candidate's field that are shown to have an impact nationally and/or internationally.

SCHOLARSHIP ACTIVITIES

I. Introduction

All faculty members are expected to demonstrate continual growth and development through research, writing, and other creative and professional activities in their disciplines. Faculty members are expected to establish their credentials as scholars by: (1) demonstrating their capacity to conduct original scholarship that explores significant intellectual issues, and (2) disseminating scholarship in appropriate forums. The

purpose of this section is to provide clarification of the criteria for promotion and/or tenure to the ranks of Associate Professor and Professor within the College of Education as it relates to scholarship activities.

II. Reappointment in years 1, 2, 3, and 5

UNT Policy (06.004), p. 7, requires that faculty in the probationary period be reviewed for a reappointment decision annually. This review considers whether the candidate is making sufficient progress toward a positive tenure and promotion outcome. The review of scholarship will consist of a review of the vita for quality and continuous productivity up to the point of submission of materials; for criteria, see the following Section III., *Evidence of Scholarship Activity*. Review at reappointment asks whether the candidate is making progress toward a record that fully meets the standards for tenure, so candidates and reviewers should keep those criteria as their main guidance.

III. Midterm Reappointment Review

The Midterm Reappointment Review, like the reviews described above, assesses whether or not the candidate has made adequate progress toward meeting the scholarship criteria for tenure. The process in this review, however, is more extensive, as described in UNT Policy 06.004, Section V (beginning on p. 11) and mirrors the tenure and promotion process except that external reviewers are not involved for the Midterm Reappointment Review. Possible outcomes of a Midterm Reappointment Review are either affirmative or negative recommendations, or else a mandatory fifth year review, in which the same procedures are employed (UNT Policy 06.004, p. 7). During the year in which they are a candidate for the midterm reappointment, faculty members also participate in the Annual Review process.

IV. Tenure and/or Promotion to Associate Professor

Assistant professors who seek tenure and/or promotion to the rank of associate professor are expected to show sustained excellence in the area of scholarship. Evidence may include: quality research and writing and other scholarly and creative activities, as well as participation in graduate education. Faculty members at this level are expected to demonstrate at least one clearly defined area of expertise, where the candidate can be seen to be an emerging authority in the field with a likelihood of continuing excellence in the discipline. In addition, candidates for associate professor are expected to be collaborative and to have made initial contributions to the productivity of other faculty members with similar research interests. As outlined in UNT Policy 6.4 (p. 9-10), a recommendation for tenure will consider evidence in the context of, and consistent with, levels expected at peer or aspirational peer programs as identified by the university and college. Reviews and recommendations will place emphasis on work accomplished during the probationary period at UNT.

Evidence of Scholarship Activity

Publications.

Candidates for tenure and/or promotion to associate professor are expected to demonstrate continuous progress throughout the probationary period in the area of research publications, as defined by the discipline. The expectation for continuous productivity is an average of two research articles per year, along with additional less-competitive publications throughout the probationary period. Candidates are expected to have published a core of at least 10 research articles by the time of promotion. These 10 articles should each make a unique contribution, as opposed to being repetitive instances of essentially the same analysis. Successful candidates' vitas will typically also include book chapters, invited contributions, commentaries, writing for the general public, and/or other occasional pieces listed below. The exact number of publications required for a given candidate will be a direct function of the quality of publications and the candidate's overall profile, as determined by ongoing review. A judgement of a record is not a simple matter of what "counts," but balances considerations about productivity, quality, impact, and individual contribution. Quality of publications will also be addressed by external reviewers at the time of tenure and/or promotion. Departmental units will set additional criteria to evaluate publication quality. Quality of publications will in part be assessed by use of standard indices such as journal impact factors, journal ranking, and data from Google Scholar and other such resources. A successful case for promotion and tenure will provide evidence that the candidate's work frequently meets the highest standards for publication by appearing in highly respected journals. A minimum of three publications should be published in the journals identified by the department as being of the highest stature ("tier one"). Almost all publications to be counted for promotion and tenure must be peer-reviewed national or international journals. Determination of quality publication mediums should be addressed by the candidate, department, and external reviewers. However, the publications listed on the vita may include products resulting from other scholarly, creative, and professional activities, such as newspaper op-eds, blogs, service-related publications, or individual lesson descriptions distributed for teachers. A candidate's total number of publications will include articles accepted or "in press" (if the candidate can provide reliable evidence of full acceptance).

In generally the following priority order, publications may include, but are not limited to:

1. Quantitative or qualitative research articles published in highly respected, peer-reviewed journals (required for tenure and promotion);
2. Theoretical articles published in highly respected, peer-reviewed journals;
3. Books of scholarly significance intended for the academic community, with some degree of peer review, published by a nationally recognized publisher;
4. Theory-informed or data-based articles for practitioners, published in peer-reviewed journals;
5. Book chapters;
6. Refereed monographs; and
7. Invited articles in journals recognized by the department as ranking among the premier outlets for scholarship, and/or that significantly impact educational

practice.

With consultation that includes the mentor, chair, and dean, individual records will vary in the quantity of publication in the above prioritized categories. Also, with careful consultation with mentor, chair, and dean, scholars in humanities traditions may make careful plans to include a book in their publication records for promotion. Candidates for tenure and/or promotion will be expected to provide evidence of the ability to work collaboratively with a scholarly team as a second or later co-author, to lead a scholarly team as first author with team co-authors, and to work independently as a sole author. Most journal publications should demonstrate leadership—for example, through first or sole authorship, through second authorship with a student, and/or through rotating authorship as a member of a multi-publication research team. It is essential the record clearly demonstrates that the scholar is advancing a unique, sustained, personal contribution, not simply joining others' projects.

Other scholarly activities.

Applications of research contributing to a candidate's overall profile may be demonstrated in a variety of additional activities, though these kinds of publications will not substitute for the required research articles. In some cases, depending upon the details, these forms of writing may be viewed more as service. These other forms of publishing may include:

- Development of software and/or multimedia products;
- Development of Web/Internet technologies;
- Non-refereed electronic publications;
- Technical reports;
- Abstracts and proceedings of professional presentations;
- Scholarly encyclopedia entries;
- Published book reviews; and
- Development of significant proposals for external and/or internal grants and awards.

Journal editorships, reviewing of manuscripts and proposals, and most edited volumes will be recognized as service and cannot substitute for original scholarly production.

Grants.

Candidates for tenure and/or promotion to associate professor will be expected to be involved in the development of proposals for funding independent research or training programs from external sources related to their research. The importance of this criterion varies according to the degree to which funding is available in a scholar's research area or research traditions/methods. Instructional and training grants that meet this requirement are generally expected to support the candidate's research agenda and lead to high quality scholarly research and publications. Submitted grant records are verified with College of Education and UNT grant offices.

Presentations.

Candidates for tenure and/or promotion are expected to present their findings regularly at national, highly-regarded academic meetings and conferences.

Participation in graduate education.

Candidates are expected to demonstrate evidence of providing guidance and leadership to graduate students through service on dissertation and thesis committees and through joint authorship or joint presentations.

V. Promotion to Professor

Associate Professors who seek promotion to the rank of professor are expected to have sustained evidence of excellence in scholarship that has grown in significance and impact since the promotion to associate professor. One indication of reputation is assessed through the external review process whereby experts known for their achievements in the candidate's discipline and research area affirm that the candidate has produced significant scholarly contributions to their professional field. Candidates must also provide evidence that corroborates their individual contribution to jointly developed and authored scholarship. In addition, candidates are expected to demonstrate a mature and focused research program that reflects the scholar's reputation in the discipline, as well as evidence of an expanded independent research program, the impact of work in the field, creative activities that have earned the scholar a national or international reputation, collaborative research efforts across disciplines, and contributions to the productivity of other faculty members.

Typically, associate professors are approved for candidacy for promotion sometime after their fifth year in rank. In cases where ample evidence exists that an associate professor has been highly productive in scholarship, excellent in teaching, exemplary in leadership/service, and has reached a demonstrable level of national or international recognition for their scholarship, candidacy for promotion may be approved before the fifth year. In cases where an associate professor has spent five or more years in rank, a record of at least the most recent three years of sustained excellence in research, teaching, and service will be required to receive approval for candidacy.

Evidence of Scholarship Activity*Publications.*

Candidates for professor will be expected to have published an appropriate number of high-quality peer-reviewed articles since promotion to associate professor. Generally, an acceptable number would be at least 10 unique articles, and on most of these, it is expected that the candidate would clearly be the lead author (or, where appropriate in Kinesiology fields, corresponding author). Faculty performance in the area of publications is expected to be continuous, developmental in quality, and peer-reviewed. Faculty who have gaps in their scholarly activities will demonstrate at least three continuous years of productive scholarly work at the time of seeking promotion. The

quantity of publications required may depend on the candidate's discipline, the nature of publications, and workload options held for the prior years. The quantity of publications will be considered alongside the quality of the work and the candidate's overall profile, as determined by on-going review. Scholarly work while in the rank of associate professor should grow in quality and impact and should overall represent a more advanced level of work; a record is not sufficient by simply reproducing the quantity of publications done during the assistant professor years. Quality of publications will also be addressed by external reviewers at the time of promotion. The majority of publications must consist of high quality research in peer-reviewed national or international publications, and an increasing percentage of articles (a minimum of four while in rank) should have appeared in outlets that the department has designated as being of the highest prestige ("top tier"). Determination of quality publication mediums should be addressed by the candidate, department, and external reviewers. A candidate's total number of publications will include articles accepted for publication and "in press" (if the candidate can provide reliable evidence of full acceptance).

In the following priority order, publications may include, but are not limited to:

1. Quantitative or qualitative research articles published in highly respected, peer-reviewed journals (required for tenure and promotion);
2. Theoretical articles published in highly respected, peer-reviewed journals;
3. Books of scholarly significance intended for the academic community, with some degree of peer review, published by a nationally recognized publisher;
4. Theory-informed or data-based articles for practitioners, published in peer-reviewed journals;
5. Book chapters;
6. Refereed monographs; and
7. Invited articles in journals recognized by the department as ranking among the premier outlets for scholarship, and/or that significantly impact educational practice.

Other creative and professional activities.

Applications of research contributing to a candidate's overall profile may be demonstrated in a variety of additional activities, though these kinds of publications will not substitute for the required research articles. In some cases, depending upon the details, these forms of writing may be viewed more as service. These other forms of publishing may include:

- Development of software and/or multimedia products;
- Development of Web/Internet technologies;
- Non-refereed electronic publications;
- Technical reports;
- Abstracts and proceedings of professional presentations;
- Scholarly encyclopedia entries;
- Published book reviews; and
- Development of significant proposals for external and/or internal grants and awards.

Journal editorships, reviewing of manuscripts and proposals, and most edited volumes will be recognized as service and cannot substitute for original scholarly production.

Grants.

Candidates for promotion to professor are expected to secure external funding to support programs of research and to support graduate students. Grants from internal UNT sources do not satisfy this requirement, nor does consulting on projects not funded through grants to UNT. Though it is recognized that unsuccessful funding proposals have labor costs, these unfunded efforts do not substitute for successful external funding. Grants with full indirect cost returns are regarded as superior to those without, and the relative amount of indirect cost return will be considered. It is assumed at all levels of review that the role of Principal Investigator is the one most responsible for bringing the external funding to UNT, and so that role is prioritized in review for promotion. A candidate may make a case that multiple Co-PI roles have met the requirement for external funding, provided they have at least 50% credit on the awards and they substantiate their leadership in conceptualizing, writing the grant, administering funds and activities, carrying out the activities, and generating findings from the funded work. It would be expected that they have lead authorship on publications from the funded research. For Co-PI roles listed on the vita, candidates must provide their credited contribution percentage to the project, and these percentages must be verified by the grants office records and the other senior personnel on the project. Leadership in substantial instructional, training, and service grants may meet the requirement for external funding if they demonstrably support the candidate's research agenda and lead to scholarly research and publications. The expectation for a total dollar amount in external funding will be commensurate with amounts available in the particular field, as well as the records of other successful researchers in the field. Submitted grant records will be verified with College of Education and UNT grant offices.

Presentations.

In addition to publishing the results of research and other scholarly activities in appropriate journals, books, and other scholarly outlets, candidates for professor are expected to continue to present their findings regularly at significant national and international professional meetings and conferences. Professional presentations help to establish the candidate as an authority in a field of expertise.

Participation in Graduate Education.

The candidate must be a full member of the Graduate Faculty and must have participated energetically in the education of graduate students at the highest level for the program in which the candidate is a faculty member (doctoral in most cases), including chairing multiple dissertation committees to completion. The candidate must provide evidence of providing mentoring, guidance, and leadership to graduate students through activities resulting in joint authorships, collegial research agendas, and joint presentations. In addition, it is expected that

candidates for full professors have a record of providing similar opportunities and support to junior faculty in the College of Education.

SERVICE AND LEADERSHIP ACTIVITIES

I. Introduction

The University of North Texas, College of Education is charged with the responsibility of developing and conducting high quality student centered educational programs. A crucial element of that responsibility is a leadership/service program responsive to students and the larger society that sustains the university. Thus, service is principally involved in the identification, development, and rendering of educational, advisory, and technical service to students, colleagues, communities, organizations, and public agencies. To a great extent, service involves the application of the faculty member's professional training and competence to issues and problems of significance to constituencies. Service is also related to the achievement of academic program objectives of the unit(s) to which the faculty member is appointed. In the College of Education, service is currently evaluated under the category of "Service and Leadership Activities" within the Faculty Annual Update document. At any time in a faculty member's career, service is considered a standard role of faculty membership and workload and does not substitute for a rigorous teaching and/or research agenda.

II. Reappointment in probationary years

UNT Policy (06.004) requires that faculty in the probationary period be reviewed for a reappointment decision. Assistant professors are the only faculty members who are, to a large degree, protected from demands of intensive service, so that they may develop scholarly and teaching work habits that will last for their careers. However, in recognition that they should establish relationships with co-workers and colleagues across the nation, involvement on a limited number of service committees, reviewer roles, and limited leadership roles is expected. Exceptional service will be recognized, though it will not compensate for deficiencies in the scholarship or teaching record. Assistant professors with outstanding service records must make certain that their research and teaching are also excellent, in line with expectations in those areas.

III. Tenure and/or Promotion to Associate Professor

The College of Education places emphasis on research and teaching, and service expectations for Assistant Professors will be relatively modest. By the time of the review for promotion and tenure, a faculty member should have had solid experiences in high- quality peer review processes in their particular field, should have established a place in a national scholarly and professional network, and should have participated enough in program, department, college, and/or university shared life to have established for themselves and their colleagues a sense of belonging and ownership of the program curriculum and college mission.

IV. Promotion to Professor

Associate professors are required to be highly productive in service. Tenure and promotion to this level will involve a steep and significant increase in obligations to the practical work of the program, department, college, and university. Highly productive professional service for a candidate for promotion to professor is characterized by activity that manifests itself in a wide variety of important and significant professional leadership contributions, which receive attention and recognition across the College or University, in professional organizations, and the communities beyond the university. The candidate for professor is expected to have a well-established leadership record that reflects a recognizable pattern of growth and development in the breadth, depth, and significance of professional service contributions. A strong leadership record should contain highly accomplished achievements as a contributor, coordinator, leader, initiator, or mentor in groups such as major committees or task forces; campus or community organizations, special projects, and initiatives; administrative positions; national organizations; and professional associations. Major service and leadership contributions at the departmental level are absolutely necessary at this career stage, but a record that reflects exclusively departmental service typically will not have sufficient impact to achieve the professional service expectations for the rank of professor. Faculty members may engage in leadership/service activities in a combination of the following areas:

- Service to the institution;
- Service to the profession;
- Service to students; and
- Service to the community.

Other Activities That Demonstrate Service to a Community of Scholars

The candidate may also include the following activities that have received scrutiny by academic peers or practitioners, and that contribute to the overall professional credentials of the candidate:

- Editorship of an academic journal;
- Service on editorial boards or as a reviewer for scholarly journals;
- Participation on outside review committees for programs at other universities;
- Development of the discipline through participation on licensing boards;
- Record of contributions to the research of colleagues;
- Clear and convincing evidence of high levels of attainment in the criteria appropriate to his/her work assignments and the missions of his/her unit; and
- Elected officer positions or key committee assignments within professional organizations at the state, regional, or national level.

These other activities enhance the recognition of the candidate as an authority in his/her field of expertise. Unless the candidate's assignments are specifically regional, he or she must demonstrate national or international recognition in his or her field and the likelihood of maintaining that stature.

REVIEW PROCESS

Review of candidates during the probationary period is a multi-year and multi-level process (06.004, section V). These levels include:

- The Department Reappointment, Promotion and Tenure Committee (*Committee composed of all tenured faculty in the department*) (06.004, p. 16);
- The Department Chair (06.004, p. 16-17);
- External Reviewers (06.004, p. 13-15);
- The College of Education Reappointment, Promotion and Tenure Committee (*Committee composed of five faculty at the rank of professor from across the College including one professor from each of the four departments and one professor appointed by the Dean*) (06.004, p. 17-18);
- The Dean of College of Education (06.004, p. 18-19);
- The Provost (06.004, p. 19); and
- The President and Board of Regents (06.004, p.20).

Reappointment, Promotion, and Tenure (RPT) Committees.

Departmental RPT Committees in the College of Education consist of all tenured faculty in the department. Members of the COE RPT will not participate in the Department RPT discussion or vote, and will vote only at the college level. A discussion and vote on a particular candidate must occur in the same meeting, and members must be present for the discussion in order to vote. Members are obliged to review candidates' promotion materials prior to the meeting at which they are discussed and voted upon. In the unlikely event that a member has not reviewed the materials, they should recuse themselves from the discussion and the vote. The committee's recommendation is determined by a simple majority of those voting, and the committee's written statement must provide a report of the vote and a concise rationale for the committee's collective decision. Per UNT policy, members may provide a dissenting recommendation document, and the document must name the author(s) of the opinion.

Probationary faculty are reviewed annually by their departmental PAC, and their Department Chair. These reviews should consist of evaluation of the three scholarly pursuits: teaching; scholarship; and service and activities. Reviews will provide the candidate with an acknowledgement of strengths and concrete feedback regarding the candidate's areas for professional growth. Reviewers will also evaluate the candidate's progress in areas identified for corrective feedback.

Review of probationary faculty in their third year will include a recommendation for reappointment and will be reviewed by their departmental Reappointment, Promotion, and Tenure Committee (which includes all tenured faculty), their Department Chair, the College Reappointment, Promotion and Tenure Committee, and the Dean. Recommendations at each level will be collected and forwarded to the Provost by the Dean.

Faculty seeking promotion to professor will also receive a review and recommendation from their Department Reappointment, Promotion, and Tenure Committee; their Department Chair, the College Reappointment, Promotion, and Tenure Committee; the

Dean; and the Provost.

Tenure and/or promotion reviews during Year 6 (application year) for probationary faculty, and for those seeking promotion to professor, are heavily influenced by the recommendations of five external reviewers who are faculty at aspirational peer universities and who are at or above the rank to which the candidate is applying (06.004, p. 7-8). In the College of Education, candidates and the departmental RPT committee recommend external reviewers, and final decisions about reviewers are assigned and approved by the Department Chair and Dean. The selection of reviewers and the solicitation of letters occur during the Spring prior to the candidate's application for promotion. The Department Chair requests that external reviewers return their letters by the opening days of the Fall semester in order to be considered in the evaluation process.

For assistant professors seeking tenure and promotion to associate professor, the letter sent to external reviewers asks them to evaluate the candidate's research and contribution, including: (a) the significance of the candidate's research agenda for their field; (b) the range, depth, and quality of the research; (c) the quality of the journals and other publication outlets in which the candidate's work has appeared; (d) the candidate's demonstrated line of expertise; (e) an evaluation of the research as demonstrating promise in the field; (f) suitability of the candidate for tenure/promotion based upon current UNT criteria; (g) opinion of the candidate's level of work as compared to others at the same point in their careers; and (h) potential to continue and/or increase scholarly productivity. For associate professors seeking promotion to full professor, the criteria are the same, except that the letter asks the reviewer to analyze the candidate as having demonstrated sustained excellence and full development of a line of research and asks about the extent to which the candidate has established a national or international reputation in their field. Reviewers are provided with the following documentation:

1. Candidate's vita;
2. Selected portions of the University, College, and Departmental Tenure and Promotion Policies;
3. A 750 word narrative (See below); and
4. Five selected publications

The 750 word (maximum) statement is part of the external reviewers' materials, as well as part of the dossier. Because it is a brief statement and because external reviewers are only positioned to review research, it should focus exclusively on the candidate's research, only considering teaching or service if they relate directly to themes in the research. This is a more restricted and focused view of the function of this statement than is articulated in the university policy, but given that we also require a teaching portfolio (and candidates may choose to include a 500-word service statement in their supplemental dossier as well), a focused research statement here is more appropriate. Candidates should compose a statement that articulates the overarching focus of their work and perhaps a couple of subthemes, in order to make a case for the coherence and significance of their scholarly record.

Finally, the candidate is expected to provide evidence of professional accomplishments through the organization of an official dossier, as well as a supplemental dossier. Assembly of dossiers is the major responsibility of the faculty member and should include evidence of progression in teaching, publications, influential service activities, and influence of work on the candidate's field of study, department, college, and/or university. Through the materials the candidate should provide evidence of any accomplishments highlighted in the vita or faculty essay. The candidate is required to maintain materials from initial faculty appointment for purposes of annual reviews. UNT Policy 06.004 (p. 11-13) outlines what should be included in the official dossier. The official dossier is reviewed by all levels of review within the College and by the Provost. Specific instructions for each year's review requirements will be sent from the Dean's office through Department Chairs.

The supplemental dossier includes supporting materials and is provided for all levels of review within the College. The supplemental dossier should include:

1. *Candidate's Annual Reviews*. Copies of each annual tenure and promotion review beginning with most current. Include annual and merit reviews unless the same document;
2. *Teaching Portfolio*, including all student comments for all courses. Evidence of teaching effectiveness which may include a 500-word statement on teaching and learning, descriptions of strategies/structures employed in selected courses or lessons, example assignments or teaching tools developed or used, examples of student work and instructor feedback, Thank a Teacher notifications and teaching awards;
3. *Evidence of Scholarship*. This should include digital copies of all published works as well as work submitted. For works in press include correspondence between author and publisher related to publication schedule, manuscripts, and chapters sent out for review;
4. *Evidence of Service and Leadership*. Examples include a 500-word statement about service; letters from professional organizations, award nominations and other documentation.
5. *Co-Authorship statement (Optional)*. A document listing bibliographic entries for each co-authored work, followed by 1-2 sentences detailing the candidate's exact contribution to the work and a description of the co-authors (title, institution).

UNT Policy 06.004 (p. 1, 8) references the role of an advocate in the review process. In the College of Education, the "advocate" role may only be filled by a tenured College of Education faculty member in the candidate's area, one who can provide expert advice to RPT committees, as well as the chair and dean, about the candidate's work, about the journals and other publication outlets, and about references in the letters of external reviewers. If no faculty member in the candidate's area is available or suitable, a tenured faculty member from a closely related academic area at UNT may fill this role.

**EXPECTATIONS FOR REAPPOINTMENT, TENURE, AND PROMOTION OF TENURE-TRACK AND
TENURED FACULTY MEMBERS—FINAL DRAFT DOCUMENT**

**DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION
COLLEGE OF EDUCATION, UNIVERSITY OF NORTH TEXAS**

December 1, 2018

Preface

This policy document is a “living” document, subject to required annual updating or even more frequent updating as the need arises. For example, it is anticipated that recalculation of some journal metrics will need to occur during the first year of implementation to ensure that the metrics are working as intended. After the first year, review and recalculation of these metrics will occur on an annual basis. The Department of Teacher Education and Administration reserves the right to “fine-tune” the document, as needed, to keep it fair and current. The TE&A RPT Committee is responsible for keeping a historical record of metrics from “example” journals and specific criteria for “high-quality” and “tier-one” journals from year to year.

Alignment of Departmental Expectations with Expectations of the College of Education

The Department of Teacher Education and Administration (TE&A) at the University of North Texas (UNT) aligns its criteria for reappointment, tenure, and promotion with the criteria specified in the 2018 UNT College of Education document, “Expectations for Reappointment, Tenure, and Promotion, Addendum to UNT Policy 06.004.” The present departmental expectations apply to all current tenure-track and tenured faculty except for any faculty member whose appointment predates the current policy; in these cases, the faculty member can choose to be reviewed under the prior policy (at time of appointment) or the current policy. For new hires, the document should be specified in the appointment letter. The TE&A Department accepts and endorses the expectations outlined in the 2018 COE document for teaching activities, scholarship activities, and service and leadership activities as well as the review process specified therein for probationary faculty as well as those seeking tenure and/or promotion.

Representation on the TE&A Reappointment, Promotion and Tenure (RPT) Committee

The TE&A Reappointment, Promotion and Tenure Committee consists of all active tenured faculty members in the department except for the TE&A Department Chair and TE&A representative on the COE RPT Committee. Tenured Associate Deans who are also faculty members in TE&A may serve as long as they do not participate in RPT voting at the college level.

Additionally, one senior or principal lecturer, elected at large annually to serve as a non-tenure track faculty representative, will review dossiers and vote on non-tenure track cases only. Votes on decisions for promotion to the rank of full professor will be made only by full professors, with input from other TE&A RPT committee members. The final decision in all considerations is based on those voting.

Function and Duties of the TE&A Reappointment, Promotion and Tenure (RPT) Committee

The TE&A Reappointment, Promotion and Tenure (RPT) Committee shall elect a chair from its membership. The major functions of the committee are (1) to evaluate tenure-line faculty members who seek reappointment (following an initial probationary period) or who seek tenure or promotion in rank and (2) to submit recommendations to the Department Chair concerning such matters according to University policies and regulations.

The RPT Committee composes and sends a summary letter regarding each individual faculty member who is under review for reappointment or for tenure and/or promotion. The letter includes a count of positive and negative votes from committee members. The Department Chair independently considers individual faculty members' P&T files and writes a separate letter of review and recommendation. In the years prior to promotion and tenure decisions, the Department Chair and the RPT Committee Chair meet together with each faculty member under review to provide advice and counsel related to progress.

Statement of Our Values Related to Scholarly Productivity

The Department of Teacher Education and Administration expects a tenure-track or tenured faculty member to have a coherent body of scholarship that makes a significant contribution to knowledge related to an important issue or set of interrelated issues in the individual's field of study. Our values regarding scholarly productivity include the following:

- We value inquiry that contributes to knowledge regarding educational theory, practice, and policy. This inquiry may be approached through various theoretical lenses and employ various research approaches.
- For inquiry in any scholarly tradition, we value scholarship that evidences a logical chain of reasoning, a clear description of approach or procedures, rigorous analyses, and adequate support for claims.
- Within data-based research, we value quantitative, qualitative, and mixed methods.
- We also value research that aligns with other scholarly traditions (e.g., historical, philosophical, and critical).
- We value and encourage collaborative work in the field of education as well as interdisciplinary collaborations, with authorship listed in order of contribution, not alphabetically, unless otherwise noted.
- We consider articles published in peer-reviewed national and international journals as generally the most highly regarded kind of publication for most of our subfields but

believe that, for that to be the case, the journals themselves should be highly regarded. Well-respected research journals tend quite often to be associated with major national or international professional organizations, although other forums from major publishing houses may also have that status. Overall journal quality is judged based on a combination of factors, including acceptance rates, impact factors, circulation rates, and other appropriate metrics, as well as reputation based on expert opinion.

- Scholarly books, especially authored and edited books published by major academic presses, are also highly valued. We realize that, for some traditions of inquiry, these are the most significant kinds of contributions. The reputation of the publisher is important, and the book proposal and manuscript should have undergone serious peer review. When judging an individual's intellectual contribution, we distinguish between authored books and edited books.
- Although major emphasis is on scholarly work conducted in accordance with an inquiry paradigm, which may be called "research," we also value substantive articles published in major practitioner-oriented journals that translate research and theory into practice. We also value book chapters, technical reports, policy briefs, handbook entries, curriculum materials, new media products, and other scholarly works. These publications and products may be aimed at different audiences, including not only academics but also practitioners or policymakers.
- We also see value in textbooks, which also translate theory and research into practice, but we distinguish them from scholarly books.

Statement of Performance Expectations and Required Evidence/Documentation in Scholarship, Teaching, and Service

In its reviews for reappointment, promotion, and tenure, the Department of Teacher Education requires evidence that a faculty member successfully meets performance expectations in scholarship, teaching, and service as specified below.

Scholarship

The Department of Teacher Education and Administration encompasses a number of fields of study related to education. Specialties in curricular areas include English education, reading education, language arts, composition studies, bilingual education, ESL education, mathematics education, social studies education, history education, early childhood education, environmental education, science education, multicultural education, global education, and educational policy. In many of these areas, there are further differentiations in scholarship according to the level of education investigated--early childhood, elementary, middle-level, and secondary.

The department also includes a large program in educational leadership. Within the area of educational leadership, researchers pursue areas of inquiry from a variety of disciplinary and theoretical lenses (e.g., ethnography, sociology, anthropology, psychology, business

management, law and policy, economics, demography, and political science). Educational leadership faculty typically publish more of their work in specialized journals than in those that serve the larger field of education, reflecting the interdisciplinary nature of the field of educational leadership.

For this department, with its diverse areas of specialization, the RPT committee evaluates scholarship according to the holistic application of the department's established criteria for scholarship as stated in this document. The department also makes use of journal metrics to establish journal quality. At least once every year, departmental faculty reach consensus on a sample list of highly-regarded journals in three areas—i.e. “data-based” journals, “other-traditions” journals (e.g., historical, philosophical, and critical), and “practitioner” journals. Specific criteria for “high-quality” and “top-tier” journals are established through the application of four primary sources of journal metrics—i.e. SCImago H Index, SJR (ranking), and SJQ (quartile); JIF5-5-Year at Year of Publication and JIF Percentile; Cabell's Acceptance Rate (or other AR metric, including the publisher's self-reported AR); and major professional association journal affiliation. Perhaps most importantly, the department further relies on expert external reviewers in a given field to judge the overall quality of a promotion and tenure candidate's publication venues and publication products. Evaluation of quality work entails and utilizes the same criteria regardless of whether works are (a) published in digital or print formats, (b) made accessible online to the public at no cost or are accessible only through individual or institutional purchase, and (c) published in English or a language other than English.

Scholarship is evaluated holistically based on evidence for meeting the following criteria for quality:

- Continuous scholarly productivity that is appropriate to one's field of research and the nature/type of research pursued. Productivity includes grantsmanship and presentations at national and international conferences as well as publications. With respect to grants, external grants that lead to publications are highly valued. For assessing the productivity of faculty members seeking reappointment or promotion with tenure to the rank of Associate Professor, primary attention goes to all years since coming to UNT. For tenured Associate Professors seeking promotion to Full Professor, emphasis is on the last three years at a minimum. With respect to quantity, the minimum expectation is an average of two high-quality publications per year during the review period and a minimum of 10 high-quality publications during the review period, with approximately 30% of these being in top-tier publication venues for Associate Professor candidates and 40% of these being in top tier publication venues for Full Professor candidates. Although translating research into practice is valued in filling out one's publication record *beyond the minimum requirements for scholarship*, publications in “data-based” journals and “other-traditions” journals tend to carry more weight than those in “practitioner” journals. In other words, “high-quality” and “top-tier” publications in “practitioner” journals do not necessarily substitute for “high-quality” and “top-tier” publications in “data-based” and “other-

traditions” journals. That said, articles in “practitioner” journals can count towards the 10-publication minimum (a) if the journal qualifies as a “top-tier” journal and (b) if the journal article directly translates a faculty member’s “data-based” research and/or “other-traditions” research into practice.

- Publication in “high-quality” journals, including premier, “top-tier” journals in one’s field. Four primary journal metrics are used to establish “high quality” and “top-tier” status: SCImago H Index, SJR (ranking), and SJQ (quartile); JIF5-5-Year at Year of Publication and JIF Percentile; Cabell’s Acceptance Rate (or other AR metric, including the publisher’s self-reported AR); and major professional association journal affiliation. (See “Appendix: Examples of Highly Regarded Journals” for specific metrics used to identify and distinguish between “high-quality” and “top-tier” journals within the three categories of “data-based,” “other-traditions,” and “practitioner” journals.) It is the faculty member’s responsibility to provide evidence of the quality of scholarship and the nature/extent of his/her contribution to a collaborative work.
- Publication of substantive scholarly articles that are aligned with an established inquiry tradition. For data-based research, the tradition may be quantitative, qualitative, and/or mixed methods.
- Publication of articles and scholarly books that contribute significant insights into educational practice or policy or contribute significant theoretical understandings.
- Publication as a sole or first author as an indicator of initiative and leadership in research.
- Scholarly collaboration, including some collaborative articles in which one is first author.
- Creation of a cohesive body of research that builds upon past research.
- A growing national reputation for individuals seeking tenure and promotion to Associate Professor or establishment of a national reputation for individuals seeking promotion to Full Professor.
- Significance of one’s body of research reflected in number of citations, indices of impact, or other appropriate indices as well as the professional opinion of external reviewers who are experts in the field. Again, it is the faculty member’s responsibility to provide evidence.

Note: The criteria listed above emphasize journal articles over other publication genres and are most relevant for faculty who work in a social science tradition. It is important to acknowledge that some faculty, including those in educational history and educational philosophy, work to a greater extent in a humanities tradition. For them, scholarly books can play a greater role in determination of quality.

Teaching

Teaching is evaluated holistically based on evidences of quality for the following:

- Instructional quality as assessed by scores for teaching on multiple data sources (e.g., student evaluations, peer observations/evaluations, personal teaching reflections, and

teaching portfolio artifacts). Growth in teaching quality is emphasized in moving from Assistant to Associate Professor; teaching excellence is emphasized in moving from Associate Professor to Full Professor.

- Instructional changes, based on data-based decision making, and improved student achievement/performance. This process involves (a) the synthesis of teaching data from multiple sources, (b) identification of personal strengths, areas for growth, possible actions/changes, and (c) results of implementation.
- Currency in one's field as evidenced by participation in (a) on-going professional development efforts that inform one's teaching, (b) new course development and/or periodic course revisions, (c) development/use of creative/innovative course materials and instructional methods, (d) integration of new technologies in education, and/or (e) culturally-responsive teaching practices.

Commitment to and participation in significant mentorship efforts, including (a) being mentored by one or more mentors in the promotion-tenure process and (b) providing mentorship to others (i.e., students and/or fellow faculty members of lower rank). Evidence can take various forms (e.g., completed thesis/dissertation proposals, completed theses/dissertations, collaborative conference paper presentations, collaborative journal articles, and logs of mentorship sessions/events/activities).

Service

Service is evaluated holistically based on evidences of quality for the following:

- Ongoing, meaningful, and significant service contributions at multiple levels—national, university, college, department, programmatic, and/or local/community. Service expectations grow as one goes up in rank—including number of levels represented and amount of time and effort required. Junior faculty members should undertake a reasonable level of meaningful service that does not compromise their research and teaching responsibilities.
- For promotion to Full Professor, significant leadership roles, which should be at the national level in one's profession and at UNT (university, college, departmental, and/or program levels).
- Professionalism, collegiality, and a willingness to participate in the day-to-day work of a community of teacher-scholars are expected. A faculty member should be fully engaged with students and fellow faculty members and should conduct himself or herself in accordance with the department's approved Community and Collegiality document.

APPENDIX

EXAMPLES OF HIGHLY-REGARDED JOURNALS

The list below presents examples of prominent and well-respected journals in three categories—data-based, other-tradition, and practitioner. Within each journal category, there are journals that are representative of the major subfields within which TE&A faculty members work. The list is not intended, in any way, to be comprehensive. It simply constitutes a representative sampling of journals from relevant subfields. Our department includes faculty working within many subfields of education, and this listing reflects an attempt to include examples from each. We must emphasize that there are numerous other highly-regarded journals that might have been listed instead. The example journals listed here, like many that are not listed, are supported by relevant metrics for quality: SCImago H Index, SJR (ranking), and SJQ (quartile); JIF5-5-Year at Year of Publication and JIF Percentile; Cabell’s Acceptance Rate (or other AR metric, including the publisher’s self-reported AR); and major professional association journal affiliation. Metrics for these journals serving as examples were compiled into a separate spreadsheet (to be kept by the TE&A RPT Committee and updated annually), and ranges and medians for each of these journal metrics were used in establishing specific criteria for “high-quality” and “top-tier” journals as listed below.

It is important to note that, since TE&A faculty pursue research in a number of subfields of education, individuals are aligned with various disciplinary traditions. Standards and metrics for our research cannot be applied without respect for disciplinary considerations, and our scholarship should be judged with attention to the norms of the relevant subfield. Although we value high rankings according to quantitative metrics, it is important also to take other factors into consideration when determining the quality of a journal. These include the reputation of the editor and editorial board members and the status of the publisher. Research journals associated with major professional organizations are also valued.

It would be incorrect to judge a faculty member’s scholarship simply on the basis of journal metrics. Critically important are the substance of each article, chapter, or book and the coherence of the total body of work.

Examples of highly-regarded journals publishing data-based research

- American Educational Research Journal (AERA)
- Bilingual Research Journal (NABE)

- Computers and Education
- Children’s Literature in Education
- Early Childhood Research Quarterly
- Educational Administration Quarterly
- Educational Researcher
- Journal of Research in Mathematics Education
- Journal of Research on Technology Education (ISTE)
- Journal of School Administration
- Journal of Teacher Education (AACTE)
- Journal of Literacy Research
- Journal or Research in Science Teaching
- Learning, Media, and Technology
- Race, Ethnicity, and Education
- Reading Research Quarterly
- Research in the Teaching of English
- Social Studies Research and Practice
- TESOL Quarterly
- Theory and Research in Social Education

2017 metrics for “high-quality” data-based journals are listed below. A “high-quality” journal must meet at least 2 of the following criteria or have an SJQ of Q1 or have special approval based on formal appeal to the TE&A RPT Committee.

- SCImago H Index of 21 to 134 (or better)
- SJR of .15 to 2.91 (or better)
- SJQ of Q1 or Q2
- JIF 5 Year of 2.06 to 5.57 (or better)
- JIF% of 45.9% to 96.2% (or better)
- Cabell AR% of 5% to 35% (or better)
- Affiliation with a major professional association journal

2017 metrics for “top-tier” data-based journals are listed below. A “top-tier” journal must meet at least 2 of the following or have an SJQ of Q1 or have special approval based on formal appeal to the TE&A RPT Committee.

- SCImago H index of 66 (or better)
- SJR of 2.14 (or better)
- SJQ of Q1
- JIF 5 Year of 3.35 (or better)
- JIF% of 86.95% (or better)
- Cabell AR% of 10.75% (or better)

- Affiliation with a major professional association journal

Examples of highly-regarded journals publishing major scholarly work in other traditions

- Comparative Education Review (CIES)
- Contemporary Issues in Technology and Teacher Education
- Cultural Studies < = > Critical Methodologies
- Curriculum Inquiry
- Educational Policy
- History of Education Quarterly
- Journal of Philosophy of Education
- Mind, Culture, and Activity
- Paedagogica Historica
- Urban Education

2017 metrics for “high-quality” other-tradition journals are listed below. A “high-quality” journal must meet at least 2 of the following criteria or have an SJQ of Q1 or have special approval based on formal appeal to the TE&A RPT Committee.

- SCImago H Index of 8 to 43 (or better/higher)
- SJR of .21 to 1.19 (or better/higher)
- SJQ of Q1 or Q2
- JIF 5 Year of .65 to 2.87 (or better/higher)
- JIF% of 19.9% to 73% (or better/higher)
- Cabell AR% of 6-10 (8)% to 30% (or better/lower)
- Affiliation with a major professional association journal

2017 metrics for “top-tier” other-tradition journals are listed below. A “top-tier” journal must meet at least 2 of the following or have an SJQ of Q1 or have special approval based on formal appeal to the TE&A RPT Committee.

- SCImago H index of 40.5 (or better/higher)
- SJR of .66 (or better/higher)
- SJQ of Q1
- JIF 5 Year of 1.65 (or better/higher)
- JIF% of 49.8% (or better/higher)
- Cabell AR% of 24% (or better/lower)
- Affiliation with a major professional association journal

Examples of highly-regarded journals publishing significant articles for practitioners, educational policymakers and stakeholders, and the general public

- Educational Leadership
- Language Arts
- Mathematics Teacher
- Middle Education
- Multicultural Perspectives
- NABE Journal of Research and Practice
- Phi Delta Kappan
- Science Teacher
- Social Education
- Tech Trends
- TESOL Journal
- Young Children (NAEYC)

2017 metrics for “high-quality” practitioner journals are listed below. A “high-quality” journal must meet at least 2 of the following criteria or have an SJQ of Q1 or have special approval based on formal appeal to the TE&A RPT Committee):

- SCImago H Index of 5 to 94 (or better/higher)
- SJR of .13 to 3.47 (or better/higher)
- SJQ of Q1 or Q2
- JIF 5 Year of .47 to 6.16 (or better/higher)
- JIF% of 3.1% to 97.7% (or better/higher)
- Cabell AR% of 6-10 (8)% to 21-30 (25.5)% (or better/lower)
- Affiliation with a major professional association journal

2017 metrics for “top-tier” practitioner journals are listed below. A “top-tier” journal must meet at least 2 of the following or have an SJQ of Q1 or have special approval based on formal appeal to the TE&A RPT Committee.

- SCImago H index of 37 (or better/higher)
- SJR of .395 (or better/higher)
- SJQ of Q1
- JIF 5 Year of .48 (or better/higher)
- JIF% of 3.98% (or better/higher)
- Cabell AR% of 16.25% (or better/lower)
- Affiliation with a major professional association journal

Note: As stated previously, although translating research into practice is valued in filling out one's publication record *beyond the minimum requirements for scholarship*, publications in "data-based" journals and "other-traditions" journals tend to carry more weight than those in "practitioner" journals. "High-quality" and "top-tier" publications in "practitioner" journals do not substitute for "high-quality" and "top-tier" publications in "data-based" and "other-traditions" journals. That said, articles in "practitioner" journals can count towards the 10-publication minimum (a) if the journal qualifies as a "top-tier" journal and (b) if the journal article directly translates a faculty member's "data-based" research and/or "other-traditions" research into practice.

**University of North Texas
College of Information
Department of Information Science**

Guidelines for Promotion to Full Professor

Revised December 4, 2018

Introduction

According to the University of North Texas (UNT) Faculty Reappointment, Tenure, and Promotion Policy (06.004), "UNT is committed to recognizing and rewarding faculty whose work demonstrates sustained excellence in teaching, scholarship, and service through the tenure and promotion process."

The following guidelines are based on the UNT expectations and designed to specify the university and departmental guidelines for the assessment of the qualifications of faculty members for promotion to Full Professor in the Department of Information Science (IS).

This policy document represents the first major revision to align with the revised UNT Faculty Reappointment, Tenure, and Promotion Policy (06.004) and shall be reviewed and approved again within one calendar year of official adoption.

Guidelines for Evaluating Scholarly and Creative Activities

The IS Department and UNT expect that each faculty member will demonstrate continuing growth and development through research, writing or other creative activities appropriate to the discipline of information science. In IS, a tenured faculty member is expected to demonstrate continued scholarly proficiency in two areas: research and publication. While creative activities may contribute to the expertise and recognition of a faculty member, IS expects that such activities will be undertaken in addition to, not in lieu of, the others.

For consideration for the promotion to the rank of Professor, the faculty member's research record should demonstrate continued growth and development beyond what was offered for tenure and promotion to Associate Professor. The candidate should demonstrate continued productivity in research areas appropriate to the faculty member's areas of expertise and teaching responsibilities, and demonstrate an established national reputation in the field. This may include the single or collaborative pursuit of external and internal grants, funded research and additional publications. These publications may include authored and co-authored articles in national or international refereed journals, papers in refereed proceedings of national and international conferences, non-refereed practitioner journal papers, and authored or co-authored book chapters, monographs or edited books published by creditable publishers. The candidate should demonstrate the capability of lead authorship.

To be eligible for promotion to the rank of Professor, the faculty member should meet the following minimum criteria beyond tenure and promotion to the rank of Associate Professor: have submitted at least two external grant proposals, have published at least five refereed articles in journals or a combination of five refereed journal articles and funded grants, and at least five other completed full papers (e.g., refereed conference proceedings papers, monographs, book chapters, and practitioner journal papers). Publication of a monograph containing more than 90 pages may substitute for three refereed journal articles. Publication in collaboration with faculty and students within and/or outside of the department is encouraged. The candidate should demonstrate the capability of lead authorship by serving as the lead author on at least one of the collaborative publications.

UNT IS Department is a member of the iSchools, an international organization of the leading schools in information science. Information science is a multidisciplinary and rapidly expanding field with constantly emerging new areas of scholarship and practice, as well as well-established disciplines such as Library Science. Given the broad range of research areas and types of scholarship covered by information science, the iSchools member institutions do not include a single list of preferred publication venues (e.g., journals or conferences) by which the relative merit of faculty publications can be judged in their promotion guidelines. Instead, iSchools member institutions assess the publication venues as an indicator of quality individually for each candidate relevant to his or her particular field. IS Department follows these iSchools practices in its promotion and tenure application evaluations. It is the faculty member's responsibility to provide evidence of the quality of scholarship. The quality of the publication venue should be documented by the faculty member applying for promotion to the rank of Professor.

Similarly, the availability of funding varies substantially across the disciplinary areas represented in the IS Department. The nature and the amount of funding must be viewed in the context of the candidate's area of activity, including how receipt of research funding may affect the quantity and timing of publications.

The following documentation shall serve as the basis for evaluating the research and publication activities function of a faculty member in the IS Department. Examples may include, but are not limited to:

1. A report from the faculty member's UNT Faculty Information System covering the years at UNT since obtaining the rank of Associate Professor.
2. List of research projects undertaken and completed, describing topic, methodology, funding, collaboration, for each.
3. List of publications, showing title, date, place published, and number of pages for each, and specifying those considered to be of major importance (with indicators of publication venue quality such as journal ranking, subscription data, acceptance rate, impact factors, sources of indexing, etc.). The list should also indicate which publications are original and which are reprints, and which of the authors are students.
- 3.4. List of grants received, showing title, date, funding agency, amount of award, review process (if peer reviewed) and specifying those considered to be of major.
- 4.5. Copies of research reports, publications, creative efforts, and other professional contributions appropriate to the faculty member's areas of expertise.
- 5.6. Other documentation associated with this function (e.g., letters of commendation, awards and honors received, keynote address invitations, grant applications, grant awards received, other types of creative works and efforts which contribute to the candidates' stature and recognition in his or her field of specialization, and evidence of presentations, poster sessions, panel discussion participation).
- 6.7. Comments from five outside evaluators concerning the faculty member's contributions to scholarly, and creative activities.

Guidelines for Evaluating Teaching

IS expects that each faculty member will demonstrate effective teaching. Strength in other functions will not compensate for ineffective teaching.

To be eligible for promotion to the rank of Professor, the faculty member should meet the following minimum criteria beyond tenure and promotion to the rank of Associate Professor: the teaching record of

the faculty member should demonstrate that the faculty member has continued to improve his/her teaching and advising skills since the time that tenure was awarded demonstrate consistent, effective teaching. There should also be evidence that the faculty member develops needed curricular materials, organizes and presents course content effectively, works competently and harmoniously with advisees, and supervises research efforts of students in accordance with their negotiated workload.

The following documentation shall serve as the basis for evaluating the teaching activities function of a faculty member in the IS Department. Examples may include, but are not limited to:

A report from the faculty member's UNT Faculty Information System covering the years at UNT since obtaining the rank of Associate Professor.

1. A teaching portfolio.
2. Curriculum Vitae, showing educational and experiential preparation for teaching in assigned areas and documenting appropriate continuing education experiences.
3. Course files, including syllabi and/or materials indicating the objectives of each course, learning outcomes, and the organizational structure, assignments, bibliography, and examinations used in each course.
4. Evidence of developing new or redesigning existing courses (e.g., departmental curriculum committee forms or correspondence, CLEAR approval documentation course content, and syllabi).
- 4.5. Peer evaluations.
- 5.6. Records of evaluations submitted by students in each course.
- 6.7. Statements concerning numbers of advisees and research supervised, including serving on or chairing doctoral dissertation committees, guiding other research activities of graduate and/or undergraduate students, usually drawn from the faculty member's annual update.
- 7.8. Personal Affairs Committee statements showing the annual evaluation of the faculty member in terms of teaching and advising activities.
- 8.9. Other documentation (e.g., letters of commendation and other correspondence, awards, recognitions, teaching grant applications and awards) related to teaching.
- 9.10. Additional statements submitted by students or alumni relating to the teaching and advising abilities of the faculty member.
- 10.11. Evidence of external and internal grant proposals and/or funding for developing and delivery of courses, programs, etc. (e.g., teaching grant application forms, grant reports, etc.).
- 11.12. Letters from five outside evaluators concerning the faculty member's contributions to teaching.

Guidelines for Evaluating Service

Service to IS, the College of Information, and UNT is expected of all faculty members. Although exceptional service will be recognized, it will not serve as a primary basis for recommending promotion to Full Professor. Service to the community and profession appropriate to the faculty member's area of expertise will be considered in recommending promotions.

The faculty member should provide evidence of continued strength in the service function. To be eligible for promotion to the rank of Professor, the faculty member should meet the following minimum criteria beyond tenure and promotion to the rank of Associate Professor: professional participation and engaging in leadership roles (e.g., chairing committees and programs) in the IS Department, College of Information, and UNT and as a contributor to information science activities in state, national, international professional organizations. Professional participation may include serving on editorial boards, advisory boards, professional association committee responsibilities, conference organizing committees, and/or holding an elected or appointed office in at least one national or international

professional association. Information science-related activities in the local community will also be considered.

The following documentation shall serve as the basis for evaluating the service activities function of a faculty member in the IS Department. Examples may include, but are not limited to:

1. A report from the faculty member's UNT Faculty Information System covering the years at UNT since obtaining the rank of Associate Professor.
2. Annual updates, showing service on IS Department and College committees, programs, and University bodies, with specification of each office or appointment and date(s).
3. List of professional and/or community service activities with type of function performed, organizations served, and dates for each.
4. List of memberships in professional associations, specifying offices and/or committee appointments held and dates of election or appointment to each.
5. Other documentation (e.g., letters of commendation and other correspondence, awards, recognitions, conference programs, etc.) relating to IS Department, College, UNT, and professional, and community service.
6. Comments from the five outside evaluators concerning the faculty member's service contributions.

In considering faculty for all distinguished service recognitions (such as professor emeritus), procedures will be consistent with those policies contained within the current UNT Policy Manual.

Note: This document is in no way at variance with policies of the Department of Information Science, College of Information, or University of North Texas. It is understood that College of Information and University policies will always supersede departmental policies.

Appendix

Appendix A: Criteria for Tenure with Promotion to Associate Professor

To meet the criteria and standards of performance for promotion to Associate Professor, a candidate's record of academic performance and accomplishment shall satisfy the following requirements:

A. Research. A high standard of research proficiency must be displayed which has a cohesive and clearly identified research theme(s). This body of research must make a significant contribution to the scholarship of teaching, training, learning or technology utilization. This record shall be sufficient in both quantity and quality to demonstrate substantial progress toward excellence in the discipline.

Although there are many ways for a candidate to establish a continuous, sustained, and significant scholarly contribution, the publication of a minimum of ten high-quality articles in refereed scholarly journals during the probationary period, at least some of which are of the candidate's first authorship, will be considered the benchmark for recommendation of tenure.¹ Most the publications should be in respected refereed journals in the candidate's discipline. Due to the dynamic and interdisciplinary nature of learning technologies, high-quality articles will be determined by impact factor, eigenfactor, article influence, SJR, SNIP, H-index, and other measures of the journal article impact. Faculty are permitted to provide evidence for the impact of any articles to demonstrate their high quality. In addition to refereed journal publications, the candidate will provide other appropriate types of professional research activities relevant to his or her area of specialization:

- publication of a book from a university press or reputable academic publisher;
- publication of book chapters;
- publication of edited books;
- published monographs;

¹ A quality book published containing more than 90 pages may be substituted for three refereed journal articles.

- letters of grant awards acquired during the review period;
- presentations, poster sessions, panel discussions, and papers accepted at professional conferences;
- invited presentations;
- service as a referee, member of an editorial board, or as an editor of a scholarly academic journal;
- important professional activities or recognition (e.g., paper awards) which contribute to the individual's professional stature in the discipline; and
- other types of scholarly publications, creative works, and efforts which contribute to the candidate's stature and recognition in his or her field of specialization.

In the evaluation of a candidate's scholarly contributions emphasis is placed on:

- whether the continuous, sustained, and significant scholarly contributions are proportionate to what is expected for tenure in the discipline;
- the quality of the refereed journals in which articles have been published;
- evidence of the emerging professional stature of the candidate; and
- an overall positive review by external evaluators of the candidates' promotion and tenure materials submitted for consideration.

Evaluation of scholarly work will use the same criteria whether works are published in digital or print formats and whether they are made accessible online to the public at no cost or are accessible only through individual or institutional purchase.

B. Teaching. The candidate shall demonstrate a commitment to excellence in teaching.

Performance measures include a balanced review of student evaluations, teaching materials, and peer reviews by colleagues and the department chair.

In the evaluation of the quantity and quality of a candidate's contributions in teaching emphasis is placed on:

- an examination of the candidate's teaching portfolio (i.e., philosophy of teaching, instructional materials, student outcomes);
- diversity and breadth in course design and delivery;
- documented activities used to improve teaching practice and performance; and
- a balance of graduate and undergraduate teaching.

C. Service. The candidate shall demonstrate a commitment to excellence in service to the

department, as reflected in annual departmental evaluations. These evaluations will consider that probationary faculty members are not expected to bear as much of the same service burden as tenured faculty.

Consistent with the University's mission, the candidate is required to demonstrate sustained excellence in teaching and research and sustained effectiveness in service. Primary emphasis shall be placed on research excellence, which is most important for promotion and tenure.

Appendix B: Criteria for Promotion to Full Professor

To meet the criteria and standards of performance for promotion to Full Professor, a candidate's record of academic performance and accomplishment shall satisfy the following requirements:

A. Research. A high standard of research proficiency must be displayed. The research agenda must be clear and cohesive and contain theme(s) that impact the discipline. This body of research must contribute to the scholarship of teaching, training, learning, or technology utilization, and it should demonstrate collaborative efforts to move the discipline forward in specific areas. This record shall be sufficient in both quantity and quality to demonstrate substantial progress toward excellence in the discipline. At minimum, a candidate's record should have at least ten high-quality articles in refereed scholarly journals after promotion to associate professor.

Although there are many ways for a candidate to establish a continuous, sustained, and significant scholarly contribution, the publication of high-quality articles in refereed scholarly journals during the review period, of which the candidate should show the capability of lead authorship, will be considered the benchmark for recommendation of tenure.² Most the publications should be in respected refereed journals in the candidate's discipline. Due to the dynamic and interdisciplinary nature of learning technologies, high-quality articles will be determined by impact factor, eigenfactor, article influence, SJR, SNIP, H-index, and other measures of the journal article impact. Faculty are permitted to provide evidence for the impact of any articles to demonstrate their high quality.

² An unedited book of substantial size and quality may count as three refereed journal articles.

In addition to refereed journal publications, the candidate will provide other appropriate types of professional research activities relevant to his or her area of specialization. These may include the following:

- publication of a book from a university press or other reputable academic publisher or reputable professional organizations;
- publication of book chapters;
- publication of edited books;
- publication of monographs;
- funded grants and contracts acquired during the review period;
- presentations, poster sessions, panel discussions, papers, and other such presentations accepted at professional conferences;
- invited presentations, guest lectures, keynote addresses;
- service as a referee, member of an editorial board, or as an editor or guest-editor of a scholarly academic journal;
- important professional activities or recognition (e.g., paper awards) which contribute to the individual's professional stature in the discipline; and
- other types of scholarly publications, creative works, and efforts which contribute to the candidate's stature and recognition in his or her field of specialization.

In the evaluation of a candidate's scholarly contributions emphasis may be placed on: whether the continuous, sustained, and significant scholarly contributions are appropriate for promotion in the discipline and appropriate for the faculty member's workload; the quality of the refereed journals in which articles have been published; evidence of the candidate's professional stature at the national and international level as evidenced by a national/international scholarly reputation for promotion to the full professor level (vs. regional/national for promotion to the associate professor level), along with a strong publication record and demonstration of leadership at national and/or international level; an overall positive review by external evaluators of the candidates' promotion and tenure materials submitted for consideration; and examples of collaborative research efforts that resulted in cross-disciplinary activities, publications, and presentations. Evaluation of scholarly work will use the same criteria whether works are published in digital or print formats and whether they are made accessible online to the public at no cost or are accessible only through individual or institutional purchase.

B. **Teaching**. The candidate shall demonstrate a commitment to excellence in teaching; performance measures include a balanced review of student evaluations, teaching materials, and peer reviews by colleagues and the department chair.

In the evaluation of the quantity and quality of a candidate's contributions in teaching emphasis is placed on:

- an examination of the candidate's teaching portfolio (i.e., philosophy of teaching, instructional materials, student outcomes);
- diversity and breadth in course design and delivery;
- documented activities used to improve teaching practice and performance;
- evidence of graduate and/or undergraduate teaching;

C. **Service**. The candidate shall demonstrate a commitment to excellence in service to the department, the university, and the discipline as reflected in annual departmental evaluations and service activities at the university and at the national level. Senior faculty members must demonstrate a commitment to mentoring junior faculty and doctoral candidates. They must also document their efforts to promote initiatives that contribute to the university's mission and vision. The candidate is expected to demonstrate a commitment to excellence across all three areas of research, teaching, and service. Primary emphasis shall be placed on research excellence and service, which are important for promotion.

STANDING PROCEDURES AND GUIDELINES RELATING TO
RETENTION, PROMOTION, AND TENURE CASES

RETENTION, PROMOTION, AND TENURE COMMITTEE

DEPARTMENT OF LINGUISTICS
COLLEGE OF INFORMATION
UNIVERSITY OF NORTH TEXAS

November 2018

I. Preamble

In compliance with Section 4.3, page 9, of the Linguistics Department Bylaws, the Retention, Promotion and Tenure Committee (hereafter RPTC) submit to the Executive Committee for certification, their proposed Standing Procedures.

These guidelines are in accordance with and subordinate to those issued by the Board of Regents, the University, and the College of Information.

II. Guidelines and Standards for Tenure and Promotion

In its determination to excel in the selection and development of faculty to facilitate its mission, the Department of Linguistics has established the following guidelines and standards for use in evaluating faculty for tenure and promotion.

These guidelines are in accordance with and subordinate to those issued by the Board of Regents, the University, and the College of Information.

Tenure and/or promotion are not guaranteed by the Department of Linguistics as a function of University employment or years of professional experience. The awarding of tenure establishes a special relationship between the university and the faculty member. Moreover, through the application of these guidelines and standards, the Department of Linguistics seeks to promote faculty excellence. To this end, the Department of Linguistics evaluates, in the granting of promotion and/or tenure to faculty members, the quality of teaching, the quality and quantity of research and publication, and the significance of service. These guidelines and standards are designed, therefore, to shape the expectations of persons seeking tenure and/or promotion within the Department.

A. Consideration for Promotion/Tenure to the Rank of Associate Professor

Consideration for promotion to the rank of Associate Professor and a decision regarding tenure, except in unusual cases, will be made concurrently. Therefore, the criteria for promotion regarding teaching, research/scholarship, service, and special functions are the same as those for tenure decisions, and standards for documentation and evidence to support promotion are the same as those to support tenure.

1. Research, Publications, and Professional Activity

As a part of its mission, the Department of Linguistics supports research that advances knowledge, bolsters classroom instruction, and promotes the application of knowledge for the benefit of society. Consequently, faculty members in the Department are expected to engage actively in a program of research and publication. The Department recognizes that to be recommended for tenure, and to evidence continuing growth, a faculty member must be engaged in a significant program of research and publication of sufficient quality and quantity to ensure that the faculty member is committed to the scholarly development of the discipline. In other words, Assistant Professors must demonstrate the ability to publish a major body of work, one that will establish them as an up-and-coming presence in their field.

In order to be promoted to the rank of Associate Professor with tenure, Department of Linguistics tenure-track faculty members are expected to meet one of the following criteria:

1. Publish a scholarly book with a reputable press and also publish at least three scholarly articles. These articles may include:
 - Peer-reviewed journal articles
 - Peer-reviewed book chapters
 - Peer-reviewed chapters in proceedings of scholarly conferences
 - Invited chapters in books
 - Invited chapters in proceedings of scholarly conferences

2. Publish at least six scholarly articles in top-tier journals (or the standard relevant to a sub-field)¹. Whether or not a journal is ‘top-tier’ will be determined by the RPTC on the basis of the following types of evidence provided by the faculty member:
 - Evidence that the publication is peer reviewed
 - Reputation of scholars publishing in the same journal or with the same press
 - The journal’s:
 - Social Science Citation Index rating if available
 - circulation rate
 - international readership

¹ For example, in the field of Computational Linguistics, conference proceedings are equivalent to articles in peer-reviewed journals. Note that these ought to be full paper review proceedings and the proceedings ought to be edited.

- acceptance rate
 - reputation as the leading or sole venue for publication on a language or topic
 - editorial board
3. Publish a minimum of four scholarly articles in top-tier journals and acquire at least two years of external funding (\$200,000 or more that includes indirect costs) for a major project.

In addition to publications, tenure-track faculty should show evidence of some the following professional activities:

- Web-based archives²
- Editorship of peer-reviewed volumes of scholarly research
- Textbooks³
- Book reviews in scholarly journals
- Peer-reviewed presentations of scholarly papers at professional conferences
- Invited presentations of scholarly papers at professional conferences
- Professional consulting leading to collaborative research
- Peer-reviewed intramural grants
- Peer-reviewed grant proposals (not funded)
- Serving as panelists on special conference programs
- Critiquing scholarly or creative presentations

At least once per semester, the RPTC will meet with each Assistant Professor to review and discuss their publication record and the extent to which it is moving them appropriately towards tenure. If a work is co-authored, the faculty member should provide an abstract with an explanation of the nature and proportion of the work contributed by each author.

2. Teaching

² As reflected in their *Resolution Recognizing the Scholarly Merit of Language documentation* (<https://www.linguisticsociety.org/resource/resolution-recognizing-scholarly-merit-language-documentation>), the Linguistic Society of America recognizes the immense importance of language documentation for furthering scientific inquiry into language structure.

³The RPTC recognizes three types of textbooks:

Type 1: Textbooks that represent original research. Such books are often cited in the references in a peer-reviewed journal article. Example: Tallerman, Maggie, *Understanding Syntax*, Routledge (1998)

Type 2: Textbooks that represent original pedagogy based on the author's research. Such books are usually based on experiments or data collection and analysis previously published in articles in refereed journals. Such books are sometimes cited in the references peer-reviewed journal articles. Example: Celce-Murcia, Marianne and Diane Larsen-Freeman. 1998. *The Grammar Book*. Heinle and Heinle.

Type 3: Textbooks that explain and illustrate well-established concepts, compile readings and add commentary and exercises. Such books are never cited in the references in a peer-reviewed journal article. Example: Freeman, [David E.](#) and [Yvonne S. Freeman](#) 2004. *Essential Linguistics*.

A Type 3 textbook cannot fulfill the book requirement as stated in the option (1) for the research requirements, i.e., "Publish a scholarly book with a reputable press and also publish at least three scholarly articles."

Faculty members in the Department of Linguistics must remain current in their area(s) of expertise and must demonstrate high standards of quality in instruction. Evidence of teaching excellence may include, but is not limited to, some combination of the following factors:

1. Teaching Evaluations
 - Qualitative evaluations of teaching based on peer evaluations conducted at least once per semester
 - Quantitative evaluations of teaching (SPOT Overall Summative Rating and CEI scores)
2. MA Theses or Ph.D. Dissertations
 - Direction of MA Theses or Ph.D. Dissertations
 - Membership on MA Thesis or Ph.D. Dissertation Committees
3. Teaching Enhancement Grants
4. Instructional Materials
 - Applied textbooks and workbooks
 - New courses/curriculum added to program offerings
 - Substantive course/curriculum revisions
 - Creative instructional strategies and materials such as the use of multimodal teaching methods
5. Student Supervision
 - Directing of Teaching Fellows and Academic Assistants
 - Directing of multi-section courses
 - Supervising of interns
6. Teaching Challenging courses⁴
 - Blended sections (online and face-to-face instruction)
 - Online sections
 - Special problems
7. Teaching Awards

3. Service

Faculty members in the Department of Linguistics must demonstrate a commitment to quality service to the program, the college, and the university. The program recognizes the merit of service to local, state, regional, national, and international constituencies. Professional service activities may include but are not limited to the areas listed below:

SERVICE TO THE DEPARTMENT, COLLEGE, AND UNIVERSITY

1. Department administration
2. Standing committees of the Department of Linguistics
 - Chair
 - Member
3. Ad hoc Departmental committees

⁴ These are non-standard courses that may need special/extraordinary design and organization, or study of unconventional/non-standard topics.

- Chair
 - Member
4. Task forces
 - Chair
 - Member
 5. University or college committees (including subcommittees)
 6. Faculty Senate
 7. Program development
 8. Fund raising
 9. Professional consulting that leads to internships
 10. Special presentations

SERVICE TO THE PROFESSION

1. Conference organization
2. Offices in scholarly societies
3. Committee work
4. Editorship of scholarly journals
5. Refereeing of books, journal articles, and grant proposals
6. Refereeing of papers and programs for competitive conventions
7. Membership on editorial boards
8. External tenure reviewing

The Department of Linguistics recognizes that faculty members perform numerous special functions that do not fit neatly into traditional categories; that these special functions are essential to the fulfilling of the Program’s mission; and that the performance of these special functions deserves consideration in the awarding of tenure. Documenting the performance of these special functions should include a description of the responsibilities, activities, and accomplishments involved in the special function.

B. Consideration for Promotion to the Rank of Professor⁵

Consideration for promotion to or tenure at the rank of Professor places strong emphasis on research/scholarship. Promotion to the rank of Professor, therefore, is based primarily on the research/scholarship of the faculty member since promotion to or appointment at the rank of Associate Professor. Associate Professors are expected to continue the quality and quantity of research/scholarship that warranted promotion to Associate Professor. Moreover, the candidate for promotion to the rank of Professor must demonstrate a sustained, highly productive program of research/publication that is recognized, cited, and respected by authorities in the field, including gaining an international reputation as a leading expert in an area of specialization.

⁵ Although the College of Information traditionally considers promotion to full professor after 5-8 years, as per UNT policy of 2017, there is no minimum for promotion to full. Refer to the UNT Policy on promotion from Associate to Full Professor here:

https://policy.unt.edu/sites/default/files/06.004_FacultyReappointmentTenurePromotion_2017.pdf

C. Guidelines for Promoting Lecturers

The Department of Linguistics recognizes the following categories of lecturers:

- **Lecturer**—full-time Lecturers teach four classes each long semester. They are encouraged to participate in the life of the program.
- **Senior Lecturer**—Senior Lecturers teach four classes each long semester. They are expected to participate in the life of the program and may be asked to serve on Program and/or College committees.
- **Principal Lecturer**—Principal Lecturers teach four classes each long semester. They are expected to participate fully in the life of the program and in their profession and will be expected to serve on Program and/or College committees. They may also hold certain administrative positions.

1. Minimum requirements for each of the categories appear below:

Lecturer

- Earned Master's degree with at least 18 hours in the discipline to be taught
- Evidence of effective teaching
- In the case of a new appointment, the candidate must show promise of effective teaching

Senior Lecturer

- Earned Master's degree with at least 18 hours in the discipline to be taught
- Six semesters of full-time college-level teaching experience or some college teaching experience with equivalent professional experience
- Effectiveness or promise in areas in addition to teaching; i.e., research in the lecturer's teaching area, online course development, or service

Principal Lecturer

- Earned Master's degree with at least 18 hours in the discipline to be taught
- At least three years at the rank of Senior Lecturer
- 10 semesters of full-time college-level teaching experience or some college teaching experience with equivalent professional experience
- Effectiveness or promise in areas in addition to teaching; i.e., research in the lecturer's teaching area, online course development, or service

2. Promotion Criteria

The RPTC will use the following criteria to evaluate all lecturers.

a. Teaching Effectiveness

Teaching effectiveness will be judged on three criteria:

- Teaching evaluations
- Teaching materials
- Peer observation and review

Each year, lecturers will submit a portfolio containing teaching materials such as syllabi, handouts, graded assignments, letters from students, and other pertinent materials.

b. Efforts to Improve Teaching

Lecturers who choose to pursue a research agenda in order to improve their teaching will be judged on the following:

- Presentations
- Publications in the field taught
- Quality of the journals
- Grants won in support of research and/or teaching

Lecturers will be asked to include copies of their publications or grants in their annual portfolios, along with any other pertinent information regarding their research-related activities.

c. Service

Annual portfolios should clearly indicate the work performed for each committee or activity.

III. Procedures for Tenure and Promotion

1. During September of a tenured or probationary faculty member's first year, the Department Chair is responsible for seeing that the faculty member is directed to documents that are pertinent to the tenure and promotion process. These documents include:
 - The College of Information Guidelines and Standards for Tenure and Promotion
 - The College of Information Tenure and Promotion Calendar
 - The University Tenure and Promotion Calendar
 - The Department of Linguistics Bylaws
 - The Department of Linguistics RPTC Guidelines
2. The candidate for tenure and/or promotion is responsible for submitting documentation in accordance with deadlines set by the RPTC in anticipation of the annual calendar of the College of Information and of the University Calendar. The candidate will also submit a list of names of potential outside reviewers to the RPTC chair.
3. The RPTC and the Department Chair will follow the annual College of Information Calendar regarding deadlines related to tenure and/or promotion cases. This includes requesting letters from outside reviewers.
4. The RPTC will review the dossier of the candidate for tenure and/or promotion in accordance with the schedule established in the annual College of Information Calendar. The Committee's written recommendation to the Department Chair will be signed by all members of the committee.

5. Upon reviewing the dossier of the candidate for promotion and/or tenure and the recommendation of the Program RPTC, the Department Chair will make an independent recommendation to the Dean of the College of Information. Both the recommendation of the RPTC of the Program and the recommendation of the Department Chair will be forwarded to the Dean in accordance with the schedule established in the annual calendar of the College of Information.
6. In its deliberations and recommendations regarding promotion and/or tenure, the RPTC will conform as closely as possible to these general guidelines.
7. The Department Chair and the RPTC will each meet annually with probationary faculty to assess progress based on PAC rankings and yearly composite reports.

IV. Implementation and Amendment

1. The guidelines and standards for **tenure and promotion** in this document shall apply to those faculty members who join the Department of Linguistics faculty after the ratification of this document. Additionally, a faculty member may select these guidelines and standards for tenure and promotion through written notification to the Department Chair prior to review of the candidate by the Personnel Affairs Committee of the Program.
2. This document may be amended by a two-thirds vote of the total number of full-time tenured and tenure-track faculty members in the Department of Linguistics.

(4.5) Faculty Merit Evaluations and Merit Standards by Division

NOTE: Division chairs will evaluate faculty using the four-point scale listed below which includes a rating for special merit, and shall make a recommendation as to each faculty member's eligibility for a merit increase.

- 1 - Performance is below the College's expectations.
- 2 - Performance is deemed generally satisfactory, but appears in one or more respects to be marginally below the College's expectations.
- 3 - Performance reflects the high quality of achievement expected by this College.
- 4 - Performance exceeds the high quality of achievement typical of the College of Music to the extent that special merit should be awarded.

(4.5.1) DIVISION OF COMPOSITION STUDIES GUIDELINES FOR MERIT EVALUATION

Section 1.1 Preamble--The Division of Composition Studies recognizes the need for diversity, both in its faculty's professional activities and its modes of instruction. Individuals will be encouraged to contribute to the program in a unique way and will be assured of a variety of routes to advancement. The merit evaluation will focus on teaching, professional activity, and service.

The Division Merit Evaluation Policies and Procedures shall be consistent with University policies as described in the University Policy Manual, sections 06.027 (Academic Workload and Merit Evaluation of Faculty), 06.014 (Supplemental Policy on Evaluating Tenured Faculty at UNT), and 06.025 (Faculty Misconduct and Discipline) and all other University and College policies relating to faculty merit evaluation.

Section 1.2 Teaching--Evidence of teaching effectiveness must include student evaluations. In this Division, other indications of teaching effectiveness include, but are not limited to:

- Keeping abreast of current creative and scholarly work in the subjects taught.
- Faithful meeting of classes and lessons.
- Comprehensive coverage of material according to the course description and the students' needs.
- Accessibility to students.
- Production of appropriate syllabi and other course materials.
- New preparations.
- Teaching innovations.
- Teaching awards.
- Assisting students with career development and professional placement.
- Student accomplishments.
- Advising.
- Directing theses and dissertations as major or minor professor.
- Leadership role in curriculum development.

The faculty member may request observation of his/her teaching and/or the interview of his/her students by the Chair and/or other faculty members.

Section 1.3 Professional Activity--The professional activities appropriate to this Division include, but are not limited to:

- New works composed.
- Commissions.
- Compositions preformed.

Compositions, books, and articles distributed through publication or other means.
Recordings released and distributed.
Reviews of compositions, books, and articles.
Conducting and/or performing activities.
Lectures and presentations.
Service as an officer in a professional organization.
Receipt of commissions, residencies, fellowships, grants, prizes, and awards.

Section 1.4 Service--The service activities appropriate to this Division include, but are not limited to:

Membership on thesis and dissertation committees (other than as major or minor professor).
Membership on Division, College, and University Committees.
Academic units and/or committees chaired/directed.
Activities coordinated and directed.

Approved Composition Division (December 6, 1991)

***DIVISION OF COMPOSITION STUDIES CRITERIA FOR SATISFACTORY RATINGS
MERIT REVIEW***

The Division of Composition Studies recognizes the need for diversity, both in its faculty's professional activities and its modes of instruction. Individuals will be encouraged to contribute to the program in a unique way and will be assured of a variety of routes to advancement. The merit evaluation will focus on teaching, professional activity, and service/administrative work. Precise load distributions will be negotiated between the faculty member and the division chair at the beginning of each calendar year, when the faculty workload report is initially filed. This report may be revisited at the beginning of the fall semester, at which time the faculty member and chair will determine if any adjustments to the load percentages need to be made.

Teaching

The following criteria must be met by all faculty during each annual evaluation period for a minimum of 30% declared on the teaching component of the faculty workload report:

1. Maintaining a full-time course load, consisting of 3 courses per semester or the equivalent in private lessons (at the rate of 6 students per course), or combination thereof. Course load reductions as a result of excessive professional or administrative/service obligations will be reflected by an increase in percentages in the relevant area(s) below and a corresponding reduction in teaching percentage.

College of Music Faculty Handbook

2. Directing theses and dissertations as major professor (typically included in the regular course load).
3. Punctual meeting of classes and lessons as outlined in the course schedule and syllabi.
 - a. Comprehensive coverage of material according to the course description and students' needs.
4. Production of appropriate syllabi and other course materials, which must be filed with the administrative assistant at the beginning of each semester.
5. Shepherding students through the respective degree programs in a timely manner: this is typically 4-5 years for undergraduates, 2-3 years for master's students, and 4-6 years for doctoral students.
6. Keeping abreast of current creative and scholarly work in the subjects taught.
7. Accessibility to students, including regular weekly office hours.

Additionally, faculty must document one or more of the following criteria in order to increase the declared amount of teaching activity beyond 30%:

8. Awards recognizing excellence in teaching
9. New course preparations
10. Teaching innovations
11. Assisting students with career development and professional placement.
12. Record of outstanding student accomplishments.
13. Advising beyond what is required for regularly assigned courses
14. Directing theses and dissertations as major or minor professor.

In addition to evidence reflected in course teaching evaluations, it is the prerogative of the division chair to observe faculty teaching and/or interview students to determine that the faculty member has met expectations for satisfactory teaching. Such observations/interviews are considered to be a regular part of probationary faculty members' annual evaluations.

Professional Activity

The following criteria must be met by all faculty during each annual evaluation period for a minimum of 30% declared on the professional component of the faculty workload report:

1. New works composed: Depending on the scope of the composition(s), this may range from one to three works per year; additional works or significant commissions may qualify for additional credit beyond the 30% base.
2. Performances of original compositions: two performances for each 10% declared
3. Compositions, recordings, books, and articles distributed through publication or other means (e.g., web-based resources): this should be ongoing, with evidence of such activity demonstrated each year.
4. Evidence of seeking commissions, residencies, fellowships, grants, prizes, and awards: while a satisfactory evaluation is not dependent upon receipt of such honors, it is expected that all tenured and tenure-track faculty regularly apply for such opportunities during each evaluation period.

Additionally, faculty must document one or more of the following activities in order to increase the declared amount of professional activity beyond 30%:

5. Reviews of compositions, books, and articles.
6. Conducting and/or performing activities.
7. Lectures and presentations, including on-campus venues not directly associated with teaching responsibilities, conferences, and invitations to other institutions.
8. Service as an officer in a professional organization.
9. Receipt of commissions, residencies, fellowships, grants, prizes, and awards.

Service/Administrative Activity

The following criteria must be met by all faculty during each annual evaluation period for declaring up to 10% service component on the faculty workload report:

1. Consistent participation in and substantive contributions to activities of the division, including regularly attending meetings, composition juries, graduate reviews, senior recital hearings, and recital committees.

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2. Contribution to Music Now, either by participating in a panel, presenting a lecture, or coordinating a guest event: minimum of once per year
3. Membership on at least one College or University Committee.
4. Membership on thesis and dissertation committees (other than as major or minor professor).

Additionally, faculty must document one or more of the following activities in order to increase the declared amount of professional activity beyond 10%:

5. Committee chairmanships.
6. Activities coordinated and directed.
7. Administrative appointments (e.g., division chair, area coordinator, center director): depending on the scope of the position, such assignments may increase the total service component to as much as 60%— in which case a corresponding percentage reduction in the teaching and/or professional component(s) may be necessary. Specific weighting is to be determined in advance (in consultation with the division chair and/or dean) and indicated on the faculty workload report.

(4.5.2) DIVISION OF CONDUCTING AND ENSEMBLES DIVISION GUIDELINES FOR MERIT EVALUATION

1. General Criteria--The policies and procedures for promotion and tenure and merit evaluation in the Division of Conducting and Ensembles are supplemental to the University policies as described in the University Policy Manual, sections 06.027 (Academic Workload and Merit Evaluation of Faculty), 06.014 (Supplemental Policy on Evaluating Tenured Faculty at UNT) and 06.025 (Faculty Misconduct and Discipline) and all other University and College policies relating to faculty merit evaluation.

2. Criteria for Evaluation

- a. Teaching--Demonstration of competence and effectiveness in teaching is central to the mission of the university and is an absolute requirement under these guide-lines. Efforts at curriculum development, teaching innovation, creative programming, and continuing self-education shall also be considered in the evaluation of faculty insofar as these activities pertain to teaching competence.

Evaluation of the faculty member's teaching performance will be approximately proportionate to the amount of load time assigned to each activity (teaching, conducting, administration, advising, research, etc.). However, consideration must be given to the fact that for certain directors the assigned administrative load figure may not represent fairly the full amount of administrative work necessary to maintain the ensemble program.

The success of the various ensembles in the College of Music is dependent upon the enrollment of adequate numbers of qualified students. Therefore, in recommending a faculty member for merit evaluation, consideration will be given to the appropriateness of recruitment activity relative to his/her assignment and the effectiveness of qualified students in the class-room, ensemble, or program.

- b. Scholarly, Creative and Professional Activities--Opportunities for professional recognition outside the University vary greatly in nature and extent among the various conducting disciplines represented in the Division of Conducting and Ensembles. Consequently a faculty member in this division shall be evaluated according to standards which are appropriate for the faculty member's ensemble specialization.

Creative and professional activity for members of this division is normally centered on ensemble performance (either as conductor, or as a director preparing an ensemble for collaborative performance); related activities, such as preparing compositions or arrangements, adjudication and clinics, seminars, workshops and camps. Though conductors are generally more involved in performance related activities, appropriate recognition shall nonetheless be given for publications (books, articles, translations, program notes, educational materials, etc.) and research (pedagogical and musicological, including public presentation of work in progress). Recognition shall

also be accorded to awards and honors such as prizes and grants; participation in professional organizations (offices held or other professional contribution) shall be considered as evidence of a positive professional recognition. Other creative and professional activities not herein enumerated which serve to enhance the reputation of the faculty member should also be given proper recognition.

Significance shall be assigned to those activities, both on and off campus and including those involving UNT ensembles, which increase the regional, national or international reputation of the faculty member and the College of Music. In all of these categories, additional weight and significance shall be assigned in proportion to the scope of the activity (local, regional, national and international) and the professional stature of the entity with which the activity is associated.

- c. Service--Service activities include service to the Division of Conducting and Ensembles, the College of Music, the University, and to the community; of particular importance are performances for various University and community functions, but service activities may also include work on committees, service on the faculty senate, special administrative or other assignments, student advising, and holding office and/or contribution to community organizations. Additional significance shall be accorded positions with additional responsibilities, such as committee chairmanships.

Approved Conducting and Ensemble Division (January 29, 2014)

DIVISION OF CONDUCTING AND ENSEMBLES CRITERIA FOR MERIT REVIEW

The following defines standards of satisfactory performance in professional development, teaching and service for tenured and tenure/track faculty. Performance standards for lecturers are defined for the college as a whole in a separate College of Music policy document. In the case of faculty on probationary appointments, these standards will be also applied in the determination of recommendation for tenure, promotion, or contract renewal.

A. Professional Development

Faculty members shall maintain an active and productive agenda of creative activity and/or research. For purposes of annual review and merit evaluation, a high standard of performance excellence is expected of ensembles under faculty direction, and the artistic quality of such performance is to be considered a primary component in the evaluation of creative activity. Evidence of an active and productive agenda of creative activity and/or research may include, but is not limited to, guest conducting/directing of professional and academic ensembles; performances, lectures and presentations at professional meetings and other venues of regional, national and international stature; service as clinician at in-service and workshop environments in support of student recruiting and outreach; production and/or publication of articles, compositions, arrangements, recordings, editions, pedagogical works, and other materials that contribute substantially to the

faculty member's professional area. Also considered will be evidence of developing leadership in the field through the impact of creative activity and research on the discipline and the pursuit of leadership opportunities such as serving as conference chairs and discussants, directors of workshops, etc. For probationary faculty, steady progress toward achievement of the division expectations for the granting of tenure and promotion will be deemed necessary to constitute satisfactory performance.

Criteria for Superior Performance

Faculty members whose professional development performance demonstrates continuous, sustained, and significant contribution are deemed superior or excellent. Superior performance includes both an increase in the quality and quantity of professional activities beyond satisfactory levels, and leadership in the field as described above for tenured faculty.

B. Teaching

Faculty members shall demonstrate a commitment to achieving excellence in all teaching related activities. Instructional competency and a commitment to excellence must be demonstrated with respect to the following activities:

Classroom Performance: Adherence to a regular classroom teaching schedule is expected in conformance with University and College of Music policies. Faculty will provide current syllabi, which must include grading standards as well as attendance policies, for all courses and performance ensembles. Faculty are expected to utilize adequate instructional materials and provide quality instruction, which includes appropriate classroom preparation, coverage of germane and current material, and the utilization of suitable measures of student performance. A determination of satisfactory performance in the area of teaching will be based on both student evaluations, which each faculty member must administer in accordance with University policy, and peer observation and evaluation conducted by the division.

Office Hours: During semesters in which faculty members are teaching, they will maintain at least three office hours per week and be reasonably available to students during normal working hours.

Teaching Workload: Each faculty member will negotiate an appropriate workload with the Division Chair in accordance with guidelines set forth in University and College of Music Workload Policy. In addition to the defined workload percentages for formal classroom instruction and ensembles, appropriate additional workload credit may be allowed for instruction related activities such as independent study and service on master's and doctoral committees.

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UNT Policies: Faculty must comply with all UNT Policies related to teaching and appropriate classroom behavior.

Criteria for Superior Performance

Faculty members whose teaching performance demonstrates continuous, sustained, and significant contribution to the education of students in all forms of pedagogy and instruction are deemed superior or excellent. Superior performance includes both an increase in the quality and quantity of instructional dedication and effectiveness in the division, the college, and the University, as evidenced, inter alia, by the receipt of teaching awards, superior mentoring and placement of students, innovative programming that enhances the students' breadth of development, and level of student achievement in ensemble performances.

C. Service

Probationary and tenured faculty shall contribute to the administrative responsibilities of their areas of the division, and additionally, as appropriate, at the division, college or university level. Each faculty member shall determine in consultation with the Division Chair the appropriate level of service that balances their creative and teaching workload.

Faculty members fulfill their service responsibilities through regular participation and attendance at division meetings, and through such activities as service on assigned or elected committees; faculty searches; assisting with college advancement activities; and community service opportunities and outreach which have professional implications, which would include, but are not limited to, activities such as media interviews, participation in university events, cultivation of alumni, and other activities which advance the general interests of the college and the university.

Criteria for Superior Performance

Faculty members who take on additional responsibilities are deemed superior or excellent if they show a continuous, sustained, and significant contribution to the administration of division affairs, university committees and offices, and community service opportunities and outreach with significant implications for impact on the profession.

Approved Conducting and Ensemble Division (January 29, 2014)

(4.5.3) DIVISION OF INSTRUMENTAL STUDIES DIVISION GUIDELINES FOR MERIT EVALUATION

Section 1.00. Principles and Procedures--The Division of Instrumental Studies Principles and Procedures for Merit Evaluation shall be consistent with University policy as described in the University Policy Manual, sections 06.027 (Academic Workload and Merit Evaluation of Faculty), 06.014 (Supplemental Policy on Evaluating Tenured Faculty at UNT), and 06.025 (Faculty Misconduct and Discipline) and all other University and College policies relating to faculty merit evaluation.

Section 2.00. Criteria Guidelines--For continuing faculty members, merit salary increases shall be based on the record of a faculty member's activity in the current calendar year in which the academic year began, plus the preceding two years. Criteria for merit salary increases must include teaching effectiveness; scholarly, creative and professional growth; and service activities. Faculty must submit an annual update of the three years of activity.

2.10. Teaching activities include private instruction, classroom teaching, direction and coordination of ensembles, supervision of special problems classes, special lectures and presentations, jury adjudication, curriculum advising, recital advising, recital adjudication and auditioning.

2.11. Effectiveness shall be characterized by an ongoing commitment to excellence. Faculty members shall be evaluated on the quality and growth/retention of a faculty member's studio; student improvement; student achievement; student evaluations; significant student performances; class syllabi, class materials and awards. Teaching effectiveness shall also be determined by considering a faculty member's activity in other instructional related activities including advising, auditioning and adjudicating juries.

2.12. Faculty who teach in more than one division shall have the option of choosing evaluators from both divisions.

2.20. Research, scholarly, creative and professional activities include activities such as performances on and off campus; positions in significant performing organizations; recordings; publication; research; recruiting; master classes; clinics; adjudicating; holding of office and/or contribution to professional organizations; and grants received or applied for. Significance shall be given to activities both on and off campus that increase the regional, national and international visibility and reputation of the faculty member. Significance shall also be given to awards, prizes or grants received for performance or research.

2.21. The balance of professional activity is at the discretion of the faculty member depending upon his or her strengths and upon the needs of the individual area. Faculty members are not necessarily expected to be productive in all of the above listed professional activities in order to be ranked in the top category (ies). Consideration shall

be given to the faculty member's overall contribution to the university based upon his or her strengths.

2.22. Consideration shall be given to senior faculty members with a history of outstanding teaching and performance and/or scholarly activity.

2.30. Service activities include service to the area or division, the college and the university, as well as professionally related public service activities. Service may include activities such as committee work, faculty senate work, special assignments, administrative tasks, advising of student organizations, and professionally related public service activities such as performance, clinics and workshops.

Approved: Instrumental Faculty

***DIVISION OF INSTRUMENTAL STUDIES CRITERIA FOR SATISFACTORY RATINGS
MERIT REVIEW***

Faculty must meet the minimum criteria in each category where assigned workload is greater than 0%.

- I. Teaching
In order to be considered satisfactory, all of the following should be maintained:
 - A. A lack of history of sustained complaints registered against a faculty member to the Coordinator, Divisional Chair, Associate Dean of Academic Affairs, or Dean of the College of Music.
 - B. Overall student evaluation averages remain between 1.0 and 2.0 for two consecutive semesters.
 - C. Evidence of teaching effectiveness in the forms outlined in the full divisional merit criteria.
- II. Research/Creative Activity
 - A. Activities, including but not limited to public performance, publication, scholarly or pedagogical activity, that increase the regional, national, and/or international reputation of the faculty member.
- III. Service Activities
 - A. Service to the division in the form of participation in admission auditions, ensemble auditions, juries, and recital/orals committees as appropriate to teaching duties.

- B. Service to one or more of the following: the College of Music, the University, the community.

(4.5.4) DIVISION OF JAZZ STUDIES GUIDELINES FOR MERIT EVALUATION

1. Policy and Procedure: The policies and procedures for merit evaluation in the Jazz Studies Division shall be consistent with the University policies as described in the University Policy Manual, sections 06.027 (Academic Workload and Merit Evaluation of Faculty), 06.014 (Supplemental Policy on Evaluating Tenured Faculty at UNT) and 06.025 (Faculty Misconduct and Discipline) and all other University and College policies relating to faculty merit evaluation.
2. General Criteria: The general criteria for evaluation shall be consistent with the University Policy Manual and all other University and College policies relating to faculty merit.
3. Criteria for evaluation of teaching:

Teaching activities include: classroom teaching, private instruction, direction and coordination of ensembles, supervision of special problems classes, special lectures and presentations, jury adjudication and thesis advisement.

Effective teaching in the jazz area shall be characterized by a commitment to excellence. Faculty members may provide evidence of teaching effectiveness in the form of: class syllabi, student evaluations, documentation of awards and honors, documentation of significant student achievement (awards and honors), copies of classroom materials, and documentation of significant ensembles performances. Teaching effectiveness shall be determined additionally by considering the faculty members' activity in advising students, supervising graduate students, and other instructional related activities.

4. Criteria for evaluation of research and scholarly activities:

Research and scholarly activities in jazz studies may include activities in the following areas: presentation of scholarly papers, recordings (as a performer, producer, or composer), publications (articles, books, compositions and arrangements), non-published compositions, recordings, performances (concerts, clinic/concerts, and club appearances), research (pedagogical and musicological), adjudication, editing (Journals, articles and books), clinics, seminars, workshops, and camps. Significance will be given to activities, both on and off campus, that increase the regional, national, and international reputation of the faculty member. Significance will also be given to awards and honors such as prizes or grants for composition, performance, or research.

Participation in professional organizations (offices held or contributions made to) shall be considered as evidence of a positive regional, national, or international reputation.

The Jazz Studies Division recognizes that performance, composition, and recording activities in commercial music as well as jazz represent valid artistic activities.

5. Criteria for evaluation of service:

Service activities include: service to the Jazz Studies Division, service to the College of Music, service to the University, and service to the community.

Service may include: recruitment, committees, faculty senate work, special assignments, administrative assignments, student advising, curriculum advisement, recital adjudication, recital advisement, professional and community organizations, public activities such as performances, clinics, consultation and workshops.

Approved: Jazz Studies Division

DIVISION OF JAZZ STUDIES CRITERIA FOR SATISFACTORY RATINGS MERIT REVIEW

To be eligible for merit, a faculty member must meet these minimum criteria in each workload category for which the percentage is greater than zero.

1. Teaching

Evidence of teaching effectiveness in the forms outlined in the full divisional merit criteria.

No student evaluations higher than 2.0 (measured by overall mean for one class or ensemble) for two consecutive semesters.

2. Research/Creative

Activities, including public performance, publication, or scholarly or pedagogical activity, that increase the regional, national, and/or international reputation of the faculty member.

3. Service

Service to the division in the form of participation in admission auditions, ensemble auditions, juries, and recital committees as appropriate to teaching duties.

Service to one or more of the following: the College of Music, the University, the community.

(4.5.5) DIVISION OF KEYBOARD STUDIES GUIDELINES FOR MERIT EVALUATION

It is assumed as fact that every member of the Keyboard Division is by evidence of his appointment outstanding in his field by virtue of his training, experience and professional commitment. We strive for a collegiality that is mutually stimulating rather than competitive. While combining a diversity of taste, method and procedures, all faculty members within this Division are expected to support the very highest standards in teaching, research and/or performance, and to be dedicated to serving the entire academic community in the ways that best suit his or her individual resources and inclinations.

In past documents we have stated our aversion to numerical competitive ratings, as it is felt that this only promotes poor morale and a disintegration of collegiality. We feel just evaluations are best obtained from within our own division, subject to review and further evaluation by the Dean.

The following criteria and procedures shall be consistent with the University Policy Manual, sections 06.027 (Academic Workload and Merit Evaluation of Faculty), 06.014 (Supplemental Policy on Evaluating Tenured Faculty at UNT), and 06.025 (Faculty Misconduct and Discipline) and all other University and College policies relating to faculty merit evaluation.

Recommendations for merit are based on a critical peer evaluation of the candidate's performance in these areas: teaching; scholarly, creative and professional activities; and service. Merit evaluations are based on an evaluation of these functions over a three year period.

I. Instructional Activities

- A. Assessment of student performances in juries, audition, recitals and competitions.
- B. Documentation of student achievement.
- C. Honors and awards for teaching.
- D. Evidence of ongoing growth in teaching.
- E. Evaluation of course syllabi and other teaching materials.
- F. It is strongly felt that the present system of student evaluation is neither helpful nor accurate and will not be a part of Divisional criteria.
- G. Direction of theses and dissertations.
- H. Any other activities related to achievement of excellence in teaching.

II. Scholarly, Creative and Professional Activities

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- A. Record of musical performances: Documentation should include programs, reviews or recordings of performances when available.
 - B. Scholarly publications with copies of items reported.
 - C. An account of master classes either taught or attended, guest lectures, papers presented, panel participation and adjudications.
 - D. Membership in professional organizations and all professional activity related to the keyboard discipline.
 - E. Scholarly and creative activity not resulting in publication or performance.
 - F. Honors, awards, grants or contracts relating to the profession.
- III. Service--Each member of the Keyboard Division has different areas of activity and expertise which lend service to the Division, College and University. It should be clear that committee work is only one of many activities under the service heading. Keyboard Division members are encouraged to be of service within those areas that best suit his or her inclinations and talents. This may include committee service to the University, College or Division; faculty senate work; special assignments and administrative duties; advising of student organizations; unusual visibility at the national or international level; fund-raising, recruiting or liaison work with the community. Certain kinds of adjudication, recruiting or performances may be construed as service instead of professional activities.

Approved: Keyboard Studies Division

DIVISION OF KEYBOARD STUDIES CRITERIA FOR SATISFACTORY RATINGS MERIT REVIEW

Teaching

In order to be considered satisfactory:

1. No complaints, judged significant, registered against a faculty member to the Divisional Chair, Senior Associate Dean of Academic Affairs, or Dean of the College of Music.
2. Few (defined as 3 within a 2 year period) requests for change of studio initiated by students.
3. Average jury grades for students remain at B or above for any evaluation period.
4. Recital Hearings remain at 80% or above pass rate for any evaluation period.

5. Student evaluation averages remain at 4.0 for any evaluation period.

To be ranked outstanding, worthy of promotion, in addition to the previous 5 items:

1. Students actively pursuing and gaining off campus performance experience, especially recitals.
2. Student participation and success in regional, national, and international competitions or other demonstrable professional or career achievement.

Professional Activities

For every 10% of load credit claimed:

Any two of the following activities (Two events may fall within the same category.)

1. Solo Recital (or solo appearances) by invitation
2. Significant collaborative role (demanding chamber music parts, continuo for important baroque or classical work) by invitation
3. Masterclass instruction by invitation
4. Commercial recording
5. Broadcast performance
6. Research and/or publication leading to articles and books
7. Preparation of performance editions

To be ranked outstanding, worthy of promotion, a minimum of 2 items for each year evaluated:

1. Several performances at national, international venues
2. Favorable Press Reviews
3. Demonstrable recognition of career accomplishments.
4. Demonstrative coverage of large body of repertory and avoidance of repeating the same major works for more than a two year period.

Service Activities

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1. For every 10% of load credit claimed:
 - a. One committee assignment at the divisional, college, or university level, or a significant assignment or office within an important professional organization.
 - b. Participation on graduate performance committees (recital evaluation), graduate examination, and DMA document committees within the Keyboard Division.
 - c. Participation at area auditions (live) and screening auditions.
2. Hold a significant office (or duty) in a professional organization Plus 1b and 1c.
3. Organize and administer a significant academic conference hosted at UNT. Plus 1b and 1c.
4. Administer several smaller tasks designated to facilitate the smooth, professional operation of the area and Division. Such tasks include, but not limited to, organization of departmental recital programs, organization and maintenance of departmental attendance, instrument supervision, etc. Plus 1b and 1c.

(4.5.6) DIVISION OF MUSIC EDUCATION GUIDELINES FOR MERIT EVALUATION

PREAMBLE--The Division of Music Education recognizes the educational and professional integrity of a program which features a diversity of goals and strengths. Such a program requires (1) a faculty with varied abilities, interests, and areas of expertise, and (2) a faculty evaluation/reward system which recognizes high productivity and individual achievement within such diversity. Each faculty member must be allowed the freedom to choose the route to advancement which best fits individual abilities and interests, and must have the assurance that the chosen route will be acknowledged by peers. It is, therefore, the intention of these guidelines to encourage each member of the Division of Music Education to develop unique contributions to the College of Music and profession and to achieve their maximum potential as music educators.

Music Education Division Merit Evaluation Policies and Procedures shall be consistent with the University Policy Manual, sections 06.007 (Annual Review), 06.027 (Academic Workload 6.14 (Supplemental Policy on Evaluating Tenured Faculty at UNT), and 06.025 (Faculty Misconduct and Discipline) and all other University and College policies relating to faculty merit evaluation.

GOALS--In order to achieve the spirit of diversity as described in the Preamble, each faculty member must set goals against which their achievement, in part, will be measured. Each faculty member, in consultation with the Chair, shall annually declare specific goals and projected amounts of emphasis related to the three general areas: Teaching, Professional Activities/Research, and Service. Within each area, in consultation with the Chair, each faculty member will set goals which may be accomplished in a one to three year time period. Annual review will allow the faculty member to revise goals as opportunities and other conditions change.

MERIT EVALUATION CRITERIA--While the Division acknowledges individual differences and the freedom of each faculty member to choose a course of action, the Division also recognizes that merit evaluation serves as an important motivational force toward professional development, important professional recognition, and the achievement of distinction and acclaim for the individual, the Division, the College, and the University. To that end, the following merit evaluation criteria shall be applied:

- I. TEACHING--Regardless of other professional activities, high quality teaching is mandatory. The Division of Music Education, given its focus on teaching and learning in music, must be a model for all other divisions in this important activity. Evidence of teaching effectiveness must take into account, but is not limited to (1) thorough coverage of concepts and skills as specified by the curriculum, (2) use of effective teaching strategies suited to the subject matter, (3) measurable student achievement, and (4) positive student/teacher interpersonal relationships. The teacher is expected to be fair, impartial, conscientious, consistent, well prepared, thoroughly competent in knowledge of subject matter, informed regarding current trends in the field, and able to engender the respect of students. The Personnel Affairs committees will determine the quality of teaching through student appraisals of teaching, teaching awards, and other supporting documentation.

- II. SCHOLARLY, CREATIVE, AND PROFESSIONAL ACTIVITIES--The Division of Music Education must be composed of individuals who ceaselessly increase professional expertise, continually develop their individual scholarship, and perpetually advance their professional visibility and influence. Further, it is each faculty member's responsibility to augment and expand the body of knowledge in music education. Evidence of achievement in this area may be demonstrated through a large variety of means. Though means may vary, a degree of achievement in this area is expected of all tenured/tenure-track Division faculty.

The professional activities of each faculty member will be evaluated in terms of both quality and quantity, importance, scholarly significance, and breadth of influence. It is incumbent upon the individual to provide evidence that will enable the Personnel Affairs committees to properly evaluate these activities.

Efforts leading to publication are essential to any Division aspiring to a position of excellence, and, as a result, such activities must receive a high priority. Publication in this context should be viewed in a broad perspective to include books, book chapters, articles, reviews, recordings, translations, software, and other endeavors which might fit in such a category. Editorships and editorial board memberships also are evidence of an individual's achievement in the general area of scholarship. Publications subject to competitive review by peers will be considered particularly significant. Participation in the activities of professional organizations is another indicator of professional growth and opportunity for prominence. Presentation of scholarly papers, conducting clinics or workshops, serving in positions of international, national, and regional leadership, and other activities of equal significance are also highly valued. Of lesser importance, but still a mark of major recognition by one's peers, are appearances as panel moderator, participant, discussant, or other similar roles. Some appearances as panel moderator, participant, discussant, or other similar roles in prestigious international, national, or regional settings may be considered equal in importance to scholarly presentations, leadership positions, and similar activities.

Other important indicators of achievement include the receipt of fellowships, development leaves, and grants; musical performance; adjudicating; professional consulting; and other activities which exhibit scholarly and/or professional expertise and competence.

The Personnel Affairs committees will consider the quality and significance of each professional activity, and the quantity of such activities in evaluating the individual's achievement in this area. Particular importance will be placed upon those activities which clearly advance the reputation and stature of the individual faculty member, the Division, and the College. Activity at national and regional levels is expected of all tenured/tenure-track Division faculty. Demonstration of achievement is further enhanced by international and local activities.

- III. SERVICE--Service to the Division, College, University, Community, State, and/or Nation is expected of all faculty members and shall be evaluated on the basis of the extent and significance of the contribution.

Positions of leadership shall be particularly commendable. Other indicators of achievement in this area include awards for service, certificates of appreciation, and similar honors. Routine activities of the Division, such as division planning, recruiting, examination development and scoring, advising, counseling, general curriculum development and other similar activities are valued and important to the success of the Division. Faculty who expect to receive positive evaluations in the area of Service must contribute fully to the performance of these vital activities.

Approved, Music Education Division (Fall, 2017)

DIVISION OF MUSIC EDUCATION CRITERIA FOR SATISFACTORY RATINGS MERIT REVIEW

Teaching

In order to be considered satisfactory, all of the following should be maintained:

1. A lack of sustained complaints registered against a faculty member to the Divisional Chair, Senior Associate Dean of Academic Affairs, or Dean of the College of Music.
2. Class evaluations that show a consistent minimum median rating of 3.0 (SPOT evaluation system) for the 3-year review period.
3. Appropriate advising of music education students each semester.

Professional Activities

In order to be considered satisfactory, three of the following activities should be completed within the 3-year review period (a three-year period of only performance/presentations is considered to be unsatisfactory):

1. Significant research and/or publication leading to articles or a book (published or evidence of progress)
2. Performances/presentations at appropriate scholarly meetings

Service

In order to be considered satisfactory, evidence of sustained service may be met by the following:

1. Committee assignments at the college or university level
2. Participation in all divisional duties, including ad-hoc divisional sub-committees
3. Participation at audition day interviews
4. Service at the local, state, national, or international level

Approved, Music Education Division (Fall, 2017)

(4.5.7) DIVISION OF MUSIC HISTORY, THEORY AND ETHNOMUSICOLOGY GUIDELINES FOR MERIT EVALUATION

Section 1.1 General Provisions—The Merit Evaluations and Procedures extend from the UNT College of Music Bylaws (revised 2006), Section 15C. The Division Reappointment, Promotion, and Tenure Committee is charged with evaluating faculty members according to Section 2: Statement of Criteria for the Evaluation of Division Personnel. The Division Chair will evaluate faculty members independently of the division RPTC; for the evaluation of the Division Chair, the Dean will replace the Division Chair in the procedure.

Section 1.2 Calendar--The Division Chair will oversee the Division RPTC's compliance with the deadlines stipulated by the Office of the Associate Dean in accordance with University and College calendars, and subsequently will call for evaluation materials from the faculty in a timely manner.

The Chair will forward the recommendations of the Chair and the Division RPTC to the individual faculty member prior to forwarding these recommendations to the College of Music PAC.

The faculty member will have ten (10) academic calendar days in which to request, in writing to the Chair, a hearing to challenge the recommendations of the Chair or the Division RPTC. If differences of opinion cannot be resolved, the faculty member may submit a rebuttal to the College Personnel Affairs Committee.

STATEMENT OF CRITERIA FOR THE EVALUATION OF DIVISION PERSONNEL

Section 2.1 Preamble--A well-conceived educational program will have a diversity of goals and objectives; such a program requires a faculty with varied abilities and interests. Each individual should be motivated to contribute to the program in a unique way and must have assurance that a variety of routes to advancement will be acknowledged.

Section 2.2 Significance of Activities--It is the policy of the Division to encourage its members to develop talents to the fullest potential, permitting each member to make a unique contribution. Balance is expected among the categories of evaluation and must be considered in any evaluation of merit.

The two categories that most clearly embody the mission of the Division are, in order of priority, (1) Professional Growth and Development and (2) Teaching. In compliance with the University Workload Policy, the percentage of workload assigned to these categories for each faculty member will be negotiated by the faculty member with the Division Chair to fulfill adequately the needs of the Division. These two categories, "Professional Growth & Development" and "Teaching," will weigh more heavily than the "Service" category in the peer evaluation process.

Because individual faculty members will make different contributions to the mission of the Division, the job descriptions and negotiated workloads of individual faculty will serve as the basis for evaluation.

Section 2.3 Professional Growth and Development--A healthy Division must be comprised of individuals who are continually growing and developing their individual scholarship. Evidence of continued professional growth must be considered a basis for reward while lack of achievement must be considered a negative factor.

The professional activity of a faculty member must be evaluated in terms of scope, depth, and breadth of influence; as such, it is incumbent upon the faculty member to provide evidence that will enable the division RPTC and Chair to evaluate that professional activity. The division RPTC and Chair will evaluate the significance of the activity at all levels: local, regional, national, and international.

Research leading to publication is essential to any Division aspiring to a position of excellence, and such activity must receive high priority. While faculty are encouraged to reach and maintain high standards in both quantity and quality, any evaluation of the publication record of an individual must consider the quality as well as the quantity of such publications. Quality should be evaluated by objective means whenever possible, and may include consideration of such measures as reviews in professional journals, citations in works by other scholars, and invitations to participate in professional activities, for instance, by giving a talk at a conference or contributing a chapter to an edited volume.

Books, translations, articles, films, software, and other non-print media of publication that contribute to the advancement of knowledge in the discipline must be given the highest priority in the evaluation process.

Participation in the activities of scholarly professional organizations is another indicator of professional growth and development. Presentation of scholarly papers to such organizations is the most valued form of participation; of lesser importance, yet still a mark of recognition by one's peers, is the appearance on panels as moderator, chairperson, or discussant. Presentations made on campus, such as speaking on the Division Lecture Series, may also be considered in assessing professional growth. Again, the quality and significance of the particular presentation must be considered.

Other indicators of recognized scholarship include such activities as service as editor of a journal, service as an officer of an international, national, or regional scholarly association, and the receipt of fellowships and grants.

In general, any evidence of continued study and growth may be included in an evaluation of the professional development of a faculty member. However, all activities must be evaluated in terms of their tendency to advance the scholarly reputation of the individual faculty member and of the Division.

Section 2.4 Teaching--Quality teaching is expected. As a minimum, good teaching requires (1) keeping abreast of current scholarly work in the subjects taught, (2) faithful meeting of classes, (3) comprehensive coverage of material according to the course description, and (4) accessibility to students. Failure to meet these basic standards must be a negative factor.

Assessment of the quality of teaching must take into account (1) course materials submitted for consideration, (2) new preparations, (3) teaching innovations, (4) student appraisals of teaching, (5) teaching awards, and (6) effective advising of dissertations and theses, if applicable. The area coordinators observe the classroom teaching of untenured faculty members, once per year, for at least their first three years. A tenured instructor may also request the observation of his/her teaching and/or the interview of his/her students by any member of the Division faculty, who may then write in support of the faculty member.

Section 2.5 Service--Service to the Division, College of Music, University, and/or Community is expected of all faculty members and must be evaluated on the basis of the extent and significance of the contribution to the discipline and/or to the professional reputation of the faculty member.

PROCEDURE FOR AMENDMENT

Section 3.1 Initiation of Amendments--An amendment will be initiated in one of two ways: (1) by petition containing the signatures of at least twenty-five percent (25%) of the Division faculty, or (2) by the Division Chair.

Section 3.2 Procedure for Ratification--An amendment to Section 1; Divisional Guidelines for Merit Evaluation, to Section 2; Statement of Criteria for the Evaluation of Division Personnel, or to Section 3; Procedure for Amendment submitted by petition, will be received and reviewed by the Division Chair who, within thirty (30) academic calendar days, will present the proposed amendment to the Division faculty with recommendations from the Chair of the Division and from the Chair of the College of Music Personnel Affairs Committee. The proposed amendment and accompanying recommendations will be presented to the Division faculty at least fourteen (14) academic calendar days prior to faculty discussion and subsequent balloting. The amendment will be ratified upon a two-thirds vote in favor by the Division faculty.

Section 3.3 Forwarding of Amendments--Following ratification, the Chair will forward the amendment to the Chair of the College of Music Personnel Affairs Committee.

Approved: Division of Music History, Theory and Ethnomusicology

Amended: October 21, 2010

DIVISION OF MUSIC HISTORY, THEORY, AND ETHNOMUSICOLOGY CRITERIA FOR SATISFACTORY RATINGS MERIT REVIEW

In order for a faculty member of the Division of Music History, Music Theory, and Ethnomusicology in the College of Music to attain a rating of “satisfactory” for any given academic year, we assume that he or she will maintain adequate standards of academic performance and integrity as it relates to all areas of faculty life at the university. Furthermore, faculty whose work is judged “satisfactory” will:

Instructional Activities:

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1. Demonstrate effectiveness in teaching from among the following as appropriate: the results of student evaluations, advising undergraduate thesis projects, advising graduate students on theses, dissertations, DMA projects, indications of student success in the profession, new course preparations, supervision of TAs and TFs, use of interactive telecommunications in the classroom, and other activities related to teaching;
2. Regularly meet his / her classes, consistent with University policy;

Scholarly, Creative, and Professional Activities:

3. Demonstrate ongoing work on at least one major research project or be engaged in scholarly activity to a degree commensurate with the percentage elected under “research”;

Administration and Service:

4. Regularly attend area and division meetings;
5. Comply with area and division policies, procedures, and deadlines;
6. Demonstrate ongoing service to a degree commensurate with the percentage elected under “service.”

Revised: November 2009

(4.5.8) DIVISION OF VOCAL STUDIES GUIDELINES FOR MERIT EVALUATION

1. General Statement--While faculty responsibility in the Vocal Studies Division is individually varied, certain commonalities apply. Voice faculty members are expected to be effective teachers. There must be evidence of scholarly, creative, and professional growth. All faculty are obliged to engage in service to the Division, the College, the University, and/or professionally related public service. The Vocal Studies Division further emphasizes the importance of a spirit of academic community. There must be a collaborative recognition of mutually agreed upon goals, policies, and procedures. Correspondingly, individual initiative is an essential component of the charge to each voice faculty member. Because of the varied nature of faculty mission in the Vocal Studies Division, criteria for evaluation are flexible in content and application.

For promotion to the upper ranks of associate and professor, the standards for faculty performance in the areas of teaching; research, creative activity, and/or professional activity; and service are progressively rigorous. This performance must transcend the local campus and community. Furthermore, at the rank of professor, there must be clear evidence of leadership in the discipline.

The following criteria and procedures are supplemental to all policies and procedures as described in the University Policy Manual, sections 06.027 (Academic Workload and Merit Evaluation of Faculty), 06.014 (Supplemental Policy on Evaluating Tenured Faculty at UNT), and 06.025 (Faculty Misconduct and Discipline) and all other University and College policies relating to faculty merit evaluation. College and University policies are a priori and take precedence over divisional guidelines.

2. Instructional Activities

a. Criteria:

- 1) Assessment by colleagues of the faculty member's student performances in juries, auditions, hearings, recitals, concerts, and competitions. [NOTE: This evaluation must be deferred at least until after the faculty member's first jury period.]
- 2) Documentary evidence of student achievement.
 1. Faculty honors and awards for teaching.
- 3) Evidence of ongoing faculty growth related to teaching.
- 4) Evaluation of course syllabi and related documentation.
- 5) Systematic assessment of student opinion regarding teaching effectiveness.

b. The Faculty Update documentation should include:

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- 1) A list of courses taught and other instructional assignments during evaluation period.
 - 2) Syllabi for courses taught.
 - 3) A statement of teaching philosophy and goals.
 - 4) Student evaluations of courses taught, submitted as prescribed by College of Music policy.
 - 5) Additional documentation, where applicable, of:
 - a) New preparations and/or revisions.
 - b) Student advising.
 - c) Direction of dissertations and/or theses.
 - d) Honors, awards, and grants for teaching.
 - e) Evidence of continuing education.
 - f) Other activities related to teaching.
3. Scholarly, Creative, and Professional Activities
- a. Criteria:
 - 1) The record of musical performance.
 - 2) Scholarly publications.
 - 3) Master classes taught, guest lectures, papers read or presented, panel memberships, and/or contest adjudications.
 - 4) Professional activity related to the vocal discipline, including committee positions and/or offices in professional organizations, chairing sessions at professional conferences and meetings, editorial responsibilities, reviews and/or publications on professional organizational activity.
 - 5) Scholarly and creative activity not resulting in publication or performance.
 - 6) Honors, awards, and grants (or contracts, etc.) for scholarly, creative, or professional activity.

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- 7) Other evidence of continuing scholarly, creative, and professional growth.
- b. The Faculty Update documentation should include, where applicable:
- 1) A list of musical performances during the evaluation period giving dates, type of performance or work presented, and location. Include printed programs, reviews, and/or documentation of performance. [NOTE: New faculty members should perform a recital or other major performance on campus within the first semester of appointment.]
 - 2) A list of scholarly publications during the evaluation period, including full bibliographic citations and a copy of items reported.
 - 3) Citation of master classes taught, guest lectures, papers read or presented, panel memberships, and/or contest adjudications. Give details concerning topics, sponsorship, location, etc., as appropriate.
 - 4) The record of participation in professional organizations, listing memberships, committee positions and/or offices held, sessions chaired, editorial responsibilities, reviews, and/or publications on professional organizational activity.
 - 5) List honors, awards, and grants (or contracts, etc.) for scholarly, creative, or professional activity.
 - 6) Indicate other evidences of continuing scholarly, creative, and professional growth, including continuing education, and scholarly or creative activity not resulting in publication or performance.
4. Administration and Service
- a. Criteria:
- 1) University-wide committees, faculty senate, special assignments, student advising not related to teaching, and/or other ad hoc service activities.
 - 2) College-wide committees, special assignments, student recruitment, student advising not related to teaching, and/or other ad hoc service activities.
 - 3) Division committees, special assignments, student recruitment, student advising not related to teaching, and/or other ad hoc service activities.
 - 4) Professionally related public service activities: volunteer participation as a consultant, board member, non-university committees, etc.
 - 5) Honors and awards for service.

- b. The Faculty Update documentation should include documentation of the activities outlined in the above criteria, where applicable.

Approved: Vocal Studies

DIVISION OF VOCAL STUDIES CRITERIA FOR SATISFACTORY RATINGS MERIT REVIEW

In order to be considered satisfactory:

Instructional Activities

1. No complaints, judged significant and substantiated, registered against the faculty member to the Division Chair, Senior Associate Dean of Academic Affairs, or Dean of the College of Music.
2. Average jury grades for students remain at B or above for any evaluation period.
3. Recital Hearings remain at 80% or above pass rate for any evaluation period.
4. Student evaluation averages remain at or better than 1.75 for any evaluation period for applied lessons and 2.0 for classroom evaluations.
5. Evidence that the applied studio students are actively pursuing and gaining two or more of the following: leading role in UNT opera, off campus performance experience, admittance to graduate programs, academic appointments, competitive summer workshop participation, significant master class participation, conference participation, competitions, or other demonstrable professional career achievements.

Scholarly, Creative and Professional Activities

Any one of the following activities for every 10% of assigned load credit (Multiple events may fall within the same category.) Some level of activity at the regional and national level is expected:

1. Solo Recital, concert, opera role or oratorio role by invitation
2. Master class or workshop instruction by invitation
3. Commercial recording
4. Concert appearance
5. Broadcast performance
6. Research activities that culminate in a presentation at a professional conference

7. Publication of a scholarly paper or an article in a professional journal
8. An edited book or other original publication that appears as a book
9. Opera directing by invitation
10. Guest adjudicator by invitation (does not include local or regional NATS conferences)

Administration and Service

Any two of the following activities for every 10% of assigned load credit:

1. One committee assignment at the division, college or university level
2. Participation on masters committee for the oral exam (not as major professor)
3. Service on a DMA committee (not as major professor)
4. Hold a significant office (or duty) in a professional organization
5. Organize and administer a significant academic conference hosted at UNT.
6. Administer tasks designated to facilitate the smooth, professional operation of the area and Division. This could include participation in a search committee.

(4.4.1) Division of Composition Studies Guidelines for Promotion and Tenure

Section 1.1

Preamble

The Division of Composition Studies recognizes the need for diversity, both in its faculty's professional activities and its modes of instruction. Individuals will be encouraged to contribute to the program in unique ways and will be assured of a variety of routes to advancement. The promotion and tenure evaluation will focus on teaching, research/creative activity, and service. Faculty will be expected to focus their teaching and professional activities on their respective area(s) of specialization within the discipline (e.g., computer music, intermedia, media composition, commercial/popular music). The Division Promotion and Tenure Policies and Procedures shall be consistent with University policies as described in the University Policy Manual and all other University and College policies relating to faculty promotion and tenure.

Section 1.2

Teaching

Evidence of teaching effectiveness must include, but is not limited to:

- a. Advising and mentoring students.
- b. Examples of current course materials and new course preparations.
- c. Keeping abreast of current creative and scholarly work in the subjects taught.
- d. Teaching innovations and awards received.
- e. Directing theses and dissertations as major or minor/related field professor.
- f. Contributions to curriculum development.
- g. Participation in juries, hearings, recital committees, and other evaluative activities in the Division.
- h. Regular teaching assessments, including both student course evaluations and mentor faculty evaluations.
- i. Off-campus teaching: residencies, lectures, master classes, etc.
- j. A record of student accomplishments, including graduate school placement and employment in the field.
- k. Assisting students with career development and professional placement.

Faculty members may request observation of their teaching and/or the interview of their students by the chair and/or other faculty members to provide further evidence of teaching effectiveness

Section 1.3

Research and Creative Activities

The professional activities appropriate to this Division include, but are not limited to:

- a. New works created/produced.
- b. Public presentation of works (concert performances, film screenings, sound installations, etc.) in professional, educational, or other venues.
- c. Compositions, arrangements, books, articles, and recordings etc., distributed through traditional recorded media and print publication, as well as web-based and other electronic means.

- d. Reviews of compositions, books, articles, recordings, etc.
- e. Conducting and/or performing activities.
- f. Receipt of commissions, residencies, fellowships, grants, prizes, and awards.

Section 1.4

Service

The service activities appropriate to this Division include, but are not limited to:

- a. New student recruitment, through such activities as guest artist residencies, conference/festival attendance, and other outreach opportunities.
- b. Membership on Division, College, and University Committees.
- c. Chairing/directing of academic units and/or committees.
- d. Coordinating/directing curricular and extracurricular activities of the Division, College, or University.
- e. Service to professional organizations.

Section 1.5

Promotion to the Rank of Associate Professor

The faculty member shall consult with the Division chair and faculty mentor prior to each year of probationary appointment to ensure compliance with the expectations for tenure and promotion to Associate Professor. The faculty member shall be informed in writing of any concerns on the part of the chair, faculty mentor, and/or Division RPTC that may jeopardize consideration for promotion and tenure.

- a. Teaching:
 - i. The faculty member is expected to demonstrate excellence in teaching, as reflected in student and mentor faculty teaching evaluations, as well as review of syllabi and other course materials during the annual merit evaluations.
 - ii. The faculty member is expected to be an active contributor to the teaching mission of the Division, including such activities as directing theses and dissertations, student advising and mentoring, contribution to curriculum development, and participation in juries, reviews, hearings, and recital committees.
 - iii. It is expected that the faculty member will seek out regular external teaching opportunities such as residencies, lectures, and master classes. Such factors as the significance of the host institution, the scope of teaching activities, and potential recruitment impact will be considered.
- b. Research and Creative Activities:
 - i. The faculty member is expected to achieve an emerging professional reputation at the national level. This may be reflected in the number and profile of commissions, performances, recordings, productions, guest artist residencies, and other related creative activities.
 - ii. The faculty member shall demonstrate consistent productivity through the creation of substantial original works (e.g., compositions, recordings, screenings, installations, etc., as appropriate to the specific position). What constitutes "substantial" in this context shall be determined in the annual consultation and

will take into consideration both qualitative and quantitative measures for each work (e.g., duration, performance forces, commissioning entity, collaborators (including performers and ensembles), and/or scope of technological requirements).

- iii. The faculty member shall obtain regular presentations of original works (as defined in 1.5b-ii above) in regional and national venues (including festivals, conferences, and other professional opportunities); the number of presentations may range from year to year and are dependent on scope, but should average 6-8 annually. The significance of these presentations shall be determined in the annual consultation, and will take into consideration such factors as the venue, collaborators, hosting organization, professional visibility, whether the presentation was juried or by invitation, etc.
 - iv. Reviews of creative and scholarly works will be considered in the faculty member's evaluation and may include both printed and web-based formats. Such factors as the significance of the journal/website and professional impact—e.g., based on numbers of citations, distribution, etc.—will be evaluated during the annual consultation.
 - v. The faculty member is expected to show evidence of applying for major grants, fellowships, prizes, and other professional activities each year during the probationary period.
- c. Service:
- i. The faculty member is expected to demonstrate consistent service activity during the probationary period, though success in the other two areas takes priority over service contributions when being considered for promotion to Associate Professor with tenure.
 - ii. The faculty member will determine the appropriate level of service activity during the annual consultation with the Division chair and faculty mentor.

Section 1.6

Promotion to the rank of Professor

The faculty member shall consult with the Division chair and faculty mentor in order to develop an action plan and timeline for promotion to Professor. It is highly recommended that the faculty member arrange annual consultations with the chair and faculty mentor during at least three years prior to applying for promotion.

- a. Teaching:
 - i. The faculty member is expected to take a leadership role in teaching, including mentorship of junior faculty, regular advising of theses and dissertations, curriculum development, etc., in addition to continued excellence in teaching as reflected in student and peer faculty teaching evaluations, as well as review of syllabi and other course materials during annual merit evaluations.
 - ii. The faculty member will determine the expected teaching contributions in consultation with the Division chair and faculty mentor.
- b. Research and Creative Activities:

- i. The faculty member is expected to achieve professional distinction at the national level. This may be reflected in the number and profile of commissions, recordings, public presentations of work, and guest artist residencies, as well as demand as an evaluator (for external tenure/promotion cases) or adjudicator (for competitions or grant-giving organizations). While professional recognition at the international level may also be considered in this regard, it may not be a substitute for a national profile in the profession.
 - ii. The faculty member shall demonstrate consistent productivity through the creation of substantial original works (e.g., compositions, recordings, screenings, installations, etc., as appropriate to the specific position). What constitutes “substantial” in this context shall be determined in the annual consultation and will take into consideration both qualitative and quantitative measures for each work (e.g., duration, performance forces, commissioning entity, collaborators (including performers and ensembles), and/or scope of technological requirements).
 - iii. The faculty member shall obtain regular presentations of original works (as defined in 1.6b-ii above) in regional and national venues (including festivals, conferences, and other professional opportunities); the number of presentations may range from year to year and are dependent on scope, but should average 6-8 annually. The significance of these presentations shall be determined in the annual consultation, and will take into consideration such factors as the venue, collaborators, hosting organization, professional visibility, whether the presentation was juried or by invitation, etc.
 - iv. Reviews of creative and scholarly works will be considered in the faculty member’s evaluation, and may include both printed and web-based formats. Such factors as the significance of the journal/website and professional impact—e.g., based on numbers of citations, distribution, etc.—will be evaluated during the annual consultation.
 - v. The faculty member is expected to show evidence of applying for major grants, fellowships, prizes, and other professional activities each year during the review period.
- c. Service:
- i. The faculty member is expected to demonstrate substantive contributions in the area of service, which may include committee chairmanships, administrative assignments, and faculty mentorship, among other activities.
 - ii. The faculty member will determine the appropriate level of service activity in consultation with the Division chair and faculty mentor.

Approved by the Division of Composition Studies (25 July 2022)

(4.5.4) DIVISION OF JAZZ STUDIES GUIDELINES FOR MERIT EVALUATION

1. Policy and Procedure: The policies and procedures for merit evaluation in the Jazz Studies Division shall be consistent with the University policies as described in the University Policy Manual, sections 06.027 (Academic Workload and Merit Evaluation of Faculty), 06.014 (Supplemental Policy on Evaluating Tenured Faculty at UNT) and 06.025 (Faculty Misconduct and Discipline) and all other University and College policies relating to faculty merit evaluation.

A faculty member who receives an unsatisfactory annual review by the unit review committee must be placed on a professional development plan (PDP) and has up to two calendar years to achieve the outcomes identified in the PDP.

2. General Criteria: The general criteria for evaluation shall be consistent with the University Policy Manual and all other University and College policies relating to faculty merit.

3. Criteria for evaluation of teaching:

Teaching activities include: classroom teaching, private instruction, direction and coordination of ensembles, supervision of special problems classes, special lectures and presentations, jury adjudication and thesis advisement.

Effective teaching in the jazz area shall be characterized by a commitment to excellence. Faculty members may provide evidence of teaching effectiveness in the form of: class syllabi, student evaluations, documentation of awards and honors, documentation of significant student achievement (awards and honors), copies of classroom materials, and documentation of significant ensembles performances. Teaching effectiveness shall be determined additionally by considering the faculty members' activity in advising students, supervising graduate students, and other instructional related activities.

4. Criteria for evaluation of research and scholarly activities:

Research and scholarly activities in jazz studies may include activities in the following areas: presentation of scholarly papers, recordings (as a performer, producer, or composer), publications (articles, books, compositions and arrangements), non-published compositions, recordings, performances (concerts, clinic/concerts, and club appearances), research (pedagogical and musicological), adjudication, editing (Journals, articles and books), clinics, seminars, workshops, and camps. Significance will be given to activities, both on and off campus, that increase the regional, national, and international reputation of the faculty member. Significance will also be given to awards and honors such as prizes or grants for composition, performance, or research.

Participation in professional organizations (offices held or contributions made to) shall be considered as evidence of a positive regional, national, or international reputation.

The Jazz Studies Division recognizes that performance, composition, and recording activities in commercial music as well as jazz represent valid artistic activities.

5. Criteria for evaluation of service:

Service activities include: service to the Jazz Studies Division, service to the College of Music, service to the University, and service to the community.

Service may include: recruitment, committees, faculty senate work, special assignments, administrative assignments, student advising, curriculum advisement, recital adjudication, recital advisement, professional and community organizations, public activities such as performances, clinics, consultation and workshops.

Approved: Jazz Studies Division

DIVISION OF JAZZ STUDIES CRITERIA FOR SATISFACTORY RATINGS MERIT REVIEW

To be eligible for merit, a faculty member must meet these minimum criteria in each workload category for which the percentage is greater than zero.

1. Teaching

Evidence of teaching effectiveness in the forms outlined in the full divisional merit criteria.

No student evaluations lower than 3.0 for the Overall Summative Rating on the SPOT evaluation.

2. Research/Creative

Activities, including public performance, publication, or scholarly or pedagogical activity, that increase the regional, national, and/or international reputation of the faculty member.

3. Service

Service to the division in the form of participation in admission auditions, ensemble auditions, juries, and recital committees as appropriate to teaching duties.

Service to one or more of the following: the College of Music, the University, the community.

UPDATES APPROVED BY THE JAZZ DIVISION FACULTY 7/12/2022
(4.4.4) Division of Jazz Studies Guidelines for Promotion and Tenure

Preamble

1. Policy and Procedure: The policies and procedures for promotion and tenure in the Jazz Studies Division shall be consistent with University Policy Manual. This includes Policy 06.007 (Full-time Faculty and Academic Administrator Annual Review and Academic Administrator Reappointment), Policy 06.035 (Academic Freedom and Academic Responsibility), and all other University and College policies.

2. Please note that Policy 06.004 (Faculty Reappointment, Tenure, Promotion, and Reduced Appointment) describes the criteria for promotion to each rank.

3. General Criteria: The criteria for evaluation shall be consistent with the requirements as stated in the University Policy Manual, section 06.007 (Full-time Faculty and Academic Administrator Annual Review, and Academic Administrator Reappointment).

This document is intended for use by tenure-track faculty as they plan their work on the path towards tenure and by those who evaluate them. To be maximally useful, it must clearly state the types of work to be assessed, what counts as evidence of achievement, and what standards will be used to evaluate it. It must determine when faculty work is meeting expectations fully, when it has fallen short, and when it has exceeded expectations. It must be reviewed often and revised according to changes in the types of work expected and their relative value. Finally, it must provide a framework for demonstrating increasing expectations as the program, the college, and the university work towards higher standards of excellence. It should be evident by comparing existing and proposed portions of the document that follows that if the faculty accept all or any of the proposed revisions, this will constitute a significant increase in rigor that provides the foundation for future gains.

Each division in the College of Music has its criteria because the nature of teaching, research, and service and the balance among them are different in each music discipline. Faculty in Jazz Studies endorses the importance of producing a body of work that peers can evaluate. Faculty in Jazz Studies value teaching and research equally. While service receives secondary emphasis, it is considered necessary because it serves the institution's needs, the professional community, and society.

These criteria should be used with an awareness of the history of the jazz studies program. The primary reason for the early prominence and continued excellence of the program is the early faculty's dedication to teaching. We maintain an even balance between teaching and research. We have a faculty who collectively are prominent nationally and internationally as performers, composers, conductors, and authors. We retain a core value and a commitment to our students' artistic and intellectual growth. Faculty are expected to focus their Teaching and Research/Creative activities on their respective area(s) of expertise.

TEACHING

Effective teaching in the Division of Jazz Studies shall be characterized by a commitment to excellence demonstrated by a measurable positive outcome.

Types of work to be evaluated

1. Classroom teaching (faculty members may request observation of their teaching or the interview of their students by the chair and other faculty members to provide further evidence of teaching effectiveness)
2. Private instruction (including participation in juries and supervising departmental recitals)
3. Direction of ensembles (including participation in ensemble audition recordings)
4. Special lectures and presentations
5. Guiding student research (including master's pedagogy research, doctoral dissertation research)
6. Off-campus teaching or teaching directed towards learners other than UNT students
7. Recruitment of well-prepared students (including participation in on-campus audition and evaluation of audition recordings)
8. Advising students
9. Supervising graduate students

Evidence of achievement

1. Class syllabi and other class-related documents
2. New course preparations
3. Revision of existing courses
4. Revision of degree programs
5. Revision of catalog requirements
6. Student evaluations (including documentation of effort expended to ensure the reliability of student evaluation to the extent that it is under the faculty member's control)
7. Awards and honors received by the faculty member
8. Significant student achievements, such as awards and honors, beyond completion of degree requirements. For significant student achievements, the types of research work to be evaluated for faculty performances, recordings, publications, unpublished items, etc. The degree to which students are prepared for successor courses will be considered as well
9. Other activities related to instruction
10. Peer evaluation: The area coordinator or chair will observe the teaching of untenured faculty members once per year for at least their first three years. A tenured professor shall request the observation of their teaching and the interview of their students by a tenured member of the division faculty; the observation will be communicated in writing and included in the portfolio at the discretion of the professor applying for promotion.

Standards for evaluation

As a minimum, quality teaching requires:

1. Keeping current with artistic and scholarly work in the subjects taught.
2. Comprehensive coverage of material according to the course description.
3. Effective course design ensures that the students' pacing and difficulty level are appropriate.
4. Consistent and punctual attendance at classes, lessons, and rehearsals.
5. Accessibility to students.

The teaching activity must be appropriate to the workload percentage assigned to it.

In addition to meeting basic standards, Assistant Professors seeking promotion to Associate Professor and tenure must demonstrate the measurable positive outcome of teaching using the evidence outlined above as appropriate to the teaching assignment. For example, if areas for improvement are identified through student or peer evaluation, evidence of action taken to improve, and the effectiveness of the action must be provided.

In addition to meeting basic standards, Associate Professors seeking promotion to Professor must demonstrate quality teaching as outlined for Assistant Professors. In addition, they must show efforts to improve instruction at a level above that of the individual class, lesson, or ensemble in the form of curricular revision or other activity that demonstrates leadership in improving teaching.

Research and Creative Activities

Types of work to be evaluated

1. Public presentation of works (concert performances, film screenings, sound installations, etc.) in professional, educational, or other venues.
2. Published recordings (as a performer, composer, arranger, or producer)
3. Publications (articles, books, compositions, and arrangements)
4. Unpublished compositions and recordings (provided that they are made available to a community of peers)
5. Research accomplishments, including research in jazz studies, pedagogy, musicology (broadly defined), and related disciplines, including conference presentations
6. Serving as an editor or peer reviewer of journals, articles, or books
7. Work in a professional organization that draws on the artistic or scholarly ability
8. Other forms of research that involve a community of professional peers, including collaborating with colleagues on research projects
9. New works created (composition, production)

Evidence of achievement

1. Documentation of types of activity outlined above
2. Awards and honors such as prizes or grants for composition, performance, or research
3. Professional notices (brief communications from peers about professional activity, equivalent to citations)
4. Professional critiques (longer communications than a notice from peers about professional activity, equivalent to pre-or post-publication peer reviews)
5. For performance or composition: information about how the performance or composition originated (competition, invitation, source, commission, etc.) and the scope of its geographical impact (local, regional, national, international, etc.). It should be noted that the scope of geographical impact is not the same as location. A nearby performance can be of national impact, and a distant performance can be of only local impact in that location.
6. For scholarship: the stature of the press, distributor, or journal and the importance of the research. This may include documentation of significant citations by other scholars.

7. Participation in professional organizations (offices held or contributions made to) shall be considered evidence of a positive professional reputation.

Standards for evaluation

As a basic standard, the faculty member must present evidence of research or creative activity that has made the faculty member's work available to a community of peers. This must be done in both forms of work described in the preamble: the practice of jazz in a community of peers and the embodiment of professional activity in works that are available for peer evaluation. Significance will be given to activities, both on and off-campus, that increase the professional reputation of the faculty member and reflect positively on the division. In addition, the research activity must be appropriate to the workload percentage assigned.

In addition to meeting the basic standard, Assistant Professors seeking promotion to Associate Professor and tenure must present evidence of an emerging national reputation.

In addition to meeting the basic standard, Associate Professors seeking promotion to Professor must present evidence of the realization of a national reputation.

SERVICE

Types of work to be evaluated

1. Service to the division, college, and university (committees, faculty governance, or other working groups), Coordination (administrative work done as coordinator of Lab Bands, Small Groups, Vocal Jazz, or Improvisation)
2. Service to the profession (work in or on behalf of professional organizations)
3. Service to the community that involves the professional area of expertise
4. Performance and teaching activities shall be listed in this category if they are more service than research.

Evidence of achievement

1. Evidence of the effectiveness of participation on committees or other working groups in attendance, contributions to decision-making during meetings, and work done outside of meetings.
2. Evidence of the effectiveness of participation in national organizations.
3. Recognition received for service activities.
4. Documentation of service activities received from peers.

Standards for evaluation

In this catch-all category that we've agreed to call service, faculty members must effectively do the service work expected of them as colleagues that are not otherwise identified as teaching or research. This work enables the division, college, and university to fulfill their mission. As a basic standard, faculty members must:

1. attend division meetings.
2. communicate in a professional and timely manner.
3. be present on campus to the degree that is appropriate to the teaching assignment, including attendance at student performances.
4. collaborate with colleagues on productive uses of the division's facilities and equipment.

5. follow policies the division has collectively agreed upon as critical to accomplishing its mission (example: work effectively with our administrative assistant on matters involving university funds).

In addition to meeting the basic standard, Assistant Professors seeking promotion to Associate Professor and tenure must demonstrate a commitment to service commensurate with their teaching assignment, level of research activity, and the workload percentage assigned to service. In addition to meeting the basic standard, Associate Professors seeking promotion to Professor must demonstrate a commitment to service commensurate with their teaching assignment, level of research activity, and the workload percentage assigned to service, and they must show evidence of leadership in service activities.

Music Business

In Fall 2016 the College of Music launched an initiative to build a Music Business and Entrepreneurship program and hired a Senior Lecturer to lead the program. Initially, the appointment was made in the Division of Instrumental Studies. In Spring 2019, the Senior Lecturer position was converted Assistant Professor. Because of the faculty member's background and expertise in both entrepreneurship and piano performance, the position was moved to the Division of Keyboard Studies. Therefore, the Division of Keyboard Studies RPTC and the Division Chair were responsible for evaluating the entrepreneurship faculty member for Promotion and Tenure and Annual Review.

The new program title was changed to Music Business. In May 2021, the faculty member in the Music Business position resigned and a visiting lecturer was hired for AY2021-2022. The position was searched, and the new Assistant Professor was hired to start in Fall 2022. Given the candidate's expertise, the position was moved to the Division of Jazz Studies, effective in Fall 2022.

The following criteria for Promotion and Tenure apply to the current faculty member who holds the position of Music Business (2022 – Present). These criteria were designed specifically for the Music Business faculty member who also had a background in performance. Because the new Music Business faculty member was hired in late May, 2022, the criteria below will be amended in Fall 2022 to align with the expectations of the position and the Division of Jazz Studies.

CRITERIA FOR FACULTY EVALUATION – MUSIC BUSINESS

A. Teaching and Instructional Activities. Regardless of other professional activities, high quality teaching is mandatory for tenure and promotion to Associate Professor and Full Professor. Assessment of the quality of teaching must take into account the following criteria:

- thorough coverage of concepts and skills as specified by course syllabi and their alignment with course catalog descriptions
- use of effective teaching strategies suited to the subject matter
- positive student/teacher interpersonal relationships.

The teacher is expected to be fair, impartial, conscientious, consistent, prepared, thoroughly competent in knowledge of subject matter, informed regarding current trends in the field, and able to engender the respect of students.

The Reappointment, Promotion, and Tenure Committees (including the Division Chair, Dean and Provost) will determine the quality of teaching through mechanisms such as:

- student appraisals of teaching
- peer observations
- teaching innovations
- advising
- teaching awards
- student accomplishments
- directing theses and dissertations as major or minor professor
- assisting students with career development and professional placement
- leadership in curricular development and other supporting documentation

B. Scholarly, Professional and Creative Activities

For Promotion and Tenure, the faculty member with a background in entrepreneurship and performance will be evaluated primarily on their scholarly work in entrepreneurship and secondarily on their artistic and creative activity. However, scholarship in the area of entrepreneurship, particularly in the area of publication, must be given the highest priority and will be of greatest importance in the evaluation process for promotion and tenure, followed, in order, by teaching and service.

Faculty members should show evidence of ongoing creative and professional activities at the local, regional, national, and international level. In consultation with the Dean and the Provost's office at the time of appointment to a tenure-track position, consideration may be given to a faculty member who brings an established national and international career prior to employment at UNT, and where that body of work will be applied in the promotion and tenure process.

Types of scholarly work to be evaluated will include:

- Peer reviewed journal publications that reach national/international audiences in the area of entrepreneurship.
- Research or pedagogically-based books or book chapters
- Conference presentations, guest lectures, panel participations
- Adjudication for local, national or international organizations
- Serving as an editor or peer reviewer of entrepreneurship journals, articles or books
- Performances (concerts in professional, educational venues, religious, or other performance venues)
- Published recordings (as a performer, composer, arranger, or producer)
- Other forms of research that involve a community of professional peers, including collaborating with colleagues on research projects
- Honors, awards, grants or contracts relating to the profession.

Evidence of achievement in the area scholarly, creative, and professional activities may be demonstrated through a large variety of means and will be evaluated in terms of quality and quantity, importance, and scholarly significance. Efforts leading to publication are essential and will receive a high priority for tenure and promotion to Associate Professor and to Full Professor. For tenure and promotion to Associate Professor, the entrepreneurship candidate must provide evidence of an emerging national reputation through published research and non-research articles along with national presentations. While non-research articles

contribute to the body of literature, greater importance will be placed on published scholarly research; a high number of non-research articles cannot compensate for indifference to published scholarly research.

For promotion to Associate Professor and to Full Professor, participation in the activities of professional organizations provides supporting evidence of growth and/or prominence. Presentation of scholarly papers, conducting clinics or workshops, serving in positions of international, and regional leadership, and other activities of equal significance are the most valued forms of participation. The Reappointment, Promotion, and Tenure committees will determine whether some appearances as panel moderator, participant, discussant, or other similar roles in prestigious international, national, or regional settings may be considered as significant scholarly work. Other important indicators of achievement include the receipt of fellowships and grants; musical performances; adjudicating; professional consulting; organizing conferences; and other activities that exhibit scholarly and/or professional expertise and competence.

As a benchmark for publication, the entrepreneurship candidate should have approximately 5-6 peer-reviewed published articles or chapters and evidence of presentations at professional conferences or invited talks at other universities, or a published book. In some cases, other scholarly and creative projects (multi-media or digital works) may be accepted. In the case of collaborative works, applied projects, digital humanities, or comparable work, the candidate should specify as precisely as possible the scope of their contribution. It is important to note that the reappointment, promotion, and tenure committees will evaluate the candidate's dossier holistically and will consider the quality, quantity, and significance of research and creative activity in relation to the candidate's teaching, service, and administration (if applicable).

C. Service

Faculty members are expected to engage in service activities to the Division, College of Music, the University, and to the greater community. Participation on Division, CoM and/or University committees as well as the fostering of strong ties to the community is important to a successful tenure and promotion decision. Correspondingly, individual initiatives are an essential component for this category as well as all three categories (Teaching, Creative/Professional Activities and Service).

For awarding of tenure and/or promotion, activity in at least four out of the eight areas is expected:

- Full participation in the administrative functions of the university, college, and/or division
- Service on committees or advisory boards (University, College of Music, Division)
- Service to the community
- Supervision of teaching fellow(s) and teaching assistant(s)
- Membership and participation in professional organizations and all professional activity related to the area of music entrepreneurship.
- Advising of student organizations
- Unusual visibility at the national or international level
- Recruiting or liaison work with the community

Supplement: Division of Jazz Studies Guidelines for Promotion of Lecturers

These guidelines are intended to supplement the policies on appointing and promoting lecturers in the College of Music faculty handbook, section 4.8. That policy includes the statement, "Lecturers are faculty members whose primary responsibilities are related to teaching and student development."

The workload percentages for appointments at the lecturer ranks do not include a portion for research. The workload for lecturers is typically 80-90% teaching and 10-20% service, with 80%/20% being the norm.

The Division of Jazz Studies affirms that the standards for effective teaching and service by Lecturers, Senior Lecturers, and Principal Lecturers are the same as those stated in the guidelines for tenure and promotion of tenure-track faculty.

Professional activities by faculty in lecturer ranks may be listed under the teaching category provided that the activities support and strengthen their work as teachers by maintaining their professional currency. Such activities must be documented using the types of evidence stated in the guidelines for tenure and promotion of tenure-track faculty. Professional activities by faculty in lecturer appointments may also be documented and discussed under the service category if the activities are more appropriately understood as service.

The division endorses the guidelines for promotion to Senior Lecturer and Principal Lecturer stated in section 4.8.2 of the College of Music faculty handbook, including the following requirement for promotion to Principal Lecturer: "a candidate for Principal Lecturer must demonstrate that (s)he has earned recognition in the profession as appropriate to his/her specialization well beyond the University of North Texas area."

The division endorses the following statement in section 4.8.1 on faculty participation in lecturer ranks in one specific aspect of faculty governance at the division level: "Lecturers shall not be eligible to vote in decisions relating to the hiring or the review process of tenured and tenure-track faculty." The division affirms that in all other areas of faculty governance at the division level, faculty in lecturer ranks are eligible for full participation.

Jazz Division Faculty, Approved July 11, 2022

(4.4.5) DIVISION OF KEYBOARD STUDIES DIVISIONAL GUIDELINES FOR PROMOTION AND TENURE

Justification

In reviewing Promotion and Tenure procedures from two aspirational peer institutions (Indiana, Michigan) these guidelines are comparable for the field of music performance. These procedures accord with and are subordinate to any and all policies issued by the University of North Texas and the College of Music.

REVIEW FOR NON-TENURED TENURE TRACK FACULTY

Under UNT Faculty Reappointment, Tenure, Promotion, and Reduced Appointment policy (06.004.II.B), every unit must review annually all tenure-track faculty members during their probationary period. The third-year reappointment review is a more extensive and intensive review that includes the unit, the college, and the provost, but without external review letters (06.004.II.C). Therefore, annually in the fall semester, the Division RPTC will conduct the 3rd. Year review for Division tenure-track faculty when applicable. The RPTC review recommendations must be completed and uploaded into Workflow by the committee chair during the dates indicated at vpaa.unt.edu, containing (1) unit review recommendation, (2) faculty member's response to a negative recommendation (if applicable), and (3) any additional supporting documentation. The RPTC chair also annotates the committee's vote.

In addition, under UNT Faculty Reappointment, Tenure, Promotion, and Reduced Appointment policy (06.004), every unit must conduct reappointment review for 4th/5th year tenure-track faculty during their probationary period. Therefore, annually in the spring semester, the RPTC will conduct the 4th or 5th year unit review for Division tenure-track faculty when applicable. The RPTC review recommendations must be completed and uploaded into Workflow by the committee chair during the dates indicated at vpaa.unt.edu containing (1) Unit review recommendation, (2) faculty member's response to a negative recommendation (if applicable), and (3) any additional supporting documentation. The RPTC chair also annotates the committee's vote.

REVIEW FOR PROMOTION/TENURE (6th Year Review)

Annually in the Fall semester, the RPTC will conduct the 6th Year Unit Review to full tenure and/or promotion for Division tenure-track faculty when applicable. The RPTC review recommendations must be completed and uploaded into Workflow by the committee chair during the dates indicated at vpaa.unt.edu containing (1) Unit review recommendation, (2) faculty member's response to a negative recommendation (if applicable), and (3) any additional supporting documentation. The RPTC chair also annotates the committee's vote.

CRITERIA FOR EVALUATION FOR PROMOTION/TENURE

Granting tenure and promotion requires not only the potential for future achievement but also a

clear record of recent and past achievements. For promotion to the upper ranks of associate and professor, the standards for faculty performance in the areas of 1) teaching, 2) research, creative activity and/or professional activity and 3) service are progressively rigorous and may include consideration of the entire dossier.

The Keyboard Studies Division further emphasizes the importance of a spirit of academic community. There must be a collaborative recognition of mutually agreed upon goals, policies, and procedures.

The following criteria and procedures are supplemental to all policies and procedures as described in the University Policy Manual, section 06.004 et seq. and all other University and College policies relating to faculty promotion and tenure. College and University policies are a priori and take precedence over divisional guidelines.

CRITERIA FOR FACULTY EVALUATION

A. Teaching and Instructional Activities

Effectiveness of teaching will be assessed through peer evaluation of the following criteria, as applicable for each instructor:

1. Technical and artistic development of each faculty member's private students as observed in juries, recitals/hearings, auditions, concerts
2. Documented student achievement in external activities, such as: success in national and international competitions, concert engagements, commercial recordings, participation in festivals, etc.
3. Successful placement of students in academic positions at the collegiate level
Additionally, for promotion to Associate Professor and/or the awarding of tenure, the following will be regarded as evidence of teaching effectiveness:
 - Establishing and maintaining a full class of undergraduate and graduate students. Graduate students will come predominantly from peer institutions. Graduates from the studio who go on to degrees elsewhere will be accepted at peer institutions.
 - Teaching awards and recognition
 - Evidence of course development and new syllabi and/or incorporation of new technologies, if applicable
 - Active involvement in the mentoring of doctoral students, including dissertation supervision, adjudication of DMA recitals, qualifying exams, etc.
 - Students in the studio will be active performers on and off campus, and graduates will be employed in the profession
4. Review and evaluation of course syllabi and related documentation for effective organization, clarity, and relevance
5. Ability to attract, recruit, and retain highly qualified students in their studio and performance area
6. Evidence of successful advising, and record of students' timely progress through their degrees

B. Scholarly, Professional and Creative Activities

Faculty members should show evidence of ongoing creative and professional activities

at the local, regional, national, and international level. In consultation with the Dean and the Provost's office at the time of appointment to a tenure-track position, consideration may be given to a faculty member who brings an established national and international career prior to employment at UNT, and where that body of work will be applied in the promotion and tenure process.

Determining specific criteria, both quantitatively and qualitatively as well as devising a system of 'weighting' activities for members whose teaching responsibilities are predominantly performance-based should remain flexible and take into consideration the evolving nature of the individual's career path. The evaluation process will be an objective examination of one's accumulated dossier of professional activities.

For awarding of tenure and promotion, significant achievements in at least 4 of the 8 areas are expected:

- Solo recitals in nationally and/or internationally recognized venues
- Appearances with orchestra off campus
- Chamber music performances on recognized series or at prominent festivals
- Master classes and/or lectures at universities, conservatories, or conferences
- Commercial recordings
- Invited reviews of books, articles (print or online)
- Scholarly editions of music, published or accepted for publication by prominent publishers in music
- Scholarly research culminating in books, peer-reviewed articles, published or under contract for publication by recognized publishers/journals
- Adjudication for national/international competitions

C. Service

Faculty members are expected to engage in service activities to the Division, College of Music, the University, and to the greater community. Participation on Division, college and/or University committees as well as the fostering of strong ties to the community is important to a successful tenure and promotion decision.

Correspondingly, individual initiatives are an essential component for this category as well as all three categories (Teaching, Creative/Professional Activities and Service).

- For awarding of tenure and/or promotion, activity in at least four out of the six areas is expected:
- Full participation in the administrative functions of the university, college, and/or division
- Service on committees (University, College of Music, Division of Keyboard Studies)
- Membership and participation in professional organizations
- Adjudication for local teaching organizations
- Solo and/or chamber music performances on campus
- Service to the community

PROMOTION TO THE RANK OF PROFESSOR

In keeping with University policy, “an associate professor may undergo the promotion process when, in consultation of the Division Chair and/or RPTC chair, the faculty member believes their record warrants consideration for promotion” (06.004, IV.B.3).

- To achieve promotion to the rank of professor, the following will apply:
- In the area of Scholarly, Creative, and Professional Activities, the candidate’s post-tenure record of accomplishment will demonstrate continued productivity and increased recognition in the faculty member’s area(s) of endeavor.
- In the area of Teaching, candidate should demonstrate an established and consistent record of high-quality teaching responsive both to the educational needs of students and to the curricular and scheduling needs of the Division. The candidate must excel in both graduate and undergraduate applied teaching. Any documented deficiencies in the area of teaching noted at any point in the probationary period must be entirely and unambiguously resolved by the time of the tenure decision.
- In the area of Service, candidates must demonstrate a record of service and leadership at the Division and either the College or the University levels, as well as to the profession. They must demonstrate that they have been willing, when asked by the department chair or nominated by the faculty, to serve on major committees and/or take on major service assignments.

Candidates for promotion to full professor will be evaluated by the same criteria as for tenure and promotion from assistant to associate professor, but should reflect evidence of a significant growth in the quality and impact of work.

EXTERNAL LETTERS OF REVIEW

In accordance with University policy (06.004.V.B.) the Division RPTC will require letters from external reviewers for consideration for tenure and/or promotion. The reviewers chosen are to be experts in the candidate’s field and are as such qualified to make sophisticated qualitative judgments about the applicant’s scholarly or creative record. The external review letters must address the candidate’s record as a scholar, the extent to which his/her scholarly/creative record constitutes a significant contribution to the discipline, and his or her potential for continued productivity. The reviewers will also address the question of whether the reviewer thinks the candidate should be promoted based on the Division’s criteria for promotion and/or tenure”. The RPTC expects claims about “continued productivity” to rest on clear evidentiary bases.

NON-TENURED FACULTY REVIEW

Annually in the Fall semester, the RPTC will conduct the review for Division non-tenured faculty when applicable. The RPTC review recommendations must be completed and uploaded into Workflow by the committee chair during the dates indicated at vpaa.unt.edu containing the RPTC recommendation and any additional supporting documentation. The RPTC chair also annotates the committee’s vote.

REVISED: 05/24/2022 to remove criteria for Music Business and Entrepreneurship

This collection consists of

1. A list of 98 general journals of mathematics, divided into three groups: top quality (6), high quality (20), good quality (72)
2. A list of 74 specialized journals of theoretical mathematics, divided into two groups: high quality (28), good quality (46)
3. A list of 32 journals in statistics and related fields, divided into three groups: top quality (4), high quality (18), good quality (11)
4. A list of 127 other journals of mathematics and related fields, particularly applied mathematics and mathematics education, divided into two groups: high quality (20), good quality (107)

The collection is developed by the UNT Mathematics Department EC with input from all faculty. It is important to note:

- a. The lists are intended as one of several ways to review the quality of research for tenure candidates.
- b. Some journals might appear in more than one list. For instance, PNAS appears both in the general math journals list and the other journals list, as a top quality journal in the former and a high quality journal in the latter. When this happens, the intention is to differentiate those that appear as math papers (and therefore regarded to be of top quality research in mathematics) and those that appear in other fields but with applications of mathematics or even contributions to mathematics (and regarded to be of high quality research in mathematics or applied mathematics).
- c. Some journals publish survey papers, notes, problems and solutions, etc. In these cases not everything published in the journals are considered research publications.

The collection will be maintained and updated by the EC according to the following guidelines:

- At any time, any faculty member may request that the EC consider adding a journal or revising its grouping.
- At least once every 5 years the EC will review and update the entire collection.

Last updated 12/10/2018

General Journals of Mathematics (99)

Top Quality (6)

Acta Mathematica
Annals of Mathematics
Inventiones Mathematicae
Journal of the American Mathematical Society
Proceedings of the National Academy of Sciences of the United States of America
Publications Mathématiques de l'Institut des Hautes Études Scientifiques

High Quality (20)

Advances in Mathematics
American Journal of Mathematics
Annales Scientifiques de l'École Normale Supérieure
Annali della Scuola Normale Superiore di Pisa. Classe di Scienz.
Astérisque
Bulletin of the American Mathematical Society *
Compositio Mathematica
Duke Mathematical Journal
Foundations of Computational Mathematics
International Mathematics Research Notices
Journal de l'Institut de Mathématiques de Jussieu
Journal de Mathématiques Pures et Appliquées
Journal für die Reine und Angewandte Mathematik
Journal of the European Mathematical Society
Mathematics of Computation
Mathematische Annalen
Memoirs of the American Mathematical Society
Proceedings of the London Mathematical Society
Selecta Mathematica
Transactions of the American Mathematical Society

Good Quality (72)

Abhandlungen aus dem Mathematischen Seminar der Universität Hamburg
Acta Mathematica Hungarica
Advances in Applied Mathematics
American Mathematical Monthly **
Annales de l'Institut Fourier. Université de Grenoble.
Archiv der Mathematik (Basel)
Arkiv för Matematik
Ars Mathematica Contemporanea

Last updated 12/10/2018

Asian Journal of Mathematics
Bulletin de la Société Mathématique de France
Bulletin of the Australian Mathematical Society
Bulletin of the Brazilian Mathematical Society
Bulletin of the London Mathematical Society
Bulletin of the Malaysian Mathematical Sciences Society
Canadian Journal of Mathematics
Canadian Mathematical Bulletin
Central European Journal of Mathematics
Chinese Annals of Mathematics. Series B.
Collectanea Mathematica
Commentarii Mathematici Helvetici
Comptes Rendus Mathématique. Académie des Sciences. Paris.
Dissertationes Mathematicae (Rozprawy Matematyczne)
Documenta Mathematica
Electronic Research Announcements in Mathematical Sciences
Expositiones Mathematica
Forum Mathematicum
Glasgow Mathematical Journal
Houston Journal of Mathematics
Illinois Journal of Mathematics
Indagationes Mathematicae
Indiana University Mathematics Journal
International Journal of Mathematics
Israel Journal of Mathematics
Japanese Journal of Mathematics
Journal of Mathematical Analysis and Applications
Journal of the Australian Mathematical Society
Journal of the London Mathematical Society
Journal of the Mathematical Society of Japan
Journal of the Ramanujan Mathematical Society
Kyoto Journal of Mathematics
Manuscripta Mathematica
Mathematica Scandinavica
Mathematical Proceedings of the Cambridge Philosophical Society
Mathematical Research Letters
Mathematika
Mathematische Nachrichten
Mathematische Zeitschrift
Mediterranean Journal of Mathematics
Mémoires de la Société Mathématique de France (Nouvelle Série)
Michigan Mathematical Journal
Milan Journal of Mathematics

Last updated 12/10/2018

Monatshefte für Mathematik
 Moscow Mathematical Journal
 Nagoya Mathematical Journal
 New York Journal of Mathematics
 Notices of the American Mathematical Society *
 Osaka Journal of Mathematics
 Pacific Journal of Mathematics
 Proceedings fo the Japan Academy. Series A. Mathematical Sciences.
 Proceedings of the American Mathematical Society
 Proceedings of the Edinburgh Mathematical Society
 Proceedingsof the Royal Society of Edinburgh. Section A.
 Publicacions Matemàtiques
 Publications of the Research Institute for Mathematical Sciences
 Pure and Applied Mathematics Quarterly
 Quarterly Journal of Mathematics
 Revista Matemática Complutense
 Revista Matemática Iberoamericana
 Rocky Mountain Journal of Mathematics
 Science China. Mathematics.
 Studies in Applied Mathematics
 Tohoku Mathematical Journal

* Only "Feature Articles" are recognized as research publications

** Only "Articles" and "Notes" are recognized as research publications

Specialized Journals in Theoretical Mathematics (74)

High Quality (28)

Acta Arithmeticae	number theory
Algebra and Number Theory	algebra, number theory
Annals of Applied Probability	probability
Annals of Probability	probability
Annals of Pure and Applied Logic	logic
Bernoulli	probability
Communications in Mathematical Physics	mathematical physics, operator algebras
Communications in Number Theory and Physics	number theory, mathematical physics
Communications in Partial Differential Equations	differential equations
Discrete and Continuous Dynamical Systems	discrete math, combinatorics, dynamics
Ergodic Theory and Dynamical Systems	dynamics
Geometric and Functional Analysis	geometry, analysis
Journal d'Analyse Mathématique	analysis, dynamics
Journal of Algebra	algebra

Last updated 12/10/2018

Journal of Algebraic Combinatorics	algebra, combinatorics
Journal of Combinatorial Theory. Series B.	combinatorics
Journal of Differential Equations	differential equations
Journal of Differential Geometry	geometry, mathematical physics
Journal of Functional Analysis	analysis, geometry, mathematical physics
Journal of Mathematical Logic	logic
Journal of Modern Dynamics	dynamics
Journal of Number Theory	number theory
Journal of Symbolic Logic	logic
Nonlinear Analysis	analysis
Nonlinearity	dynamics, mathematical physics, analysis
Probability Theory and Related Fields	probability
Representation Theory	algebra
Transformation Groups	algebra

Good Quality (46)

Advances in Applied Probability	probability
Advances in Differential Equations	differential equations
Alegraba Colloquium	algebra
Algebra and Logic	logic
Algebra and Representation Theory	algebra
Algebra Universalis	algebra
Archive for Mathematical Logic	logic
Bulletin of Symbolic Logic	logic
Combinatorica	combinatorics
Communications in Algebra	algebra
Designs, Codes and Cryptography	algebra
Differential and Integral Equations	differential equations
Dynamical Systems	dynamics
Electronic Communications in Probability	probability
Electronic Journal of Differential Equations	differential equations
Electronic Journal of Probability	probability
Electronic Journal of Qualitative Differential Equations	differential equations
Finance and Stochastics	probability
Fundamenta Mathematicae	logic, topology, dynamics
Geometricae Dedicata	geometry, topology, group theory, dynamics
International Journal of Number Theory	number theory
Journal de Théorie des Nombres de Bordeaux	number theory
Journal of Algebra and Its Applications	algebra
Journal of Applied Probability	probability
Journal of Combinatorial Theory. Series A.	combinatorics
Journal of Group Theory	algebra

Last updated 12/10/2018

Journal of Lie Theory	algebra
Journal of Pure and Applied Algebra	algebra
Journal of Statistical Physics	statistical physics, dynamics
Journal of Theoretical Probability	probability
Journal of Topology and Analysis	topology, analysis
Linear Algebra and Its Applications	algebra
Linear and Multilinear Algebra	algebra
Mathematical Logic Quarterly	logic
Notre Dame Journal of Formal Logic	logic
Positivity	analysis
Ramanujan Journal	number theory
Random Structures and Algorithms	probability
Semigroup Forum	algebra
Stochastic Analysis and Applications	probability
Stochastic Processes and Applications	probability
Stochastics	probability
Stochastics and Dynamics	dynamics, probability
Studia Mathematica	analysis, probability
Topology	topology
Topology and Its Applications	topology

Journals of Statistics and Related Fields (32)

Top Quality (4)

Annals of Statistics
 Biometrika
 Econometrica
 Journal of the American Statistical Association

High Quality (18)

Bayesian Analysis
 Biometrical Journal
 Biometrics
 IEEE Transactions on Image Processing
 IEEE Transactions on Information Theory
 IEEE Transactions on Signal Processing
 Journal of Computational and Graphical Statistics
 Journal of Econometrics
 Journal of Multivariate Analysis
 Journal of the Royal Statistical Society, Series B: Statistical Methodology

Last updated 12/10/2018

Journal of Time Series Analysis
Scandinavian Journal of Statistics
Statistica Sinica
Statistics
Statistics and Computing
Statistics in Medicine
Stochastic Processes and their Applications
Technometrics

Good Quality (11)

American Statistician
Canadian Journal of Statistics
Computational Statistics & Data Analysis
Journal of Applied Statistics
Journal of Nonparametric Statistics
Journal of Statistical Computation and Simulation
Journal of Statistical Planning and Inference
Lifetime Data Analysis
Statistica Neerlandica
Statistics & Probability Letters

Journals Other Than Theoretical Mathematics and Statistics (127)

High Quality (20)

Acta Numer.
Advanced Materials
Annual Review of Materials Research
Computer Methods in Applied Mechanics and Engineering
Computers & Mathematics with Applications
IEEE Trans. Automat. Control
IEEE Trans. Image Process.
IEEE Trans. Inf. Theory
International Journal for Numerical Methods in Engineering
Mathematical Programming
Nature
Nature Materials
Physical Review Letters
Proceedings of the National Academy of Sciences
Reviews of Modern Physics
Science
SIAM J. Imagin Sci.

Last updated 12/10/2018

SIAM Journal on Optimization
SIAM Journal on Scientific Computing
SIAM Review

Good Quality (107)

Advances in Applied Probability
Advances in Computational Mathematics
AIP Advances
Annals of Applied Probability
Annals of Operations Research
Annals of Probability
Appl. Math. Optim.
Applied Mechanics Reviews
Applied Numerical Mathematics
Applied Physics Letters
Biometrika
Biosystems
Cement and Concrete Research
College Mathematics Journal
Communications in Mathematics Physics
Computational Optimization and Applications
Educational Studies in Mathematics
Engineering Optimization
Experimental Mathematics
Geometry and Topology
IEEE Trans. Comput. Intell. AI Games
IEEE Trans. Comput-Aided Des. Integr. Circuits Syst.
IMA Journal of Numerical Analysis
International Journal for Studies in Mathematics Education
International Journal of Applied Mechanics
International Journal of Engineering Science
International Journal of Mathematical Education in Science and
Technology
International Journal of Mechanical Sciences
International Journal of Research in Undergraduate Mathematics
Education
International Journal of Solids and Structures
Journal for Research in Mathematics Education
Journal of Applied Physics
Journal of Applied Probability
Journal of Chemical Physics
Journal of Colloid and Interface Science

Last updated 12/10/2018

Journal of Combinatorial Optimization
Journal of Computational and Applied Mathematics
Journal of Computational Mathematics
Journal of Computational Physics
Journal of Fluid Mechanics
Journal of Geophysical Research
Journal of Global Optimization
Journal of Materials Research
Journal of Mathematical Behavior
Journal of Mathematical Physics
Journal of Mathematics Teacher Education
Journal of Optimization Theory and Applications
Journal of Physical Chemistry B
Journal of Physics A: Mathematical and General
Journal of Scientific Computing
Journal of Statistical Physics
Journal of the Mechanics and Physics of Solids
Journal of Theoretical Biology
Macromolecular Theory and Simulations
Materials Characterization
MathAMATYC Educator
Mathematical Thinking and Learning
Mathematics in School
Mathematics Magazine
Mathematics of Computation
Mathematics of Operations Research
Mathematics Teacher
Mathematics Teaching in the Middle School
Mechanics of Materials
Modelling and Simulation in Materials Science and Engineering
Molecular Physics
Numerical Linear Algebra with Applications
Numerische Mathematik
Optics Express
Optim. Lett.
OPTIMAL CONTROL APPLICATIONS & METHODS
Optimization and Engineering
Optimization Methods & Software
Pac. J. Optim.
Philosophical Transactions of the Royal Society A
Physica A
Physical Biology
Physical Review A

Last updated 12/10/2018

Physical Review B
Physical Review E
Physics of Fluids
PLoS Computational Biology
PLoS ONE
Polymer Engineering and Science
Probability Theory and Related Fields
Problems, Resources, and Issues in Mathematics Undergraduate Studies
Proceedings of the Royal Society of London A
Research in Collegiate Mathematics Education
Research in Mathematics Education
Reviews in Chemical Engineering
SIAM Journal on Applied Dynamical Systems
SIAM Journal on Applied Mathematics
SIAM Journal on Control and Optimization
SIAM Journal on Financial Mathematics
SIAM Journal on Matrix Analysis and Applications
SIAM Journal on Numerical Analysis
Smart Materials and Structures
Soft Matter
Statistics and Probability Letters
Statistics Education Research Journal
Structural and Multidisciplinary Optimization
Studies in Applied Mathematics
Teaching Children Mathematics
The Mathematics Educator
Theory of Probability and Its Applications

Last updated 12/10/2018

(4.4.7) DIVISION OF MUSIC HISTORY, THEORY AND ETHNOMUSICOLOGY GUIDELINES FOR PROMOTION & TENURE

Section 1.1. Promotion to Associate Professor and/or Tenure at that Rank — In general, a faculty member should be considered eligible for tenure and promotion to the rank of Associate Professor when he or she has:

1. Engaged in professional activity that constitutes a significant contribution to the discipline, with evidence of recognition at the national level; this professional activity must include publications appropriate in quantity and quality to the faculty member's mission, as outlined in Section 2.3, Statement of Criteria for the Evaluation of Division Personnel — Professional Growth and Development. Publications completed during the tenure-track period at UNT will be given priority; however, significant publications from before hire at UNT will be considered, particularly for cases of early tenure.
2. Demonstrated excellence in teaching and commitment to service; and
3. Indicated a willingness to make a continuing contribution as a member of the faculty.

Section 1.2. Promotion to Professor and/or Tenure at that Rank — In general, a faculty member should be considered eligible for promotion to the rank of Professor when he or she has:

1. Engaged in professional activity with evidence of recognition at the international level; this professional activity must demonstrate a continuing record of publication in media appropriate to the faculty member's mission. As to the quantity and quality of publications, see Section 2.3, Statement of Criteria for the Evaluation of Division Personnel — Professional Growth and Development.
2. Demonstrated continuing excellence in teaching and commitment to service; and
3. Showed clearly the desire and potential to maintain a position of continuing leadership in the discipline.

STATEMENT OF CRITERIA FOR THE EVALUATION OF DIVISION PERSONNEL

Section 2.1. Preamble—A well-conceived educational program will have a diversity of goals and objectives; such a program requires a faculty with varied abilities and interests. Each individual should be motivated to contribute to the program in a unique way and must have assurance that a variety of routes for advancement will be recognized.

The Divisional Promotion and Tenure Policies and Procedures shall be consistent with University policies as described in the University Policy Manual, section 06.004, 06.005, and 06.007 and all other University and College policies relating to faculty promotion and tenure.

Section 2.2 Significance of Activities — It is the policy of the Division to encourage its members to develop talents to the fullest potential, permitting each member to make a unique contribution. Balance is expected among the categories of evaluation and must be considered in the evaluation for promotion and tenure.

The two categories that most clearly embody the mission of the Division are, in order of priority: (1) Professional Growth and Development and (2) Teaching. In compliance with the University Workload Policy, the percentage of workload assigned to these categories for each faculty member will be negotiated by the faculty member with the Division Chair to fulfill adequately the needs of the Division. These two categories, "Professional Growth & Development" and "Teaching," will weigh more heavily than the "Service" category in the peer evaluation process. Because individual faculty members will make different contributions to the mission of the Division, the job descriptions and negotiated workloads of individual faculty will serve as the basis for evaluation.

Section 2.3. Professional Growth and Development — A healthy Division must be comprised of individuals who are continually growing and developing their individual scholarship. Evidence of continued professional growth must be considered a basis for reward while lack of achievement must be considered a negative factor.

The professional activity of a faculty member must be evaluated in terms of scope, depth, and breadth of influence; as such, it is incumbent upon the faculty member to provide evidence that will allow for the evaluation of professional activity according to these three criteria. Activity at the international level is to be considered most significant, followed by activity at the national, regional, and local levels.

Research leading to public presentation and publication is essential to any Division aspiring to a position of excellence, and such activity must receive high priority. While faculty are encouraged to reach and maintain high standards in both quantity and quality, any evaluation of a faculty member's record must consider the quality as well as the quantity of presentations and publications. The primary means by which quality may be assessed is through the peer review process. Other forms of assessment include reviews in professional journals, citations in works by other scholars, invitations to participate in professional activities, and documented acceptance rates from peer-reviewed journals and publishers.

2.3.1. The standard for tenure and promotion to Associate Professor in Ethnomusicology and Music History is a monograph accepted for publication by an academic press (a complete monograph not yet accepted but submitted with the candidate's materials will also be considered), no less than two substantial articles or chapters issued in peer-reviewed publications, and evidence of research presentations at professional conferences or invited talks at other universities. In some cases, other scholarly and creative projects (such as a critical edition of a major work including the entire scholarly apparatus, multi-media or digital works, or no less than four substantial articles or chapters in peer-reviewed publications) may be accepted in lieu of the monograph, with justification as to why they are commensurate to a monograph. In the case of collaborative works, applied projects, digital humanities, or comparable work, the candidate should specify as precisely as possible the scope of their contribution.

2.3.2 The standard for tenure and promotion to Associate Professor in Music Theory is a monograph accepted for publication by an academic press (a complete monograph not yet accepted but submitted with the candidate's materials will also be considered), or five articles or chapters that primarily are peer-reviewed, and evidence of research presentations at professional conferences or invited talks at other universities. In some cases, other scholarly and creative projects (multi-media or digital works) may be accepted. In the case of collaborative works, applied projects, digital humanities, or comparable work, the candidate should specify as precisely as possible the scope of their contribution.

2.3.3. The standard for promotion to Full Professor in Ethnomusicology and Music History is a monograph accepted for publication by an academic press (a complete monograph not yet accepted but submitted with the candidate's materials will also be considered), and a substantial article or chapter issued in a peer-reviewed publication, and evidence of research presentations at professional conferences or invited talks at other universities. These items should have been produced since the time the last rank was achieved, however, the entire career will be taken into account in order to ensure consistent scholarly productivity. In some cases, other scholarly and creative projects (such as a critical edition of a major work including the entire scholarly apparatus, multi-media or digital works, or no less than four substantial articles or chapters in peer-reviewed publications) may be accepted in lieu of the monograph, with justification as to why they are commensurate to a monograph. In the case of collaborative works, applied projects, digital humanities, or comparable work, the candidate should specify as precisely as possible the scope of their contribution.

2.3.4. The standard for promotion to Full Professor in Music Theory is a monograph accepted for publication by an academic press (a complete monograph not yet accepted but submitted with the candidate's materials will also be considered), or four major articles or chapters issued in peer-reviewed publications, and evidence of research presentations at professional conferences or invited talks at other universities. These items should have been produced since the time the last rank was achieved, however, the entire career will be taken into account in order to ensure consistent scholarly productivity. In some cases, other scholarly and creative projects (multi-media or digital works) may be accepted in lieu of the monograph, with justification as to why they are commensurate to a monograph. In the case of collaborative works, applied projects, digital humanities, or comparable work, the candidate should specify as precisely as possible the scope of their contribution.

2.3.5. Participation in the activities of scholarly professional organizations is another indicator of professional growth and development. Presentation of scholarly papers to such organizations, including invited talks at other universities, is the most valued form of participation; of lesser importance, yet still a mark of recognition by one's peers, is the appearance on panels as moderator, chairperson, or discussant. Presentations made on campus, such as speaking on the Division Lecture Series, may also be considered in assessing professional growth.

2.3.6. Another indicator of distinction in academic research is the receipt of prizes, fellowships, and grants. In general, any evidence of continued study and growth may be included in an evaluation of the professional development of a faculty member.

Section 2.4. Teaching — Quality teaching is expected. As a minimum, good teaching requires (1) keeping abreast of current scholarly work in the subjects taught, (2) faithful meeting of classes, (3) comprehensive coverage of material according to the course description, and (4) accessibility to students. Failure to meet these basic standards must be a negative factor.

Assessment of the quality of teaching must take into account (1) course materials submitted for consideration, such as syllabi or sample exams, (2) new preparations, (3) use of research to support teaching, (4) teaching innovations and use of media, (5) including guest scholars for in-

class presentations or discussions, (6) student appraisals of teaching, (7) teaching awards, and (8) effective advising of dissertations and theses, if applicable. The Division Chair observes the classroom teaching of untenured faculty members, once per year, for at least their first three years. A tenured or untenured instructor may also request the observation of his/her teaching and/or the interview of his/her students by any member of the Division faculty, who may then write in support of the faculty member.

Section 2.5. Service — Service to the Division, College of Music, University, Profession, and/or Community is expected of all faculty members and must be evaluated on the basis of the extent and significance of the contribution and its impact on the professional reputation of the faculty member.

2.5.1 Indicators of service to the discipline include being an editor of a journal, member of an editorial board, and an officer of an international, national, or regional scholarly association.

These division guidelines must comply with UNT and College of Music policies. In case of discrepancies, UNT and College of Music policies will supersede. Guidelines will be reviewed as needed. Changes will be forwarded to the Division Chair and the Chair of the Division RPTC. The Division RPTC will review the changes and will make recommendations for revisions. The Division as a whole (tenure and tenure-track faculty) will discuss and approve amendments by a two-thirds vote.

Approved: Division of Music History, Theory and Ethnomusicology
Amended: October 24, 2018

PROMOTION AND TENURE EVALUATION CRITERIA

Division faculty will be evaluated for promotion and tenure in three areas: teaching, professional activities/research, and service. General guidelines for evaluation are as follows:

I. TEACHING

Regardless of other professional activities, high quality teaching is mandatory for tenure and promotion to Associate Professor and Full Professor. Assessment of the quality of teaching must take into account (1) thorough coverage of concepts and skills as specified by course syllabi and their alignment with course catalog descriptions, (2) use of effective teaching strategies suited to the subject matter, and (3) positive student/teacher interpersonal relationships. The teacher is expected to be fair, impartial, conscientious, consistent, well prepared, thoroughly competent in knowledge of subject matter, informed regarding current trends in the field, and able to engender the respect of students. The Reappointment, Promotion, and Tenure Committees (including the Division Chair, Dean and Provost) will determine the quality of teaching through such mechanisms as student appraisals of teaching, peer observations, teaching awards, and other supporting documentation.

II. SCHOLARLY, CREATIVE, AND PROFESSIONAL ACTIVITIES

The Division of Music Education must be composed of individuals who ceaselessly improve their professional expertise, continually develop their individual scholarship, and perpetually advance their professional visibility and influence. Further, it is each faculty member's responsibility to augment and expand the body of knowledge in music education. For promotion and tenure, scholarly, creative, and professional activities are of primary importance. Evidence of achievement in the area of scholarly, creative, and professional activities may be demonstrated through a variety of means. However, these activities must reflect high standards of scholarship and/or artistry in order to qualify as appropriate reflections of achievement. The professional activities of each faculty member will be evaluated in terms of quality and quantity, importance, and scholarly significance. It is incumbent upon the individual to provide evidence that will enable the Reappointment, Promotion and Tenure committees to properly evaluate these activities.

Tenure/Promotion to the Rank of Associate Professor

Efforts leading to publication are essential for faculty at any music education program aspiring to a position of excellence. Therefore, such activities must receive a high priority for tenure and promotion to Associate Professor. Music Education is a journal field. Therefore, although publication may be broadly defined to include practitioner articles, books, book chapters, reviews, recordings, translations, software, and other endeavors, the highest value will be placed on research articles published in blind-peer-reviewed research journals. Because journal rankings in music education can fluctuate (and are thus unreliable at any one moment in time), it is incumbent upon the faculty member under review to provide evidence of a publication's merit (e.g., indexing, ranking, quantity of citations, acceptance rate, audience/subscription size, etc.). For tenure and promotion to Associate Professor, individuals must provide evidence of an emerging national reputation through published peer-reviewed research articles that support a clear line of inquiry.

Published books (or books under a publishing contract) may be acceptable for credit toward tenure and promotion to Associate Professor based on factors such as quality of scholarship, significance of the work for the profession, generation of new knowledge, reputation of the publisher, etc. The Reappointment, Promotion, and Tenure committees will determine whether a book meets the standards of scholarship established by peer-reviewed research journals.

Collaborative scholarship is often appropriate, and the Division values it as a legitimate form of inquiry and production. However, publications for which the individual is the sole or first author (of a multi-authored work) will be valued more highly than other collaborative efforts, unless the faculty member provides evidence that all co-authors on a project contributed equally. Additionally, collaborations with former

teachers or mentors, while a sound strategy for early-career faculty, cannot alone establish an independent, emerging national reputation.

Faculty presentations at scholarly conferences are essential for establishing a national reputation, disseminating research, peer networking, and as a means of gaining feedback on works in progress. As such, paper presentations at national and international research conferences are highly valued by the Division. However, such activities should be seen as helping faculty to prepare their works for publication and are thus less ends in themselves than means to achieving ends. Faculty will receive recognition for conference presentations, but they will be afforded less significance than publications when considering merit evaluation/ranking or tenure and promotion (except in cases of a keynote address or a presentation given at a conference that can be demonstrated to be both peer-reviewed and highly selective). Such activities may be afforded more significance when probationary faculty are being considered for reappointment at the time of midterm review (i.e., they may constitute evidence that someone who has not yet had a chance to establish an extensive publication record is in fact pursuing an active program of scholarship/creative activity).

While articles aimed at a practitioner audience (and published in journals not focused on research) contribute to the body of literature, help disseminate knowledge, and are of high value to the profession, greater importance will be placed on published scholarly research; a high number of articles for practitioners (even if peer-reviewed) cannot compensate for a lack of published peer-reviewed research. The same also applies to presentations at practitioner music education conferences (such as state music education association conventions and national practitioner conferences).

Other important indicators of achievement include the receipt of fellowships and grants; musical performance; adjudicating; professional consulting; invited lectures; invited visiting scholar appointments; invited keynote addresses; invited chapters in edited volumes; significant book publications; and other activities that exhibit scholarly and/or professional expertise and competence. Of lesser importance, but still a mark of recognition by one's peers, are appearances as panel moderator, participant, discussant, clinician, workshop leader, or other similar roles. The evaluation committees will consider the quality and significance of each professional activity based on factors such as scope, impact, scholarly reputation, prestige of publisher/editor, reputation of host institution, size of grant, etc. in evaluating the individual's achievement in this area as it relates to tenure and promotion to Associate Professor. Particular importance will be placed upon those activities that clearly advance the reputation and stature of the individual faculty member, the Division, and the College.

Promotion to the Rank of Professor

Promotion to (Full) Professor is predicated on the candidate's documentation of an established national/international reputation. For promotion to Professor, candidates should present evidence of a line of research becoming more established, contributing to new knowledge that is consequential in the profession, with multiple publications in high caliber research journals. National or international status research publications and presentations need to be extensive to document sufficient quantity. Other important indicators of achievement include the receipt of fellowships and grants; musical performance; adjudicating; professional consulting; invited lectures; invited visiting scholar appointments; invited keynote addresses; invited chapters in edited volumes; significant book publications; and other activities that exhibit scholarly and/or professional expertise and competence. The evaluation committees will consider the quality and significance of each professional activity and the quantity of such activities in evaluating the individual's achievement in this area as it relates to promotion to Professor. Particular importance will be placed upon those activities that clearly advance the reputation and stature of the individual faculty member, the Division, and the College. Of lesser importance, but still a mark of recognition by one's peers, are appearances as panel moderator, participant, discussant, clinician, workshop leader, or other similar roles. The Reappointment, Promotion, and Tenure committees will determine whether some appearances as panel moderator, participant, discussant, or other similar roles in prestigious international, national, or regional settings may be considered as significant scholarly work.

III. SERVICE

Service to the Division, College, University, Community, and Profession is expected of all faculty members (at some level) and shall be evaluated on the basis of the extent and significance of the contribution. For all faculty, indicators of achievement in this area include awards for service, certificates of appreciation, and similar honors. Music education community engagement experiences are essential in the Division of Music Education; experiences that engage faculty with K-12 teachers, students, and the community in the local area and the state are especially important.

Tenure/Promotion to the Rank of Associate Professor

For promotion to Associate Professor, engaging in the activities of professional organizations provides supporting evidence of growth and/or prominence. Additionally, attending professional conferences and meetings for professional development and presenting invited clinics or workshops at the local and state levels are considered valued forms of participation.

Promotion to the Rank of Professor

For promotion to the rank of Professor, editorships and editorial board memberships (especially those of nationally circulated journals), organizing professional conferences and meetings, presenting invited clinics or workshops at the regional and national levels, and serving in positions of international, national, and regional leadership are the most valued forms of participation. Individuals seeking promotion to Professor should also demonstrate a record of service activity within the institution, including serving on university, college, and division standing and ad hoc committees (such as faculty search committees). Leadership positions within these committees are particularly noteworthy. Coordination of academic programs is an important and significant service to the Division.

Approved, Music Education Division (October, 2018)

DEPARTMENT OF PHYSICS
CRITERIA FOR PROMOTION TO FULL PROFESSOR
(Revised 11/20/18)

OVERVIEW

Promotion to Full Professor requires a sustained record of excellence in research, teaching, and service activities. Candidates will have established a national and international reputation in their research field.

- Candidates must have a continuous record of high quality, independent, productive research, resulting in high quality publications in peer reviewed journals and conference presentations. Candidates will have a demonstrable national and international reputation in their field. Candidates must have a record of sustained success in securing funding through extramural sources to support a thriving research program. Candidates must be actively engaged in the graduate program by supervising doctoral students in their research and dissertation studies and at least two PhD student must have received their doctorate under the candidate's supervision.
- High quality teaching in undergraduate and graduate courses is required.
- Candidates are expected to actively participate in departmental service and governance. Candidates should also have participated in college and university level service. Significant service to the profession is required.

RESEARCH AND SCHOLARSHIP

Candidates for promotion to Full Professor must have a sustained record of high-quality research and must have established a demonstrable national and international reputation in their research field.

Ultimately, it is the candidate's responsibility to provide evidence of the quality of scholarship. Indicators of the quality and reputation of a candidate's research program include:

- Publications in high quality/high impact peer reviewed journals,
- Significant numbers of citations to published articles,
- Intellectual property disclosures and patents,
- Awards and distinctions from professional organizations, such as being designated a Fellow in the American Physical Society,
- Invited papers or book chapters in high quality publications,
- High h-index (or other impact indices) relative to the candidate's research field and cohort,

- Invited presentations or invited session chair/organizer at conferences with national or international scope,
- Serving on editorial boards of high impact journals,
- Serving on federal funding agency review panels and boards,
- Invitations to serve on program review committees,
- Serving as an officer or committee member for national or international professional organizations.

Demonstrating a sustained, high quality research program involves a balance of the above quality indicators and a sufficient quantity of results to have established a national and international reputation in the field. The department allows faculty discretion in defining this balance between quality and quantity for their particular research area by setting a minimum threshold of “impact-points.” This is the sum of journal impact factors for their peer-reviewed journal publications over the period as associate professor. The chart below specifies the thresholds for various research areas. The thresholds are based on the median journal impact factors for the research areas, as reported in the (2017) Journal Citation Reports by Clarivate Analytics, for journals within the specified research areas. (The thresholds are equivalent to twenty-two publications in journals with median impact factor in the research area.)

Journal impact factors evolve over time. Therefore, periodic reviews will be conducted to determine whether the impact-point thresholds should be adjusted. While journal impact factors do not change rapidly, there may be sufficient variation over the time period that a faculty member is an associate professor that an adjustment in the impact-point thresholds are warranted. If the thresholds are adjusted during the promotion evaluation period, the faculty member may elect to be evaluated by the thresholds in place at the time of their promotion to associate professor or those in place at the time they elect to be considered for promotion to full professor. Research programs of faculty may cross several areas over their career. Faculty will consult with the departmental EC/PAC through the Department Chair to determine appropriate research area(s) from which to derive a suitable impact-point threshold (e.g., a weighted average of impact-point thresholds derived from multiple areas in which the faculty member conducts research). Note that publications are evaluated the same whether they are published in digital or print formats and whether they are made accessible online to the public at no cost or are accessible only through individual or institutional purchase

Achieving the impact-point threshold should not be construed as ensuring promotion to full professor. The threshold is a minimum standard necessary to be considered. The departmental EC/PAC will weigh other indications of quality and impact of the faculty member’s research (e.g., h-index relative to the research field and time in career, speaker invitations, intellectual property disclosures and patents, awards, etc.) along with the other research, teaching, and service criteria discussed below. Likewise, evaluations by external reviewers are a critical component in judging the impact of a candidate’s research.

Candidates must have a sustained record of securing extramural funding over their career and demonstrate strong future potential for receiving additional funding. Extramural funding

includes grants and contracts from government, industry, or private sources; in-kind awards for access to computational, observational or instrumental resources; instrumentation grants, and travel grants. Extramural funding must support a thriving research program – for example, providing salary support for research assistants, funding post-doctoral positions, and supporting travel to professional conferences – leading to the discovery and dissemination of original research results. Candidates are expected to demonstrate leadership in obtaining and managing extramural funding by serving as the principal investigator or as the lead UNT investigator for at least one external research grant.

Sustaining a vibrant research program and contributing to the research climate of the department requires active participation in the graduate program. Candidates are expected to have a sustained record of recruiting and mentoring graduate students and/or postdoctoral fellows, leading to the timely completion of graduate theses and dissertations. At least two PhD student must have received their doctorate under the candidate’s supervision.

TEACHING

High quality teaching in undergraduate and graduate courses is a minimum expectation for promotion to Full Professor. Teaching quality is assessed along the same criteria as for tenure decisions – student evaluations, peer observations/evaluations, course content, instructional innovation and teaching awards – with somewhat more emphasis on contributions to the graduate program.

SERVICE

Candidates are expected to actively – and positively – participate in departmental governance. Candidates should also have participated in college and university level service. Significant service to the profession is required.

PARTICIPATION IN THE COMMUNITY OF SCHOLARS

It is important that all faculty demonstrate an understanding of the responsibilities of working as member of the community of scholars and act accordingly. Teaching, research and service duties should be performed conscientiously and with integrity. All faculty should interact with colleagues, staff and students with civility and respect.

Table 1. Impact-point thresholds for promotion to full professor, by research area.

Research Sub-discipline	Impact-point Threshold
Condensed Matter Physics	49
Mathematical Physics	29
Atomic, Molecular & Chemical Physics	48

Fluids & Plasma Physics	43
Particles & Fields Physics	50
Nuclear Physics	42
Applied Physics	39
Multidisciplinary Physics	36
Biophysics	55
Multidisciplinary Materials Science	44
Nanoscience & Nanotechnology	65
Astronomy & Astrophysics	47
Materials Science, Characterization & Testing	32
Education, Scientific Disciplines	33

DEPARTMENT OF PHYSICS
CRITERIA FOR TENURE
(Revised 11/20/18)

OVERVIEW

Candidates for promotion and tenure are evaluated based on their research/scholarship, teaching, and service activities.

- Candidates for tenure must demonstrate sustained excellence in research through a quality, independent, productive research program, resulting in high quality publications in peer reviewed journals and conference presentations. Candidates must have a record of success in securing funding through extramural grants, contracts or other support that enables a thriving research program. Candidates are expected to be engaged in the graduate program by supervising doctoral students in their research and dissertation studies.
- Excellence in teaching undergraduate and graduate courses is required.
- Candidates are expected to actively participate in departmental service and governance. While assignments are generally reduced prior to tenure, candidates are expected to provide quality service.

RESEARCH AND SCHOLARSHIP

Candidates for tenure must demonstrate excellence in research, having established a quality, independent, productive research program.

Ultimately, it is the candidate's responsibility to provide evidence of the quality of scholarship. Quality indicators of a candidate's research include:

- Publications in high quality peer reviewed journals,
- Publications in peer reviewed journals with high impact factors within their field,
- Invited papers or book chapters in high quality publications,
- Citations to published articles,
- Research indices (e.g., h-index)
- Intellectual property disclosures and patents,
- Presentations and invited talks in departmental colloquium, workshops and conferences.

Demonstrating excellence in research involves a balance of the above quality indicators and a sufficient quantity of results to have established a sustainable research program. The

department allows faculty discretion in defining this balance between quality and quantity for their particular research area by setting a minimum threshold of “impact-points.” This is the sum of journal impact factors for their peer-reviewed journal publications during their tenure-track period while at UNT. The chart below specifies the thresholds for various research areas. The thresholds are based on the median journal impact factors for the research areas, as reported in the (2017) Journal Citation Reports by Clarivate Analytics, for journals within the specified research areas. (The thresholds are equivalent to eight publications in journals with median impact factor in the research area.)

Journal impact factors evolve over time. Therefore, periodic reviews will be conducted to determine whether the impact-point thresholds should be adjusted. Generally, journal impact factors do not change rapidly, so tenure track faculty will be evaluated based upon the impact-points threshold in place at the time of hiring at UNT. Research programs of some faculty may cross several areas. At the time of hire, faculty will consult with the Department Chair to determine appropriate research area(s) from which to derive a suitable impact-point threshold (e.g., a weighted average of impact-point thresholds derived from multiple areas in which the faculty member conducts research). Note that publications are evaluated the same whether they are published in digital or print formats and whether they are made accessible online to the public at no cost or are accessible only through individual or institutional purchase.

Achieving the impact-point threshold should not be construed as indicating that tenure will be awarded. The threshold is a minimum standard necessary to be considered. The departmental EC/PAC will weigh other indications of quality and impact of the faculty member’s research (e.g., h-index relative to the research field and time in career, speaker invitations, awards, etc.) along with the other research, teaching, and service criteria discussed below. Likewise, evaluations by external reviewers are a critical component in judging the impact of a candidate’s research.

Establishing an independent research program requires a record of success in securing extramural funding. Extramural funding includes grants and contracts from government, industry, or private sources; in-kind awards for access to computational, observational or instrumental resources; instrumentation grants, and travel grants. Extramural funding should directly benefit a candidate’s research program – for example, providing salary support for research assistants, funding post-doctoral positions, and supporting travel to professional conferences – leading to the discovery and dissemination of original research results.

Sustaining a vibrant research program and contributing to the research climate of the department requires active participation in the graduate program. Candidates are expected to be engaged in the graduate program by supervising doctoral students in their research and dissertation studies, serving on graduate student committees, and teaching graduate courses (as available).

TEACHING

Excellence in teaching in undergraduate and graduate courses is an expectation for granting tenure. Teaching quality is assessed through student evaluations, peer observations/evaluations, course content, instructional innovation and teaching awards.

While there are limitations in evaluating teaching effectiveness through student evaluations, they are useful in gauging the level of satisfaction with an instructor and can guide improvements in classroom instruction. In particular, faculty should take student feedback seriously and track areas of improvement made in response to student comments and evaluations.

Classroom observation and evaluation provides valuable information in assessing teaching effectiveness. Tenure track faculty will be observed periodically in the classroom to help them develop as effective teachers. Both the evaluations and a faculty member's responses to evaluation feedback will inform the teaching assessment.

Course content (original presentations, demonstrations, student projects), course redesigns, and examples of student work can be used to demonstrate quality instruction.

Teaching awards are a strong signal of quality teaching. Similarly, origination and participation in instructional grants demonstrates a commitment to the instructional mission of the department and university. Other evidence of teaching excellence includes developing new courses, pedagogical experiments and publications, teaching interdisciplinary courses, and the development of a formal teaching portfolio .

SERVICE

Candidates are expected to actively participate in departmental governance. Committee assignments are generally reduced for tenure-track faculty. However, it is expected that candidates will provide quality service on one departmental committee annually or through other assigned duties, such as student advising, supervision of teaching assistants and course/lab coordinator. Candidates may provide other forms of service to the college, university and profession that contribute to the operation and reputation of the department.

PARTICIPATION IN THE COMMUNITY OF SCHOLARS

It is important that all faculty demonstrate an understanding of the responsibilities of working as member of the community of scholars and act accordingly. Teaching, research and service duties should be performed conscientiously and with integrity. All faculty should interact with colleagues, staff and students with civility and respect.

Table 1. Impact-point thresholds for tenure, by research area.

Research Sub-discipline	Impact-point Threshold
Condensed Matter Physics	17
Mathematical Physics	10
Atomic, Molecular & Chemical Physics	17
Fluids & Plasma Physics	15
Particles & Fields Physics	18
Nuclear Physics	15
Applied Physics	14
Multidisciplinary Physics	13
Biophysics	19
Multidisciplinary Materials Science	16
Nanoscience & Nanotechnology	23
Astronomy& Astrophysics	17
Materials Science, Characterization & Testing	11
Education, Scientific Disciplines	12

(4.4) Reappointment, Promotion and Tenure—Guidelines by Division

(4.4.1) DIVISION OF COMPOSITION STUDIES GUIDELINES FOR PROMOTION AND TENURE

Section 1.1 Preamble--The Division of Composition Studies recognizes the need for diversity, both in its faculty's professional activities and its modes of instruction. Individuals will be encouraged to contribute to the program in a unique way and will be assured of a variety of routes to advancement. The promotion and tenure evaluation will focus on teaching, professional activity, and service.

The Division Promotion and Tenure Policies and Procedures shall be consistent with University policies as described in the University Policy Manual, section 06.007 et seq. and all other University and College policies relating to faculty promotion and tenure.

Section 1.2 Teaching--Evidence of teaching effectiveness must include student evaluations. In this Division, other indications of teaching effectiveness include, but are not limited to:

- Keeping abreast of current creative and scholarly work in the subjects taught
- Faithful meeting of classes and lessons
- Comprehensive coverage of material according to the course description and the students' needs
- Accessibility to students
- Production of appropriate syllabi and other course materials
- New preparations
- Teaching innovations
- Teaching awards
- Assisting students with career development and professional placement
- Student accomplishments
- Advising
- Directing theses and dissertations as major or minor professor
- Leadership role in curriculum development

The faculty member may request observation of his/her teaching and/or the interview of his/her students by the Chair of other faculty members.

Section 1.3 Professional Activity--The professional activities appropriate to this Division include, but are not limited to:

- New works composed.
- Commissions.
- Compositions performed.

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- Compositions, books, and articles distributed through publication or other means.
- Recordings released and distributed.
- Reviews of compositions, books, and articles.
- Conducting and/or performing activities.
- Lectures and presentations.
- Service as an officer in a professional organization.
- Receipt of commissions, residencies fellowships, grants, prizes, and awards.

Section 1.4 Service--The service activities appropriate to this Division include, but are not limited to:

- Membership on thesis and dissertation committees (other than as major or minor professor).
- Membership on Division, College, and University Committees.
- Academic units and/or committees chaired/directed.
- Activities coordinated and directed.

Section 1.5 Promotion to the Rank of Associate Professor--For Promotion to Associate Professor and/or tenure at that rank, the faculty member is expected to achieve professional recognition on at least the regional level.

Section 1.6 Promotion to the rank of Professor--For Promotion to Professor and/or tenure at that rank, the faculty member is expected to achieve professional recognition on at least the national level.

Approved Composition Division (December 6, 1991)

(4.4.2) DIVISION OF CONDUCTING AND ENSEMBLES GUIDELINES FOR PROMOTION AND TENURE

1. General Criteria—The policies and procedures for promotion and tenure in the Division of Conducting and Ensembles are supplemental to the University policies as described in the University Policy Manual, section 06.007 et seq. and all other University and College policies relating to faculty promotion and tenure.

2. Criteria for Evaluation of Promotion and Tenure

- a) **Teaching**—Demonstration of competence and effectiveness in teaching is central to the mission of the University and is an absolute requirement under these guidelines. Efforts at curriculum development, teaching innovation, creative programming, and ongoing self-education shall also be considered in the evaluation of faculty insofar as these activities pertain to teaching competence.

Evaluation of the faculty member's teaching performance will be proportionate to the percentage of effort negotiated between the faculty member and the division chair under the UNT workload policy. However, consideration must be given to the fact that for certain directors the assumed administrative load figure may not represent fairly the full amount of administrative work necessary to maintain the ensemble program.

Successes of recent students, whether ensemble members or graduate conducting students, will also be considered in evaluating effectiveness of teaching.

Other unique and demonstrable opportunities for student learning should be considered, to include advising and mentoring.

The success of the various ensembles in the College of Music is dependent on the enrollment of adequate numbers of qualified students. Therefore, consideration will be given to the appropriateness of recruitment activity relative to his/her assignment as well as the effectiveness of qualified students in the classroom, ensemble, or program.

- b) **Scholarly, Creative and Professional Activities**—Opportunities for professional recognition outside the University vary greatly in nature and extent among the various conducting disciplines represented in the Division of Conducting and Ensembles. Consequently a faculty member in this Division shall be evaluated according to standards that are appropriate for the faculty member's ensemble specialization.

Creative and professional activity for members of this Division is normally centered on ensemble performance, either as conductor, or as a director preparing an ensemble for collaborative performance. Related activities, such as preparing compositions or arrangements, adjudication and clinics, seminars, workshops and camps are also part of this work. Though conductors are generally more involved in performance related activities, appropriate recognition shall nonetheless be given for publications (books, articles, translations, program notes, educational materials, and commercially released CD

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and DVD recordings) and research (pedagogical and musicological, including public presentation of work in progress).

Recognition shall also be accorded to awards and honors such as prizes and grants; participation in professional organizations (offices held or other professional contribution) shall be considered as evidence of positive professional recognition. Other creative and professional activities not herein enumerated which serve to enhance the reputation of the faculty member should also be given proper recognition.

Significance shall be determined and/or negotiated for those activities, whether internal or external and not limited to UNT performing ensembles, which increase the regional, national and/or international reputation of the faculty member and the College of Music. Appropriate weight will be given to the level of the ensemble conducted, since the top ensembles have more opportunities. Work such as recordings, appearances at major conferences within the field must be considered. Collaborative efforts, both internally and externally will be considered.

In all of these categories, weight and significance shall be in proportion to the scope of the activity (local, regional, national and international) and the professional stature of the entity with which the activity is associated.

For promotion to Associate Professor, the faculty member must have an emerging national reputation. For promotion to Full Professor, the faculty member will have an established national and international reputation, with the indication of continued growth and contribution at those levels.

- c) **Service**—Service is expected of all members of the Division, including service to the Division of Conducting and Ensembles, the College of Music, the University, the profession, and to the community. Service activities may include, but is not limited to, performances for various University and community functions, committee memberships, service on the Faculty Senate, special administrative or other assignments, student advising, and holding office and/or contribution to community organizations. Additional significance will be accorded positions with additional responsibilities, such as committee chairmanships.

Approved: Conducting and Ensemble Division, November 2014

(4.4.3) DIVISION OF INSTRUMENTAL STUDIES GUIDELINES FOR PROMOTION AND TENURE

Section 1.00. Policy and Procedures--The Division of Instrumental Studies Promotion and Tenure Policies and Procedures shall be consistent with University policies as described in the University Policy Manual, section 06.007 et seq. and all other University and College policies relating to faculty promotion and tenure.

Section 2.00. Criteria Guidelines

2.1. Recommendations for promotion and tenure, as stated in the UNT Policy Manual, are based on critical appraisal of the contributions of candidates to the goals of the university. Evaluation will focus on three principal functions: teaching; scholarly, creative and professional activities; and service.

2.2. Quality teaching is a minimum expectation for the granting of tenure and for promotion. No recommendation should be made in case of any reasonable doubt.

2.3. Balance between teaching, professional activity and service may be expected to vary from individual to individual; however, contribution in one area alone will rarely quality a person for promotion or tenure. Therefore, professional activity, even of exceptional quality, will not compensate for indifferent teaching; nor will unusually effective teaching compensate for a lack of professional accomplishments manifesting the individual's continuing professional growth and development.

2.10. TEACHING: Activities include, but are not limited to: private instruction, classroom teaching, direction and coordination for ensembles, supervision of special problems classes, special lectures and presentations, jury adjudication, curriculum advising, recital advising, recital adjudication and auditioning.

2.11. Effectiveness shall be characterized by an ongoing commitment to excellence. Faculty members shall be evaluated on the quality and growth/retention of a faculty member's studio; student improvement; student achievement; student evaluation; significant student performances; class syllabi, class materials and awards. Teaching effectiveness shall also be determined by considering a faculty member's activity in other instructional-related activities including advising, auditioning and adjudicating juries.

2.12. Faculty who teach in more than one division shall have the option of choosing evaluators from both divisions.

2.20. RESEARCH, SCHOLARLY, CREATIVE AND PROFESSIONAL: Activities include, but are not limited to, activities such as: performances on and off campus, publication, research, recruiting, master classes, clinics, adjudicating, holding of office and/or contribution to professional organizations and grants received or applied for. Significance shall be given to activities both on and off campus that increase the regional,

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national and international visibility and reputation of the faculty member. Significance shall also be given to awards, prizes or grants received for performance or research.

2.21. The balance of professional activity is at the discretion of the faculty member depending upon his or her strengths and upon the needs of the individual area. Continuing growth and development in teaching and professional activity must be evidenced for all promotions and for the granting of tenure. For Promotion to Associate Professor and/or tenure at that rank, the faculty member is expected to achieve professional recognition on at least the regional level. For Promotion to Professor and/or tenure at that rank, the faculty member is expected to achieve professional recognition on at least the national level.

2.30. Service to the area or division, the college and the university is expected of all members of the faculty in developing and implementing the instructional program. Outstanding service achievements, while recognized, will not ordinarily serve as a primary basis for promotion and/or tenure. Service activities include service to the area or division, the college, and the university, as well as professionally-related public service activities. Service may include activities such as committee work, faculty senate work, special assignments, administrative tasks, advising of student organizations and professionally-related public service activities such as performance, clinics and workshops.

Approved: Instrumental Faculty

(4.4.4) DIVISION OF JAZZ STUDIES GUIDELINES FOR PROMOTION AND TENURE

Preamble

1. **Policy and Procedure:** The policies and procedures for promotion and tenure in the Jazz Studies Division shall be consistent with all University promotion and tenure policies as described in the University Policy Manual, section 06.007 et seq. and all other University and College policies relating to faculty promotion and tenure.
2. **General Criteria:** The general criteria for evaluation shall be consistent with the criteria as stated in the University Policy Manual, section 06.007.

This document is intended for use by tenure-track faculty as they plan their work on the path towards tenure, and by those who evaluate them. To be maximally useful it must state clearly the types of work to be evaluated, what counts as evidence of achievement, and what standards will be used to evaluate it. It must enable a determination of when faculty work is meeting expectations fully, when it has fallen short, and when it has exceeded expectations. It must be reviewed often and revised as necessary according to changes in the types of work expected and their relative value. It must provide a framework for demonstrating steadily increasing expectations as the program, the college, and the university work towards higher standards of excellence. It should be evident by comparing existing and proposed portions of the document that follows that if all or many of the proposed revisions are accepted by the faculty, this will constitute a significant increase in rigor that provides the foundation for future increases.

Each division in the College of Music has its own criteria because the nature of teaching, research, and service, and the balance among them are different in each of the musical disciplines. Faculty in Jazz Studies endorse the importance of producing a body of work that can be evaluated by peers. Faculty in Jazz Studies value teaching and research equally. While service receives secondary emphasis, it is viewed as important because it serves the needs of the institution, the professional community, and society at large.

These criteria should be used with an awareness of the history of the jazz studies program. The primary reason for the early prominence and continued excellence of the program is the dedication to teaching on the part of the early faculty. We maintain an even balance between teaching and research. We have a group of faculty who collectively are prominent nationally and internationally as performers, composers, conductors, and authors. We retain as a core value a commitment to the artistic and intellectual growth of our students.

TEACHING

Effective teaching in the Division of Jazz Studies shall be characterized by a commitment to excellence that is demonstrated by a measurable positive outcome. Quality teaching is expected.

Types of work to be evaluated

1. Classroom teaching
2. Private instruction (including participation in juries and supervising departmental recitals)
3. Direction of ensembles (including participation in ensemble auditions)
4. Special lectures and presentations
5. Guiding student research (including master's pedagogy research, doctoral dissertation research)
6. Off-campus teaching or teaching directed towards learners other than UNT students
7. Recruitment of well-prepared students (including participation in on-campus auditions and evaluation of audition recordings)
8. Advising students
9. Supervising graduate students

Evidence of achievement

1. Class syllabi and other class-related documents
2. New course preparations
3. Revision of existing courses
4. Revision of degree programs
5. Revision of catalog requirements
6. Student evaluations (including documentation of effort expended to ensure the reliability of student evaluation to the extent that it is under the faculty member's control)
7. Awards and honors received by the faculty member
8. Significant student achievements, such as awards and honors, beyond completion of degree requirements. For significant student achievements, the types of research work to be evaluated for faculty are applicable to students (performances, recordings, publications, unpublished items, etc.).
9. The degree to which students are prepared for successor courses
10. Other activities related to instruction
11. Peer evaluation

The area coordinator or chair will observe the teaching of untenured faculty members, once per year, for at least their first three years. A tenured professor may request the observation of his or her teaching and/or the interview of his or her students by a tenured member of the division faculty; the observation will be communicated in writing and may be included in the portfolio at the discretion of the professor who is the candidate for promotion.

Standards for evaluation

As a minimum, quality teaching requires (1) keeping current with artistic and scholarly work in the subjects taught; (2) comprehensive coverage of material according to the course description;

(3) effective course design to ensure that the pacing and level of difficulty are appropriate for the students; (4) consistent and punctual attendance at classes, lessons, and rehearsals; and (5) accessibility to students. The teaching activity must be appropriate to the workload percentage assigned to it.

In addition to meeting basic standards, Assistant Professors seeking promotion to Associate Professor and tenure must demonstrate the measurable positive outcome of teaching using the evidence outlined above as appropriate to the teaching assignment. If areas for improvement are identified through student or peer evaluation, evidence of action taken to improve and the effectiveness of the action must be provided.

In addition to meeting basic standards, Associate Professors seeking promotion to Professor must demonstrate quality teaching as outlined for Assistant Professors. In addition, they must demonstrate efforts to improve instruction at a level above that of the individual class, lesson, or ensemble in the form of curricular revision or other activity that demonstrates leadership in the improvement of teaching.

RESEARCH

Types of work to be evaluated

1. Performances (concerts in professional and educational venues)
2. Published recordings (as a performer, composer, arranger, or producer)
3. Publications (articles, books, compositions, and arrangements)
4. Unpublished compositions and recordings (provided that they are made available to a community of peers)
5. Research accomplishments (including research in jazz studies, pedagogy, musicology (broadly defined), and related disciplines), including conference presentations
6. Serving as an editor or peer reviewer of journals, articles or books
7. Work in a professional organization that draws on artistic or scholarly ability
8. Other forms of research that involve a community of professional peers, including collaborating with colleagues on research projects

Evidence of achievement

1. Documentation of types of activity outlined above
2. Awards and honors such as prizes or grants for composition, performance, or research
3. Professional notices (brief communications from peers about professional activity, equivalent to citations)
4. Professional critiques (longer communications than a notice from peers about professional activity, equivalent to pre- or post-publication peer reviews)
5. For performance or composition: information about how the performance or composition originated (competition, invitation and source, commission, etc.) and the scope of its

geographical impact (local, regional, national, international, etc.). It should be noted that scope of geographical impact is not the same as location. A nearby performance can be of national impact, and a distant performance can be of only local impact in that location.

6. For scholarship: the stature of the press, distributor, or journal and the importance of the research. This may include documentation of significant citations by other scholars.

7. Participation in professional organizations (offices held or contributions made to) shall be considered as evidence of a positive professional reputation.

Standards for evaluation

As a basic standard, the faculty member must present evidence of research or creative activity that has made the faculty member's work available to a community of peers. This must be done in both forms of work described in the preamble: the practice of jazz in a community of peers and the embodiment of professional activity in works that are available for evaluation by peers. Significance will be given to activities, both on and off campus, that increase the professional reputation of the faculty member and reflect positively on the division. The research activity must be appropriate to the workload percentage assigned to it.

In addition to meeting the basic standard, Assistant Professors seeking promotion to Associate Professor and tenure must present evidence of an emerging national reputation.

In addition to meeting the basic standard, Associate Professors seeking promotion to Professor must present evidence of the realization of a national reputation.

SERVICE

Types of work to be evaluated

1. Service to the division, college, and university (committees, faculty governance, or other working groups)
2. Coordination (administrative work done as coordinator of Lab Bands, of Small Groups, of Vocal Jazz, of Improvisation)
3. Service to the profession (work in or on behalf of professional organizations)
4. Service to the community that involves the professional area of expertise
5. Performance and teaching activities may be listed in this category if they are more service than research.

Evidence of achievement

1. Evidence of the effectiveness of participation on committees or other working groups in terms of attendance, contributions to decision-making during meetings, and work done outside of meetings.
2. Evidence of the effectiveness of participation in national organizations.
3. Recognition received for service activities.
4. Documentation of service activities received from peers.

Standards for evaluation

In this catch-all category that we've agreed to call service, faculty members must effectively do the service work expected of them as colleagues that is not otherwise identified as teaching or research. This work enables the division, college and university to fulfill their mission. As a basic standard, faculty members must (1) attend division meetings; (2) communicate in a professional and timely manner; (3) be present on campus to a degree that is appropriate to the teaching assignment, including attendance at student performances; (4) collaborate with colleagues on productive uses of the division's facilities and equipment; (5) follow policies that the division has collectively agreed upon as important to accomplishing its mission (example: work effectively with our administrative assistant on matters involving university funds).

In addition to meeting the basic standard, Assistant Professors seeking promotion to Associate Professor and tenure must demonstrate a commitment to service that is commensurate with their teaching assignment, level of research activity, and the workload percentage assigned to service.

In addition to meeting the basic standard, Associate Professors seeking promotion to Professor must demonstrate a commitment to service that is commensurate with their teaching assignment, level of research activity, and the workload percentage assigned to service, and they must show evidence of leadership in service activities.

DIVISION OF JAZZ STUDIES GUIDELINES FOR PROMOTION OF LECTURERS

These guidelines are intended to supplement the policies on appointment and promotion of lecturers in the College of Music faculty handbook, section 4.8. That policy includes the statement, "Lecturers are faculty members whose primary responsibilities are related to teaching and student development."

The workload percentages for appointments at the lecturer ranks do not include a percentage for research. Workloads for lecturers are typically 80-90% teaching, 10-20% service, with 80%/20% being the norm.

The Division of Jazz Studies affirms that the standards for effective teaching and service by Lecturers, Senior Lecturers, and Principal Lecturers are the same as those stated in the guidelines for tenure and promotion of tenure-track faculty.

Professional activities by faculty in lecturer ranks may be listed under the teaching category provided that the activities support and strengthen their work as teachers by maintaining their professional currency. Such activities must be documented using the types of evidence stated in the guidelines for tenure and promotion of tenure-track faculty. Professional activities by faculty in lecturer appointments may also be documented and discussed under the service category if the activities are more properly understood as service.

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The division endorses the guidelines for promotion to Senior Lecturer and Principal Lecturer stated in section 4.8.2 of the College of Music faculty handbook, including the following requirement for promotion to Principal Lecturer: “a candidate for Principal Lecturer must demonstrate that (s)he has earned recognition in the profession as appropriate to his/her specialization well beyond the University or North Texas area.”

The division endorses the following statement in section 4.8.1 on the participation of faculty in lecturer ranks in one specific aspect of faculty governance at the division level: “Lecturers shall not be eligible to vote in decisions relating to the hiring or the review process of tenured and tenure-track faculty.” The division affirms that in all other areas of faculty governance at the division level, faculty in lecturer ranks are eligible for full participation.

Approved: Jazz Division Faculty, revised November 17, 2015

(4.4.5) DIVISION OF KEYBOARD STUDIES DIVISIONAL GUIDELINES FOR PROMOTION AND TENURE

It is assumed as fact that every member of the Keyboard Division is by evidence of his appointment outstanding in his field by virtue of his training, experience and professional commitment. We strive for a collegiality that is mutually stimulating rather than competitive. While combining a diversity of taste, method and procedures, all faculty members within this Division are expected to support the very highest standards in teaching, research and/or performance, and to be dedicated to serving the entire academic community in the ways that best suit his or her individual resources and inclinations.

In past documents we have stated our aversion to numerical competitive ratings, as it is felt that this only promotes poor morale and a disintegration of collegiality. We feel just evaluations are best obtained from within our own division, subject to review and further evaluation by the Dean.

The following criteria and procedures are supplemental to all policies and procedures outlined in the University Policy Manual, section 06.007 et seq. and all other University and College policies relating to faculty promotion and tenure.

Recommendations for promotion and tenure are based on a critical peer evaluation of the candidate's performance in these areas: teaching; scholarly, creative and professional activities; and service.

For promotion and tenure, there must be clear evidence of strength in these areas over the entire length of the appointment, as well as an evidence of national reputation in the discipline.

- I. National and international reputations, emerging in the case of assistant professors or established (associate and full professors), are expected to be maintained at all ranks both in quality of teaching and professional activity.
- II. Instructional Activities
 - A. Assessment of student performances in juries, audition, recitals and competitions.
 - B. Documentation of student achievement participation in competitions and off-campus performances; progress in degree.
 - C. Honors and awards for teaching.
 - D. Evidence of ongoing growth in teaching.
 - E. Evaluation of course syllabi and other teaching materials.
 - F. Student evaluations are a part of divisional criteria in Promotion and Tenure decisions.

- G. Direction of theses and dissertations.
 - H. Any other activities related to achievement of excellence in teaching.
 - I. Ability to recruit and maintain a strong class – both in quantity and quality – of performance majors. Approximately $\frac{3}{4}$ of the applied load should be comprised of performance majors.
- III. Scholarly, Creative and Professional Activities
- A. Record of musical performances: Documentation should include programs, reviews or recordings of performances when available.
 - B. Scholarly publications with copies of items reported.
 - C. An account of master classes either taught or attended, guest lectures, papers presented, panel participation and adjudications.
 - D. Membership in professional organizations and all professional activity related to the keyboard discipline.
 - E. Scholarly and creative activity not resulting in publication or performance.
 - F. Honors, awards, grants or contracts relating to the profession.
- IV. Service--Each member of the Keyboard Division has different areas of activity and expertise which lend service to the Division, College and University. It should be clear that committee work is only one of many activities under the service heading. Keyboard Division members are encouraged to be of service within those areas that best suit his or her inclinations and talents. This may include committee service to the University, College or Division; faculty senate work; special assignments and administrative duties; advising of student organizations; unusual visibility at the national or international level; fund-raising, recruiting or liaison work with the community. Certain kinds of adjudication, recruiting or performances may be construed as service instead of professional activities.

Approved: Keyboard Studies, revised 2007

(4.4.6) DIVISION OF MUSIC EDUCATION GUIDELINES FOR PROMOTION AND TENURE

FUNDAMENTAL PRINCIPLES--Music Education Division Promotion and Tenure Policies and Procedures shall be consistent with University policies as described in the University Policy Manual, section 06.007 et seq. and all other University and College policies relating to faculty promotion and tenure.

The Division recognizes that *promotion* serves as a vital motivational force toward professional development, professional recognition, and the achievement of distinction and acclaim for the individual, the Division, the College, and the University. The Division further recognizes that *tenure* is essential to the protection of academic freedom, the retention of high quality faculty, and to the establishment of a stable environment in which attention can be given to teaching, scholarship, and service. To these ends, general guidelines for all faculty members are established in this document.

The Division of Music Education acknowledges the educational and professional integrity of a program that features a diversity of goals and strengths. Such a program requires (1) a faculty with varied abilities, interests, and areas of expertise, and (2) a faculty evaluation/reward system that recognizes high productivity and individual achievement within such diversity. It is, therefore, the intention of these guidelines to encourage all members of the Division of Music Education to develop unique contributions to our school and profession and to achieve their maximum potential as music educators.

The flexible working environment and the associated evaluation system are not without certain restraints in the context of promotion and tenure. The Division recognizes the importance of maintaining a balance among the three areas; teaching, professional activities/research, and service; therefore, for promotion and tenure, exceptional quality in one area cannot compensate for indifference in the other areas. However, the area of professional activities/research will be of greatest importance in evaluating Division faculty for promotion and tenure, followed, in order, by teaching and service.

Appointment to the faculty at the rank of assistant professor is made principally on the basis of anticipated potential for professional success. Promotion to higher ranks in the Division is dependent on demonstrated fulfillment of that initial potential. Specifically, promotion to Associate Professor depends upon demonstrated continuing achievement as outlined in the evaluation criteria and the achievement of professional recognition on at least the emerging national level. Promotion to Professor requires exemplary achievement as outlined in the evaluation criteria and is demonstrated through achievement of national recognition among professional peers. Faculty on the lecturer track should see section 4.8.2 for criteria for promotion of lecturers.

Tenure, by policy, is an issue separate from promotion and rank, yet the criteria for achievement of tenure in the Division are essentially the same as those for promotion with the exception that

anticipated potential for continuing growth as a faculty member is an important issue in the promotion to associate professor.

PROMOTION AND TENURE EVALUATION CRITERIA

Division faculty will be evaluated for promotion and tenure in three areas: teaching, professional activities/research, and service. General guidelines for evaluation are as follows:

- I. TEACHING--Regardless of other professional activities, high quality teaching is mandatory for tenure and promotion to Associate Professor and Full Professor. Assessment of the quality of teaching must take into account (1) thorough coverage of concepts and skills as specified by course syllabi and their alignment with course catalog descriptions, (2) use of effective teaching strategies suited to the subject matter, and (3) positive student/teacher interpersonal relationships. The teacher is expected to be fair, impartial, conscientious, consistent, well prepared, thoroughly competent in knowledge of subject matter, informed regarding current trends in the field, and able to engender the respect of students.

The Reappointment, Promotion, and Tenure Committees (including the Division Chair, Dean and Provost) will determine the quality of teaching through such mechanisms as student appraisals of teaching, peer observations, teaching awards, and other supporting documentation.

- II. SCHOLARLY, CREATIVE, AND PROFESSIONAL ACTIVITIES--The Division of Music Education must be composed of individuals who ceaselessly improve their professional expertise, continually develop their individual scholarship, and perpetually advance their professional visibility and influence. Further, it is each faculty member's responsibility to augment and expand the body of knowledge in music education. For promotion and tenure, scholarly, creative, and professional activities are of primary importance.

Evidence of achievement in the area of scholarly, creative, and professional activities may be demonstrated through a large variety of means. Though means may vary, each must reflect high standards of scholarship and/or artistry in order to qualify as appropriate reflections of achievement. The professional activities of each faculty member will be evaluated in terms of quality and quantity, importance, and scholarly significance. It is incumbent upon the individual to provide evidence that will enable the Reappointment, Promotion and Tenure committees to properly evaluate these activities.

Efforts leading to publication are essential for faculty at any music education program aspiring to a position of excellence. Therefore, such activities must receive a high priority for tenure and promotion to Associate Professor and to Full Professor. Publication is broadly defined to include books, book chapters, articles, reviews, recordings, translations, software, and other endeavors that might fit in such a category. Additionally, editorships and editorial board memberships, especially those of nationally circulated journals, provide supporting evidence of an

individual's achievement in the general area of publication.

For tenure and promotion to Associate Professor, individuals must provide evidence of an emerging national reputation through published research and non-research articles that support a clear line of inquiry and through national presentations. While practitioner articles contribute to the body of literature, greater importance will be placed on published scholarly research; a high number of non-research articles cannot compensate for indifference to published scholarly research. For promotion to Full Professor, national status research presentations and publications need to be extensive to document sufficient quantity.

For promotion to Associate Professor and to Full Professor, participation in the activities of professional organizations provides supporting evidence of growth and/or prominence. Presentation of scholarly papers, conducting clinics or workshops, serving in positions of international, national, and regional leadership, and other activities of equal significance are the most valued forms of participation. Of lesser importance, but still a mark of recognition by one's peers, are appearances as panel moderator, participant, discussant, or other similar roles. The Reappointment, Promotion, and Tenure committees will determine whether some appearances as panel moderator, participant, discussant, or other similar roles in prestigious international, national, or regional settings may be considered as significant scholarly work. Other important indicators of achievement include the receipt of fellowships and grants; musical performance; adjudicating; professional consulting; organizing conferences; and other activities that exhibit scholarly and/or professional expertise and competence.

The evaluation committees will consider the quality and significance of each professional activity and the quantity of such activities in evaluating the individual's achievement in this area as it relates to tenure and promotion to Associate Professor and promotion to Full Professor. Particular importance will be placed upon those activities that clearly advance the reputation and stature of the individual faculty member, the Division, and the College.

- III. SERVICE--Service to the Division, College, University, Community, State, and/or Nation is expected of all faculty members and shall be evaluated on the basis of the extent and significance of the contribution. Positions of leadership shall be particularly commendable. Other indicators of achievement in this area include awards for service, certificates of appreciation, and similar honors. Music education community engagement experiences are highly valued in the Division of Music Education; experiences that specifically involve UNT students are also highly valued by the Division and provide evidence of stewardship to the university and college.

Approved, Music Education Division (December, 2017)

**(4.4.7) DIVISION OF MUSIC HISTORY, THEORY AND
ETHNOMUSICOLOGY GUIDELINES FOR PROMOTION & TENURE**

Section 1.1 Promotion to Associate Professor and/or Tenure at that Rank--In general, a faculty member should be considered eligible for tenure and promotion to the rank of Associate Professor when he or she has:

1. Engaged in professional activity (see Section 2; Statement of Criteria for the Evaluation of Division Personnel) that is clearly recognized at the regional level to be a significant contribution to the discipline, with beginnings of recognition at the national level; this professional activity must include publications in media appropriate to the faculty member's mission. Because professional activity will be reviewed by external evaluators, the level of achievement must be consistent in quantity and quality with that expected of faculty in similar positions at other major universities.
2. Demonstrated excellence in teaching and commitment to service; and
3. Indicated a willingness to make a continuing contribution as a member of the faculty.

Section 1.2 Promotion to Professor and/or Tenure at that Rank--In general, a faculty member should be considered eligible for promotion to the rank of Professor when he or she has:

1. Engaged in professional activity (see Section 2; Statement of Criteria for the Evaluation of Division Personnel) that is clearly recognized at the national level to be a significant contribution to the discipline, with beginnings of recognition at the international level; this professional activity must demonstrate a continuing record of publication in media appropriate to the faculty member's mission and should include at least one scholarly treatise. Because professional activity will be reviewed by external evaluators, the level of achievement must be consistent in quantity and quality with that expected of faculty in similar positions at other major universities.
2. Demonstrated continuing excellence in teaching and commitment to service; and
3. Showed clearly the desire and potential to maintain a position of continuing leadership in the discipline.

STATEMENT OF CRITERIA FOR THE EVALUATION OF DIVISION PERSONNEL

Section 2.1 Preamble--A well-conceived educational program will have a diversity of goals and objectives; such a program requires a faculty with varied abilities and interests. Each individual should be motivated to contribute to the program in a unique way and must have assurance that a variety of routes to advancement will be acknowledged.

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The Divisional Promotion and Tenure Policies and Procedures shall be consistent with University policies as described in the University Policy Manual, section 06.007 et seq. and all other University and College policies relating to faculty promotion and tenure.

Section 2.2 Significance of Activities--It is the policy of the Division to encourage its members to develop talents to the fullest potential, permitting each member to make a unique contribution. Balance is expected among the categories of evaluation and must be considered in the evaluation for promotion and tenure.

The two categories that most clearly embody the mission of the Division are, in order of priority, (1) Professional Growth and Development and (2) Teaching. In compliance with the University Workload Policy, the percentage of workload assigned to these categories for each faculty member will be negotiated by the faculty member with the Division Chair to fulfill adequately the needs of the Division. These two categories, "Professional Growth & Development" and "Teaching," will weigh more heavily than the "Service" category in the peer evaluation process.

Because individual faculty members will make different contributions to the mission of the Division, the job descriptions and negotiated workloads of individual faculty will serve as the basis for evaluation.

Section 2.3 Professional Growth and Development--A healthy Division must be comprised of individuals who are continually growing and developing their individual scholarship. Evidence of continued professional growth must be considered a basis for reward while lack of achievement must be considered a negative factor.

The professional activity of a faculty member must be evaluated in terms of scope, depth, and breadth of influence; as such, it is incumbent upon the faculty member to provide evidence that will enable the Advisory Committee to evaluate that professional activity. Activity at the international level is to be considered most significant, followed by activity at the national, regional, and local levels.

Research leading to publication is essential to any Division aspiring to a position of excellence, and such activity must receive high priority. While faculty are encouraged to reach and maintain high standards in both quantity and quality, any evaluation of the publication record of an individual must consider the quality as well as the quantity of such publications. Quality should be evaluated by objective means whenever possible, and may include consideration of such measures as reviews in professional journals, citations in works by other scholars, and invitations to participate in professional activities, for instance, by giving a talk at a conference or contributing a chapter to an edited volume.

Books, translations, articles, films, software, and other non-print media of publication that contribute to the advancement of knowledge in the discipline must be given the highest priority in the evaluation process.

Participation in the activities of scholarly professional organizations is another indicator of professional growth and development. Presentation of scholarly papers to such organizations is the most valued form of participation; of lesser importance, yet still a mark of recognition by one's peers, is the appearance on panels as moderator, chairperson, or discussant. Presentations made on campus, such as speaking on the Division Lecture Series, may also be considered in assessing professional growth. Again, the quality and significance of the particular presentation must be considered.

Other indicators of recognized scholarship include such activities as service as editor of a journal, service as an officer of an international, national, or regional scholarly association, and the receipt of fellowships and grants.

In general, any evidence of continued study and growth may be included in an evaluation of the professional development of a faculty member. However, all activities must be evaluated in terms of their tendency to advance the scholarly reputation of the individual faculty member and of the Division.

Section 2.4 Teaching--Quality teaching is expected. As a minimum, good teaching requires (1) keeping abreast of current scholarly work in the subjects taught, (2) faithful meeting of classes, (3) comprehensive coverage of material according to the course description, and (4) accessibility to students. Failure to meet these basic standards must be a negative factor.

Assessment of the quality of teaching must take into account (1) course materials submitted for consideration, (2) new preparations, (3) teaching innovations, (4) student appraisals of teaching, (5) teaching awards, and (6) effective advising of dissertations and theses, if applicable. The area coordinators observe the classroom teaching of untenured faculty members, once per year, for at least their first three years. A tenured instructor may also request the observation of his/her teaching and/or the interview of his/her students by any member of the Division faculty, who may then write in support of the faculty member.

Section 2.5 Service--Service to the Division, College of Music, University, and/or Community is expected of all faculty members and must be evaluated on the basis of the extent and significance of the contribution to the discipline and/or to the professional reputation of the faculty member.

PROCEDURE FOR AMENDMENT

Section 3.1 Initiation of Amendments--An amendment will be initiated in one of two ways: (1) by petition containing the signatures of at least twenty-five percent (25%) of the Division faculty, or (2) by the Division Chair.

Section 3.2 Procedure for Ratification--An amendment to Section 1; Divisional Guidelines for Promotion & Tenure, to Section 2; Statement of Criteria for the Evaluation of Division Personnel, or to Section 3; Procedure for Amendment submitted by petition, will be received and reviewed by the Division Chair who, within thirty (30) academic calendar days, will present the proposed amendment to the Division faculty with recommendations from the Chair of the Division and from the Chair of the College of Music Personnel Affairs Committee. The proposed

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amendment and accompanying recommendations will be presented to the Division faculty at least fourteen (14) academic calendar days prior to faculty discussion and subsequent balloting. The amendment will be ratified upon a two-thirds vote in favor by the Division faculty.

Section 3.3 Forwarding of Amendments--Following ratification, the Chair will forward the amendment to the Chair of the College of Music Personnel Affairs Committee.

Approved: Division of Music History, Theory and Ethnomusicology

Amended: October 21, 2010

(4.4.8) DIVISION OF VOCAL STUDIES GUIDELINES FOR PROMOTION AND TENURE

1. General Statement--While faculty responsibility in the Vocal Studies Division is individually varied, certain commonalities apply. Voice faculty members are expected to be effective teachers. There must be evidence of scholarly, creative, and professional growth. All faculty members are obliged to engage in service to the Division, the College, the University, and/or professionally related public service. The Vocal Studies Division further emphasizes the importance of a spirit of academic community. There must be a collaborative recognition of mutually agreed upon goals, policies, and procedures. Correspondingly, individual initiative is an essential component of the charge to each voice faculty member. Because of the varied nature of faculty mission in the Vocal Studies Division, criteria for evaluation are flexible in content and application.

For promotion to the upper ranks of associate and professor, the standards for faculty performance in the areas of teaching; research, creative activity, and/or professional activity; and service are progressively rigorous. This performance must transcend the local campus and community. Furthermore, at the rank of professor, there must be clear evidence of leadership in the discipline.

The following criteria and procedures are supplemental to all policies and procedures as described in the University Policy Manual, section 06.007 et seq. and all other University and College policies relating to faculty promotion and tenure. College and University policies are a priori and take precedence over divisional guidelines.

2. Instructional Activities

a) Criteria:

- (1) Assessment by colleagues of the faculty member's student performances in juries, auditions, hearings, recitals, concerts, and competitions. [NOTE: This evaluation must be deferred at least until after the faculty member's first jury period.]
- (2) Documentary evidence of student achievement.
 1. Faculty honors and awards for teaching.
- (3) Evidence of ongoing faculty growth related to teaching.
- (4) Evaluation of course syllabi and related documentation.
- (5) Systematic assessment of student opinion regarding teaching effectiveness.

b) The Faculty Update documentation should include:

- (1) A list of courses taught and other instructional assignments during evaluation period.

- (2) Syllabi for courses taught.
 - (3) A statement of teaching philosophy and goals.
 - (4) Student evaluations of courses taught, submitted as prescribed by College of Music policy.
 - (5) Additional documentation, where applicable, of:
 - (a) New preparations and/or revisions.
 - (b) Student advising.
 - (c) Direction of dissertations and/or theses.
 - (d) Honors, awards, and grants for teaching.
 - (e) Evidence of continuing education.
 - (f) Other activities related to teaching.
3. Scholarly, Creative, and Professional Activities
- a) Criteria:*
- (1) The record of musical performance.
 - (2) Scholarly publications.
 - (3) Master classes taught, guest lectures, papers read or presented, panel memberships, and/or contest adjudications.
 - (4) Professional activity related to the vocal discipline, including committee positions and/or offices in professional organizations, chiring sessions at professional conferences and meetings, editorial responsibilities, reviews and/or publications on professional organizational activity.
 - (5) Scholarly and creative activity not resulting in publication or performance.
 - (6) Honors, awards, and grants (or contracts, etc.) for scholarly, creative, or professional activity.
 - (7) Other evidence of continuing scholarly, creative, and professional growth.
- b) The Faculty Update documentation should include, where applicable:*
- (1) A list of musical performances during the evaluation period giving dates, type of performance or work presented, and location. Include printed programs, reviews, and/or documentation of performance. [NOTE: New faculty members should perform a recital or other major performance on campus within the first semester of appointment.]

- (2) A list of scholarly publications during the evaluation period, including full bibliographic citations and a copy of items reported.
- (3) Citation of master classes taught, guest lectures, papers read or presented, panel memberships, and/or contest adjudications. Give details concerning topics, sponsorship, location, etc., as appropriate.
- (4) The record of participation in professional organizations, listing memberships, committee positions and/or offices held, sessions chaired, editorial responsibilities, reviews, and/or publications on professional organizational activity.
- (5) List honors, awards, and grants (or contracts, etc.) for scholarly, creative, or professional activity.
- (6) Indicate other evidences of continuing scholarly, creative, and professional growth, including continuing education, and scholarly or creative activity not resulting in publication or performance.

4. Administration and Service

a) Criteria:

- (1) University-wide committees, faculty senate, special assignments, student advising not related to teaching, and/or other ad hoc service activities.
- (2) College-wide committees, special assignments, student recruitment, student advising not related to teaching, and/or other ad hoc service activities.
- (3) Division committees, special assignments, student recruitment, student advising not related to teaching, and/or other ad hoc service activities.
- (4) Professionally related public service activities: volunteer participation as a consultant, board member, non-university committees, etc.
- (5) Honors and awards for service.

b) The Faculty Update documentation should include documentation of the activities outlined in the above criteria, where applicable.

Approved: Vocal Studies

professional experience. Full-time senior lecturers may be eligible to apply for development leave and certain travel funds and grants if they meet university, college, and department requirements. Faculty promoted from lecturer to senior lecture will receive a standard increase in base salary (FTE prorated) at the time the new rank appointment begins. Senior lecturers may hold up to three year appointment contracts which are renewed annually.

Principal Lecturer: To be eligible for the classification of principal lecturer, the faculty member must have a record of sustained excellence in teaching and have the equivalent of five years (10 semesters of full-time teaching) of college-level teaching including at least two years (four semesters of full-time teaching) qualified at the senior lecturer rank, and/or the equivalent professional experience. Full-time principal lecturers may be eligible to apply for development leave and certain travel funds and grants if they meet university, college, and department requirements. Faculty promoted from senior lecturer to principal lecture will receive a standard increase in base salary (FTE prorated) at the time the new rank appointment begins. Principal lecturers may hold up to five year appointment contracts which are renewed annually.

(4.8.2) Criteria for Promotion-Lecturers

To be appointed as a Lecturer in the College of Music, the candidate must meet the University and Division requirements for such an appointment. Threshold standards for renewal as Lecturer include the following:

- a. **Teaching:** Demonstration of effective teaching based in part on qualitative and quantitative student evaluations. Any problems with teaching effectiveness will be discussed with the division chair and must be satisfactorily addressed prior to reappointment. If the lecturer's position includes studio teaching, then success in studio teaching shall be based also on student performance at jury examinations, proficiencies, recital hearings, departmental recitals, and outside performance success of students as appropriate, such as competition prizes and job audition placement. If the lecturer's role includes student recruitment, then the lecturer shall show success at recruiting high level students to the College of Music.
- b. **Service:** Equivalent to the expectations of tenure-track faculty members. Service may include membership on divisional, college, and university committees, as well as graduate advising and participation on graduate degree committees. The faculty member should consult with the division chair at the beginning of each appointment period to determine appropriate service expectations. Any problems associated with service contributions will be discussed with the division chair and must be satisfactorily addressed prior to reappointment.

To be promoted to **Senior Lecturer**, the candidate should show evidence of having substantially met or exceeded all expectations at his/her current rank as documented by the merit evaluation process over the period of service since his/her initial appointment. Candidates shall also demonstrate a firm commitment to sustained professional growth and productivity as appropriate to the particular appointment, as well as a commitment to the teaching mission of the College of

Music beyond his/her specific teaching assignments. To be hired as a Senior Lecturer, a candidate must have met all of the above standards at another institution or demonstrate preparedness to do so through equivalent professional experience.

To be promoted to **Principal Lecturer** or hired as Principal Lecturer, the candidate must meet or exceed the composite of all University and Divisional expectations for Lecturer and Senior Lecturer, and the University's standards for appointment as a Principal Lecturer. Further, a candidate for Principal Lecturer must demonstrate that (s)he has earned recognition in the profession as appropriate to his/her specialization well beyond the University or North Texas area. The Division may seek external letters from nationally recognized leaders in the candidate's field.

Lecturer Promotion Checklist

- Complete, current curriculum vita
- Self evaluation, personal narrative (not to exceed 750 words)
- Summary evaluation of teaching effectiveness (statistical summaries of student evaluations of teaching, the Division Chair's interpretive comment on the statistical summaries, and other evidence of student learning)
- Recommendation of Division RPTC
- Recommendation of Division Chair

STANDING PROCEDURES
FOR REAPPOINTMENT, TENURE, AND PROMOTION RECOMMENDATIONS
AND

FACULTY MERIT EVALUATION

VOCAL STUDIES DIVISION
COLLEGE OF MUSIC
UNIVERSITY OF NORTH TEXAS

These procedures accord with and are subordinate to any and all policies issued by the University of North Texas and/or the College of Music (COM).

Definitions:

1. Unit. "Unit" means an academic department/division under the administration of a UNT official with responsibilities for personnel actions.
2. RPTC. The Division of Vocal Studies Reappointment, Promotion, and Tenure Committee.
3. PAC. The Division of Vocal Studies Personnel Affairs Committee

CALENDAR

A – REVIEW

Under UNT Faculty Reappointment, Tenure, and Promotion policy (06.004.II.B), every unit must review annually all tenure-track faculty members during their probationary period. The third-year reappointment review is a more extensive and intensive review that includes the unit, the college, and the provost, but without external review letters (06.004.II.C). Therefore, annually in the fall semester, the RPTC will conduct the 3rd Year review for Division tenure-track faculty when applicable. The RPTC review recommendations must be completed and uploaded into Workflow by the committee chair during the dates indicated on p. 2

at: <https://vpaa.unt.edu/node/221/tp1920>, and contain the: (1) unit review recommendation, (2) faculty member's response to a negative recommendation (if applicable), and (3) any additional supporting documentation. The RPTC chair also annotates the committee vote.

In addition, under UNT Faculty Reappointment, Tenure, and Promotion policy (06.004.), every unit must conduct reappointment reviews for 4th/5th year tenure-track faculty during their probationary period. Therefore, annually in the spring semester, the RPTC will conduct the 4rd or 5th year unit review for Division tenure-track faculty when applicable. The RPTC review recommendations must be completed and uploaded into Workflow by the committee chair during the dates indicated at: https://vpaa.unt.edu/sites/default/files/documents/page/2018/2018-19_annual_reappointment_reviews_4_5_schedule.pdf, and contain the: (1) unit review recommendation, (2) faculty member's response to a negative recommendation (if applicable),

and (3) any additional supporting documentation. The RPTC chair also annotates the committee vote.

PROMOTION

Annually in the fall semester, the RPTC will conduct the 6th Year Unit Review for tenure and/or promotion for Division tenure-track faculty when applicable. The RPTC review recommendations must be completed and uploaded into Workflow by the committee chair during the dates indicated on p. 2 at: <https://vpaa.unt.edu/node/221/tp1920>, and contain the: (1) unit review recommendation, (2) faculty member's response to a negative recommendation (if applicable), and (3) any additional supporting documentation. The RPTC chair also annotates the committee vote.

NON-TENURED

Annually, in the fall semester, the RPTC will conduct the review for Division non-tenured faculty when applicable. The RPTC review recommendations must be completed and uploaded into Workflow by the committee chair during the dates indicated on p. 2 at: <https://vpaa.unt.edu/node/221/tp1920>, containing the RPTC review recommendation and any additional supporting documentation. The RPTC chair also annotates the committee vote.

B – MERIT EVALUATION

Annually in the spring semester, in accordance with dates specified at: <https://vpaa.unt.edu/node/221/review-1819>, the PAC will review documents of all Division faculty and provide merit ranking recommendations based on the faculty member's prior three years' performance, to the PAC chair. The PAC chair uploads the faculty annual review recommendations to Workflow.

SECTION I of this document outlines standards for evaluating teaching, scholarship/creative activity, and service. These standards are applicable both to reappointment, tenure, and promotion recommendations and to merit rankings/evaluations.

SECTION II specifically addresses reappointment, tenure, and promotion.

SECTION III specifies the PAC's procedure for evaluating merit.

SECTION IV discusses review of tenured faculty.

SECTION I. Standards for the Evaluation of Teaching, Scholarship/Creative Activity, and Service. While faculty responsibility in the Vocal Studies Division is individually varied, certain commonalities apply to promotion and tenure regarding the 3 areas for evaluation: A) Teaching, B) Scholarly, Professional and Creative Activities, and C) Service.

[I] A. TEACHING

While each faculty member's profile and instructional assignments will necessarily vary, all faculty members in the Division of Vocal Studies are expected to be enthusiastic and inspirational instructors who contribute to the overall enhancement of the Division and the

College of Music through a variety of means, including continuing effectiveness as teachers in studio and classroom instruction; recruitment and retention of high-achieving students; remaining current in their areas of expertise as a means of building on traditions and advancing the art form; the creation of new, interdisciplinary, online and/or blended course initiatives; the creation of performance opportunities for College of Music singers; and the promotion of a culture that supports the achievement, well-being and future of our students, individually and corporately, as well as our College of Music community.

Instructional Activities

a) Criteria for evaluation

Effectiveness of instruction will be assessed through peer evaluation of the following criteria, as applicable for each instructor:

- (1) Technical and artistic development of each faculty member's students in individual instruction as observed in:
 - juries - students in private instruction will maintain or improve jury scores over their course of study, matching the averages for the division as a whole;
 - recitals/hearings - a majority of hearings and/or recitals graded by multiple faculty must be evaluated as satisfactory;
 - auditions, concerts, students cast in roles in Opera Theatre productions, as soloists with College of Music choral organizations, or placing in "in house" competitions such as the College of Music concerto competition will be noted.
- (2) Documented student achievement in external activities, such as:
 - successful placement in academic positions with the type of position and level of the students being taught taken into consideration;
 - successful placement in external performing activities, such as professional chorus or solo engagements, young artist apprenticeships, training programs, with scope noted;
 - noteworthy achievement at external competitions, with scope noted;
 - performances by special invitation or for special achievement.
- (3) Evaluation of course syllabi and related documentation.
- (4) Assessment of student opinion regarding teaching effectiveness, e.g., SPOT evaluations.
- (5) Ability to attract, recruit, and retain high-level students in their studio and performance area.
- (6) Advising
 - Major professor for MM and DMA students
 - supervision of teaching fellows and academic assistants
 - supervision of multi-section courses
- (7) Faculty honors and awards for teaching
- (8) Instructional grants received

- (9) Evidence of ongoing faculty growth related to teaching, such as:
- substantive curricular revision beyond that regularly undertaken by the College Curriculum Committee and/or course development approved for the UNT catalogue
 - interdisciplinary teaching activities
 - attendance at workshops and professional conferences

b) The Faculty Update documentation should include:

- (1) A list of courses taught and other instructional assignments during evaluation period.
- (2) Syllabi for courses taught.
- (3) A statement of teaching philosophy and goals.
- (4) Student evaluations of courses taught, submitted as prescribed by College of Music policy.
- (5) Additional documentation, where applicable, of:
 - (a) New preparations and/or revisions.
 - (b) Student advising.
 - (c) Direction of dissertations and/or theses.
 - (d) Honors, awards, and grants for teaching.
 - (e) Evidence of continuing education.
 - (f) Other activities related to teaching.

[I] B. SCHOLARLY, PROFESSIONAL AND CREATIVE ACTIVITIES

Faculty members should show evidence of ongoing creative and professional activities at the local, regional, national, and international level. In consultation with the Dean and the Provost's office at the time of appointment to a tenure-track position, consideration may be given to a faculty member who brings an established national and international career prior to employment at UNT, and where that body of work will be applied in the promotion and tenure process.

Determining specific criteria, both quantitatively and qualitatively as well as devising a system of 'weighting' activities for members whose teaching responsibilities are predominantly performance-based should remain flexible and take into consideration the evolving nature of the individual's career path. The evaluation process will be an objective examination of one's accumulated dossier of professional activities.

Scholarly, Creative, and Professional Activities

a) Criteria:

- (1) The record of musical performances through any media (live performance, recording, broadcast, live stream, etc.)
- (2) Scholarly publications - Evaluation of scholarly work will use the same criteria whether works are published in digital or print formats and whether they are made accessible online to the public at no cost or are accessible only through individual or institutional purchase.
- (3) Faculty positions at training programs and festivals, master classes taught, guest lectures, papers read or presented, panel memberships, and/or contest adjudications
- (4) Professional activity related to the vocal discipline, including committee positions and/or offices in professional organizations, chairing sessions at professional conferences and meetings, editorial responsibilities, reviews and/or publications on professional organizational activity
- (5) Scholarly and creative activity not resulting in publication or performance

- (6) Honors, awards, and grants (or contracts, etc.) for scholarly, creative, or professional activity
- (7) Other evidence of continuing scholarly, creative, and professional growth

b) The Faculty Update documentation should include, where applicable

- (1) A list of musical performances during the evaluation period giving dates, type of performance or work presented, and location. Include printed programs, reviews, and/or documentation of performance. [NOTE: Faculty members should perform a recital or other major performance on campus within the first year of appointment]
- (2) A list of scholarly publications during the evaluation period, including full bibliographic citations and a copy of items reported.
- (3) Citation of master classes taught, guest lectures, papers read or presented, panel memberships, and/or contest adjudications. Give details concerning topics, sponsorship, location, whether the event was by invitation, etc., as appropriate.
- (4) The record of participation in professional organizations, listing memberships, committee positions and/or offices held, sessions chaired, editorial responsibilities, reviews, and/or publications on professional organizational activity.
- (5) List honors, awards, and grants (or contracts, etc.) for scholarly, creative, or professional activity.
- (6) Indicate other evidences of continuing scholarly, creative, and professional growth, including continuing education, and scholarly or creative activity not resulting in publication or performance.

[I] C. SERVICE

Faculty members are expected to engage in service activities to the Division, College of Music, the University, and to the greater community. Participation on Division, CoM and/or University committees as well as the fostering of strong ties to the community is important to a successful tenure and promotion decision. Correspondingly, individual initiatives are an essential component for this category as well as all three categories (Teaching, Creative/Professional Activities and Service).

Administration and Service

a) Criteria:

- (1) University-wide committees, faculty senate, special assignments, student advising not related to teaching, and/or other ad hoc service activities.
- (2) College-wide committees, special assignments, student recruitment, student advising not related to teaching, and/or other ad hoc service activities.
- (3) Division committees, special assignments, student recruitment, student advising not related to teaching, and/or other ad hoc service activities.
- (4) Professionally related public service activities: volunteer participation as a consultant, board member, non-university committees, etc.
- (5) Honors and awards for service.
- (6) Effective contributions to recruiting, fund-raising, or public relations efforts on behalf of the Division, College or University.
- (7) Initiatives to enhance the quality and effectiveness of the Division, College or University.

b) The Faculty Update documentation should include documentation of the activities outlined in the above criteria, where applicable.

SECTION II - Reappointment, Tenure, and Promotion;

Granting tenure and promotion requires not only the potential for future achievement but also a clear record of recent and past achievements. For promotion to the upper ranks of associate and professor, the standards for faculty performance in the areas of 1) teaching, 2) research, creative activity and/or professional activity and 3) service are progressively rigorous and may include consideration of the entire dossier.

The Vocal Studies Division further emphasizes the importance of a spirit of academic community. There must be a collaborative recognition of mutually agreed upon goals, policies, and procedures.

The following criteria and procedures are supplemental to all policies and procedures as described in the University Policy Manual, section 06.004 et seq., and all other University and College policies relating to faculty promotion and tenure. College and University policies are a priori and take precedence over divisional guidelines. (See the University Policy for Faculty Reappointment, Tenure, and Promotion 06.007, https://policy.unt.edu/sites/default/files/06.004_FacultyReappointmentTenurePromotion_2017.pdf)

[II] A. Procedures

1. In September of each year, the RPTC and/or Division chair will meet with probationary faculty to ensure that all probationary faculty are in possession of and familiar with: 1) this document and any applicable COM guidelines; 2) the University's "Faculty Reappointment, Tenure and Promotion Policy and the Granting of Tenure and Promotion" policy (06.004); 4) all pertinent deadlines.

2. In keeping with University policy, all probationary faculty will be reviewed annually (see 06.004.II.B). At the third year and each year thereafter the RPTC will vote on reappointment. Per University tenure policy (06.004.II.C), "the third-year reappointment review is a more extensive and intensive review that includes the unit, the College, and the Provost, but without external letters."

3. Candidates for midterm/reappointment review or tenure and/or promotion are responsible for submitting necessary materials to the Division RPTC in accordance with the deadlines it sets. After completing its review, the Division RPTC must notify the candidate if it is considering a negative recommendation. The candidate then has the right to meet with the Division RPTC to discuss the case but must do so within five business days of the notification. A faculty mentor or advocate, chosen by the candidate, may attend this meeting. Afterwards, the Division RPTC makes a written recommendation to the Division chair in accordance with the schedule established in the COM calendar. Those voting in the minority may submit a separate minority recommendation at their discretion.

4. After reviewing the candidate's dossier and the Division RPTC recommendation(s), the Division chair makes an independent recommendation to the College Dean. If the Division chair is considering a negative recommendation, he or she must first notify the candidate, who has the right to meet with the chair to discuss the case within five business days of this notification. Both the Division RPTC and the Division chair's written recommendations must be forwarded to the College dean in accordance with the COM calendar.

5. In the case of a negative recommendation by the Division RPTC and/or the Division chair, a written explanation will be provided to the candidate. In such cases, the candidate has the right to add to the tenure dossier, prior to its transmittal to the College dean, a letter disputing the negative recommendation. This right must be exercised within three business days of being notified of the negative recommendation.

6. As per university tenure policy (06.004.I.B), "The sixth year will normally be the mandatory tenure-review year. In extraordinary circumstances, as reflected in disciplinary metrics and national comparisons and as deemed appropriate by the Division chair and the College dean, a candidate for tenure and promotion may be reviewed early in the probationary period, except in the third-year review. If the early review process is unsuccessful, the candidate may be reviewed again during the sixth year."

7. In accordance with University policy 06.004. III.A., the review committee must consist of no fewer than five (5) and no more than all eligible faculty members within the unit. Only tenured faculty members may serve on the committee when evaluating probationary faculty. Only professors may serve on the committee when considering candidates for promotion to professor.

If there are fewer than five faculty members at the needed rank, then faculty members from other divisions and/or departments will serve to reach the total of five.

[II] B. Reappointment Review

University policy states that that all probationary faculty shall be reviewed for reappointment annually (see 06.004.II.B). Although the self-evaluation narrative is only required for third- and six-year reviews, candidates for tenure are encouraged to submit these statements as part of their first-, second-, fourth-, and fifth-year review documents (see 06.004.V.A).

In the Vocal Studies Division, at the time of the third-year review, expectations include:

- Evidence of consistent Local and Regional productivity and of an emerging national presence in the area of Scholarly, Creative, and Professional Activities.
- A developing record of high-quality teaching responsive both to the educational needs of students and to the curricular and scheduling needs of the division. If concerns with any aspect of the faculty member's teaching are documented during the first two years, resolution of same must be under way if the Division RPTC is to recommend reappointment.

- A developing record of high-quality service consistent in quantity with the faculty member's workload assignment.

[III] C. Tenure/Promotion to the Rank of Associate Professor

Consideration for promotion to the rank of associate professor and a decision regarding tenure will normally be made concurrently. Therefore, the criteria for promotion to associate professor are the same as those for tenure.

In the Vocal Studies Division, to achieve tenure and promotion, expectations include:

- Evidence of increased productivity and recognition in Scholarly, Creative, and Professional Activities since the Reappointment Review.
- An established and consistent record of high-quality teaching responsive both to the educational needs of students and to the curricular and scheduling needs of the department. The candidate must excel in both graduate and undergraduate applied teaching. Any documented deficiencies in the area of teaching noted at any point in the probationary period must be entirely and unambiguously resolved by the time of the tenure decision.
- An established and consistent record of high-quality service consistent in quantity with the candidate's workload assignments and attentive to departmental needs as determined by the chair. The candidate is expected to take on increased service responsibilities after promotion to associate professor.

[III] D. Promotion to the Rank of Professor

In keeping with University policy, "an associate professor may undergo the promotion process when, in consultation of the Division Chair and/or RPTC chair, the faculty member believes their record warrants consideration for promotion" (06.004, IV.B.3).

To achieve promotion to the rank of professor, the following will apply:

- In the areas of Scholarly, Creative, and Professional Activities, the candidate's post-tenure record of accomplishment will demonstrate continued productivity and increased recognition in the faculty member's area(s) of endeavor.
- An established and consistent record of high-quality teaching responsive both to the educational needs of students and to the curricular and scheduling needs of the Division. The candidate must excel in both graduate and undergraduate applied teaching. Any documented deficiencies in the area of teaching must be entirely and unambiguously resolved by the time of the decision.
- In the area of service, candidates must demonstrate a record of service and leadership at the Division and either the College or the University levels, as well as to the profession.

They must demonstrate that they have, when asked by the department chair, nominated by the faculty, served on major committees and/or take on major service assignments.

[III] E. External Reviewers

In accordance with University policy (06.004.V.B.) the Division RPTC assigns considerable weight to the letters provided by external reviewers. The reviewers chosen are to be experts in the candidate's field and are as such qualified to make sophisticated qualitative judgments about the applicant's scholarly or creative record. The external review letters must address the candidate's record as a scholar, the extent to which his/her scholarly/creative record constitutes a significant contribution to the discipline, and his or her potential for continued productivity. The reviewers will also address the question of whether the reviewer thinks the candidate should be promoted based on the Division's criteria for promotion and/or tenure." The RPTC expects claims about "continued productivity" to rest on clear evidentiary bases.

SECTION III - PAC's Procedure for Evaluating Merit

The PAC evaluates all tenure-system faculty annually in the three areas of teaching, scholarship/creative activity, and service. The PAC makes recommendations to the chair regarding merit rankings/evaluations. (See University Policy for Annual Review 06.007 - https://policy.unt.edu/sites/default/files/06.007_AnnualReview_2017_0.pdf.)

When formulating merit rankings each spring, the PAC examines tenure-system faculty members' records of achievement for the three-year period that ended on the final day of the previous calendar year. Using data and formulae provided by the Division Chair and based on Division and University policies, the PAC factors in the percentages allotted to each of the three areas by the workload assignments given to the faculty member during the evaluation period (in accordance with Division and University workload policy). The PAC assigns a number to each member of the faculty in the areas of scholarship/creative activity and service on a scale of 1 to 4, with 4 being the highest score. (A faculty member will not serve in the evaluative process for him or herself, or for a family member/domestic partner.)

At the end of the process, each faculty member receives a written copy of the PAC, Division Chair, and College of Music PAC reports, including a summary of the faculty member's performance in each of the three areas, and detailing the faculty member's numbers in each of the three areas.

SECTION IV - Review of Tenured Faculty.

Applying the standards specified in this document, the PAC rates every faculty member on a four-point scale.

- 1 "Performance is below the College's expectations."
- 2 "Performance is deemed generally satisfactory, but appears in one or more respects to be marginally below the College's expectation."
- 3 "Performance reflects the high quality of achievement expected by the College."

4 “Performance exceeds the high quality of achievement typical of the College of Music to the extent that special merit should be awarded.

The Division Chair will apply any appropriate section(s) of UNT policy 06.052, “Review of Tenured Faculty”: <https://policy.unt.edu/policy/06-052-0>, in the event that any faculty member receives a score of 2 or below in two or more areas.

A faculty member who receives an unsatisfactory annual review by the Division PAC shall be placed on a professional development plan (PDP) per University policy 06.052.I.C. At that time, a Faculty Professional Development Committee (FPDC) will be assembled along the lines specified in 06.052 and establish a plan of action, also as stipulated in the policy, with the faculty member involved. According to the policy, “A faculty member may be on a PDP for up to two (2) calendar years” (06.052.IV). By, or before that time, the FPDC may determine that the faculty member has addressed all issues and submit a report to the Division Chair, College Dean, and University Provost recommending removal from the PDP. If after two years, outcomes have not been achieved, the FPDC will again report to the Division Chair. The Chair then makes a recommendation to the College Dean and the Dean to the University Provost, who will ultimately determine “whether to recommend revocation of tenure and termination of employment, taking into account the faculty member’s record and all annual reviews” (06.052.IV.B).

Approved: Division of Vocal Studies, 24. October 2018

**UNIVERSITY OF NORTH TEXAS
COLLEGE OF SCIENCE
DEPARTMENT OF BIOLOGICAL SCIENCES
GUIDELINES FOR PROMOTION AND TENURE**

Policy Statement. The Department of Biological Sciences plays a central role in the education and training of undergraduate and graduate students for careers in the life sciences including those at professional schools. These goals can be achieved only through excellence in teaching at all levels and through the development of vigorous programs of research. Excellence in teaching and research is achieved only by continuous efforts in the acquisition, development, and retention of outstanding faculty. The Department of Biological Sciences is committed to recognizing and rewarding faculty demonstrating sustained excellence in teaching, scholarship, and service through the tenure and promotion process. UNT's Policy 06.004 (Faculty Reappointment, Tenure, and Promotion) will serve along with the following guidelines and procedures as instruments of assessment for achieving tenure and/or promotion in rank. Faculty members are expected to conduct teaching, scholarship, and service activities in accordance with UNT Policy 06.035 (Academic Freedom and Academic Responsibility) and UNT Policy 06.007 (Annual Review).

Definitions

- a. **Business Day.** "Business day" means Monday through Friday during regular university business hours (8:00 AM-5:00 PM), when university offices are open.
- b. **Academic Year Start.** UNT's academic year begins at the start of the fall semester.
- c. **Maximum Probationary Period.** "Maximum probationary period" means the maximum amount of time a faculty member may be appointed in probationary ranks at UNT.
- d. **Tenure-Track Appointment.** "Tenure-track appointment" means an appointment that includes a period of probationary employment preceding determination of tenure status.
- e. **Tenured Appointment.** "Tenured appointment" means an appointment awarded to faculty members after successful completion of the probationary period during which stated criteria are met. Appointment may be made to the rank of associate professor or professor.

Procedures and Responsibilities

1. **The Probationary Period for Tenure-track Appointments**

The probationary period for a tenure-track appointment allows the department and the University to carefully consider whether a faculty member meets the teaching, scholarship, and service expectations of the job. During the probationary period, a faculty member does not have tenure. This section outlines the specific guidelines for the initiation, duration, and extension of the probationary period.

- a. *Initiation of Probationary Period.* The probationary period begins at the start of the fall semester of appointment. For a faculty member appointed for the spring semester, the probationary period begins in the fall semester of the following academic year.
- b. *Length of Probationary Period for Assistant Professors.* The maximum probationary period for a faculty member appointed as an Assistant Professor is the equivalent of six (6) years of full-time service. The sixth year will be the mandatory tenure-review year. In extraordinary circumstances, as deemed appropriate by the chair and the dean, a candidate for tenure and promotion may be reviewed early in the probationary period, except in the third-year review. If the early review process is unsuccessful, the candidate may be reviewed again during the sixth year.
- c. *Length of Probationary Period for Associate Professors.* A faculty member appointed at the rank of Associate Professor, but without tenure, will have a probationary period of at least five (5) years of full-time service, and the fifth year normally will be the mandatory tenure-review year, although earlier consideration may take place upon request by the candidate and agreement with the chair and dean.
- d. *Extending the Probationary Period.* In extraordinary circumstances, a tenure-track faculty member may request that the probationary period be extended, also referred to as stopping the clock. The stop-the-clock period will be excluded from the probationary period and the probationary period extended accordingly.
 - (i) *Qualifying Circumstances.* Circumstances that may warrant extending the probationary period include, but are not limited to: the birth or adoption of a child; responsibility for managing the illness or disability of a family member; serious persistent personal health issues; death of a parent, spouse, child, or domestic partner; military service; and significant delays in fulfillment of UNT resources committed in the appointment letter. Not having met teaching, scholarship, and service expectations during a previous review period does not qualify as an extenuating circumstance for extension of the probationary period.
 - (ii) *Length of Exclusion.* A typical exclusion is one (1) year. In extraordinary circumstances, the dean and provost may grant a second one-year exclusion and commensurate extension of the probationary period.
 - (iii) *Timing.* Faculty members who intend to request an extension of the probationary period are encouraged to do so as early as the situation arises. Except under extraordinary circumstances, time-period exclusion requests will be made no later than: a) prior to the beginning of the fifth year of the probationary period for assistant professors; b) prior to the beginning of the fourth year for associate or full professors; and c) during the year preceding the exclusion year for all other cases.
 - (iv) *Performance Criteria and Evaluation.* The faculty member with the extension of the probationary period will be evaluated using the same tenure criteria as

those faculty members who were evaluated following the standard probationary periods. Teaching, scholarship, and/or service activities and products resulting during the extension period will be counted towards tenure. A faculty member will not be penalized for lack of teaching, scholarship, and/or service activities and products during the extension period.

- (v) *Faculty Responsibilities.* Resources allocated by UNT for teaching, scholarship, and/or service activities and products that have deadlines for use within the extension period will have their deadlines for use extended as well, within UNT policy.
- (vi) *Approval Process.* The faculty member is responsible for providing appropriate documentation to demonstrate why the stop-the-clock request should be granted. To initiate the process, the faculty member must complete and forward the Stop-the-Clock Form, which is available from the VPAA's website, to their chair. Upon receipt of a request to extend time, the chair will submit a written recommendation to the dean, including the reasons for supporting or not supporting the request. The dean will review the request by the chair and make a written recommendation to the provost, who may approve or deny the request. The provost will document in writing the reasons for approval or denial of the request. The provost's decision is final. The evaluation of the request will be based on the individual case recognizing that each case is unique.

2. Reappointment Review

- a. Annual Reappointment Review. All tenure-track faculty members will be reviewed annually during their probationary period. They will be provided with a written evaluation on the three (3) areas of teaching, scholarship and service, specifically addressing progress toward tenure. The reappointment review must be in accordance with applicable UNT policies (06.007 Annual Review; 06.035 Academic Freedom and Academic Responsibility; 06.027 Academic Workload). The review will be based on contributions that are documented and/or can be verified, rather than anecdotal information. Further, the review must provide an explicit statement of the quality of the faculty member's achievements, not simply an enumeration of the documented accomplishments of that faculty member. The department's Promotion and Tenure committee will conduct the annual review and provide a written evaluation to the chair. The chair will provide the P&T's written evaluation along with her/his own report to the faculty member and discuss the evaluation as a part of the mentoring process.
- b. Third-Year Reappointment Review. The third-year reappointment review is a more extensive and intensive review that includes the department, the college, and the provost, but without external review letters. The third-year review employs the same criteria and rigor of evaluation as the tenure review. The faculty member, in consultation with the chair, is responsible for assembling the dossier for review. The chair is responsible for managing the third-year reappointment review.

- c. *Third Year and Subsequent Reappointment Vote*. Each eligible tenured faculty member in the department will vote whether to recommend the probationary faculty member for reappointment in the third year and each year thereafter. Each voting faculty member is responsible for reviewing the candidate's dossier before voting. The chair will record and inform the faculty member of each year's vote and provide documentation of the votes in the final dossier.

3. Policy on Granting Tenure

Tenure in the Department of Biological Sciences is granted to an eligible faculty member after successful completion of a probationary period. The Department of Biological Sciences adheres to the mandates and suggestions of the College and University Guidelines for tenure. In case of a tenure-track faculty member hired at the rank of Assistant Professor, tenure considerations will be made when she/he is evaluated for promotion to the rank of Associate Professor. For faculty members who are hired at ranks higher than Assistant Professor, and who previously did not hold tenure at another institution of higher education of equivalent stature, tenure considerations can be made simultaneously or independent of promotion to the next higher rank.

- a. Recommendations for tenure will be based on critical review of evidence accumulated during a probationary period as to the faculty member's performance at her/his rank in the areas of teaching, research and service, as well as other scholarly or creative activities. These requirements are outlined below under Criteria for Promotion to Associate Professor (or Professor) that apply to the candidate based on her/his rank.
- b. Quality teaching is a minimum requirement for the granting of tenure, and no recommendation for tenure will be made in case of reasonable doubt about the quality of teaching. Candidates must also show continued growth and development through original research and creative activities, and through participation in professional activities of their discipline. A recommendation for tenure will be based on a record of quality performance in teaching and scholarly activity and indication of long-term motivation and interest for continued research excellence. Service related to the mission of the department, college and university, likewise serves as one criterion for recommendation of tenure.
- c. Balance among teaching, scholarship, and service activities may be expected to vary between individuals; however, contributions in one area alone cannot qualify a person for tenure. Therefore, scholarly productivity, even of exceptional quality, will not compensate for indifferent teaching; nor will unusually effective teaching compensate for deficiencies in scholarly accomplishments of the candidate.
- d. The granting of tenure in the Department of Biological Sciences is the beginning of a second long-term phase of professional association. To be tenured, an individual must be seen as a valuable member who contributes to the mission of the department as determined by the yearly evaluations of the candidate by the Personnel Affairs Committee and the chair of the department. The recommendation for tenure must carry with it the assurance that (i) the individual understands the

nature of membership in a community of scholars, (ii) adheres to high standards of integrity and professional ethics, (iii) has the ability and desire to work as a member of a group, while retaining all rights of individual expression, and (iv) that she or he demonstrates a sense of responsibility for the well-being of the department and the university. The faculty member must demonstrate strong commitment to work for the accomplishment of departmental and university goals.

- e. In recognition of the importance of the decision to grant tenure, the faculty affirms its intent to recommend tenure only when there is no reasonable doubt of the individual's continuing contributions to quality teaching, excellence in scholarship, and service. Furthermore, the faculty affirms its intent, by annual review and counseling, to prepare and assist all probationary faculty members to achieve tenure.
 - f. The candidate is expected to appraise the department of her/his scholarship productivity as part of the 'Biology Seminar' during the fall semester, or the spring semester prior to submitting her/his dossier for tenure consideration.
 - g. The chair of the department will make available the candidate's dossier (as provided by the candidate; see page 5 & 6 for dossier composition) to all tenured faculty in the department a minimum of two weeks prior to deliberations by the department Promotion and Tenure (P&T) committee, such that all tenured faculty members have the opportunity to review the dossier. Each eligible tenured faculty member in the unit will vote whether to recommend the probationary faculty member for tenure and promotion. Members may also provide written feedback on the candidate to the P&T committee and the chair of the department. The P&T committee and the chair will consider the vote result and comments when making their independent recommendations. The chair will record and inform the probationary faculty member of the vote and provide documentation of the vote in the final dossier.
4. The Dossier. The annual progress toward reappointment, tenure, and/or promotion involves review of an official dossier. Additionally, the department or college may require supplemental materials stipulated at the time of appointment to be included within the dossier. The dean will stipulate these materials within written, publicly available unit or college guidelines and made clear at the time of appointment. Any additions to or deletions from the dossier, as it moves through the review process, will be communicated to the candidate by the appropriate individual, in writing, at the time such additions and/or deletions are made. The dean will inform the candidates of the review timeline at least six months in advance of the submission deadline. Although the self-evaluation narrative is only required for third- and sixth-year reviews, candidates for tenure are encouraged to submit these statements as part of their second-, fourth-, and fifth-year review documents. The official dossier for reappointment, tenure and promotion must contain:
- a. University Information Form
 - b. Complete, current curriculum vita (CV)
 - c. Self-evaluation, personal narrative (maximum 750 words)

- d. Department tenure and promotion criteria (provided by the department chair)
- e. Cumulative results of annual evaluations and, for probationary faculty, evidence of mentoring and support throughout the reappointment, tenure, and promotion process (provided by the department chair)
- f. Summary evaluation of teaching effectiveness, including statistical summaries of student evaluation of teaching, interpretative comment on the statistical summaries, and other evidence of student learning (provided by the department chair)
- g. External referee letters* (obtained and provided by the department chair)
- h. Reviewer information (provided by the department chair)
- i. Recommendation of P&T review committee
- j. Recommendation of department chair
- k. Recommendation of College P&T review committee
- l. Recommendation of dean
- m. Reappointment votes for third and subsequent years (for assistant professors; to be provided by the department chair)
- n. Additional letters of dissent from previous evaluations of the candidate (if applicable, to be provided by the department chair).

*Indicates item not included in third year reappointment review.

5. Promotion and Tenure Committees

Since promotion to Professor may be voted on only by those who have themselves attained that rank, there must be a provision for two kinds of Promotion and Tenure (P&T) committees.

- a. Composition and Selection of Committees. There will be two types of committees formed: one to evaluate faculty being considered for promotion to Associate Professor and Tenure (P&T Committee A), and a second committee to evaluate faculty being considered for promotion to Full Professor and/or Tenure (P&T Committee B).
 - (i) P&T Committee A will evaluate probationary faculty each year for the renewal of their probationary period and consider candidates for tenure and/or promotion at lower ranks. P&T Committee A will be composed of six tenured faculty holding the rank of Associate Professor or Professor, two from each division (Biochemistry and Molecular Biology, Developmental Physiology and Neurobiology, and Environmental Sciences). Members of P&T Committee A will be elected by each division. At least one P&T Committee A member representing each division will be elected from the membership of the Personnel Affairs Committee. Any division which does not have two tenured

members, must elect a representative from another division in the department to serve on P&T Committee A.

- (ii) P&T Committee B will evaluate Associate Professors who are being considered for promotion to the rank of Professor, and probationary faculty at the rank of Associate Professor or Professor who are going up for tenure. P&T Committee B will be composed of six tenured faculty holding the rank of Professor, two from each division (Biochemistry and Molecular Biology, Developmental Physiology and Neurobiology, and Environmental Sciences). Members of P&T Committee B will be elected by each division. At least one P&T Committee B member representing each division will be elected from the membership of the Personnel Affairs Committee. In case a division is not represented on the Personnel Affairs Committee by a member holding the rank of Professor with tenure, then both P&T members representing the division can be from outside the Personnel Affairs Committee. Any division that does not have two tenured members holding the rank of Professor, must elect a tenured Professor rank faculty from another division in the Department to serve on P&T Committee B.
- (iii) The chair and/or associate chair of the department, or any other faculty serving an administrative role at UNT, as defined by University Policy, cannot serve on P&T Committee A or B.
- (iv) Members of P&T Committee A and B will select their own committee chair. The term of office on each of the P&T Committees A and B will be three years. There is no restriction on an individual faculty simultaneously serving on both P&T Committees A and B. The terms of the P&T committee members will be staggered, such that two members on each of these committees will retire each year. Reappointment of an individual to the same committee can occur only after an individual sits out of that committee for a minimum one-year period. However, the one-year gap between reappointment will be waived if a division has only one faculty member who is eligible to serve on P&T Committee A or B. In case a committee member is indisposed and/or cannot perform her/his duties, the division concerned will elect another tenured faculty as replacement for the duration that the original committee member is unavailable. In case a standing committee member retires, leaves UNT, or in case of death, the director of the division concerned will appoint a new member to fill in the remainder of the term of the original committee member.
- (v) P&T Committee B will have no responsibilities in the years when there are no faculty members being considered for promotion to the rank of Professor or an existing Professor being considered for tenure.
- (vi) Each candidate being considered for Promotion and/or Tenure will select an advocate who will function to present the candidate's credentials to the P&T committee in the best light possible. The advocate will also function as an intermediary between the P&T committee and the candidate and assure that all pertinent information is made available to the committee for its deliberations in a timely manner. This should include seeking additional information or clarification from the candidate or other sources as the committee's

deliberations proceed. The advocate should become thoroughly familiar with the dossier of the candidate and the departmental policy/requirements for Promotion and/or Tenure.

The advocate must be a tenured UNT faculty. The department chair cannot serve as an advocate. If an advocate is a sitting member of the P&T, she or he will have to be replaced on the P&T committee for this candidate by another qualified member (see criterion 'i' and 'ii', above) from the division. The director of the relevant division will appoint the replacement member to serve on the P&T committee for this candidate. The advocate is not a voting member of the P&T committee.

b. Responsibilities of Promotion and Tenure Committees

- (i) P&T Committees A and B will judge the merits of the candidates for recommendation for promotion to the next higher rank and/or for the award of tenure. P&T Committee A will also be responsible for the annual and third year reappointment evaluation of tenure-track Assistant Professors.
- (ii) The chair of the department will forward to P&T Committees A and B the names of those colleagues to be considered for promotion and/or tenure. Other faculty members whose names are not submitted by the chair of the department but who have reason to feel they are eligible for consideration, may place their own names and credentials before the appropriate P&T committee (A or B). Candidates must be made known to the appropriate committee according to the university calendar.
- (iii) It is the responsibility of the chair of P&T Committee A or B to see that the work of the committee is conducted in accordance with the University's and College of Science's Guidelines for Tenure and Promotion.
- (iv) P&T Committees A and B will convene according to the University calendar.
- (v) Members of P&T Committees A and B will not review him- or herself or their spouse/partner or family member, nor participate in any discussion directly or indirectly involving him or herself or their spouse/partner or family member.
- (vi) The candidate's professional accomplishments to be weighed by P&T Committee A or B, whether for promotion or tenure, or both, are essentially those considered by the Personnel Affairs Committee for salary adjudication. Where external letters of reference are used for promotion and/or tenure, a minimum of five (5) external letters of reference are required. The chair of the department will seek these letters from the external reviewers. These external letters will be made available to the P&T committee only after they have voted on promotion and/or tenure decisions of the concerned candidate and provided their decision letter to the chair. Upon review of these letters, the P&T committee will have the opportunity to revise their letter and if necessary modify their recommendation and justifications in light of comments made by the external reviewers. However, if the final letter contains substantive changes both the original and the revised letters will be forwarded by the chair of the

department to the College P&T committee for their review. The P&T committee may avail itself of any other information, data, evidence, recommendations, etc. it deems pertinent and will not be limited or inhibited in its search for documentary criteria for its consideration so long as the individual's constitutional privilege to personal privacy is in no way breached nor threatened. Records of this information will be maintained and should become part of the candidate's Promotion and/or Tenure package.

- (vii) P&T Committee A and B members will conduct an objective, collegial, and honest evaluation of the candidate's professional qualifications and contributions in the areas of teaching, scholarship and service in accordance with the College of Science and University of North Texas policies. All the details must be revealed to the candidates at the time supporting documentation is requested of them.
- (viii) P&T Committee A and B's calendar will provide for personal refutation, appeal, or argumentation by the candidate during the committee's deliberative phase and well before its final recommendation to the department chair takes final form.
- (ix) A majority vote (minimum 4 out of 6 in favor) by the appropriate P&T Committee A or B will be required in order for it to recommend the candidate for promotion and/or tenure to the chair of the department.
- (x) If there is a lack of consensus (split vote), P&T Committee A or B will include the reasons for lack of consensus in their final recommendation to the chair of the department. This will also be reflected in the written report by the chair of the department to the dean of the College of Science. A minority report(s) may be included as part of the P&T committee's letter to the chair of the department, or as a separate letter. All P&T Committee A or B members will sign off on their recommendation letter, as well as minority letter, if any.
- (xi) If the P&T committee is considering writing a negative recommendation, it is the responsibility of the P&T committee chair to notify the candidate at least five (5) business days before the stated deadline, for the candidate to seek redress, if desired. If an appeal is made, this must be indicated on the final report together with the results of the appeal. Additional details on the grievance procedure and the timing of appeals are described on page 16 of this document.
- (xii) It will be the yearly responsibility of P&T Committee A to review the progress of tenure-track appointees and to inform them of the criteria to be employed in reviewing and assessing their progress toward tenure. The 3rd year reappointment evaluation of the candidate will be similar to that occurring for Promotion and Tenure, except that it will not involve external letters from experts.

In addition to P&T Committee A voting on reappointment, each eligible tenured faculty member in the unit will vote whether to recommend the probationary faculty member for reappointment in the third year and each year thereafter.

The chair of the department will make available the candidate's dossier to all tenured faculty in the department a minimum of two weeks prior to deliberations by the department P&T committee, such that all eligible tenured faculty members have the opportunity to review the dossier. Each voting faculty member is responsible for reviewing the candidate's dossier before voting by secret ballot. The chair will record and inform the probationary faculty member of each year's vote and provide documentation of the votes in the final dossier.

- (xiii) There must be two written statements, one signed by the chair of P&T Committee A, and one signed by the chair of the department, representing the P&T committee's consensus and the chair's opinion of the progress of the tenure-track faculty member. Each statement must contain the phrase "satisfactory progress" or the phrase "unsatisfactory progress" in a larger statement designed to inform the faculty member of her/his exact position in her/his quest for tenure. The P&T committee's record of these actions must be transmitted to the chair of the department and must also become a permanent document in the candidate's departmental personal record. Both statements must be included in the evaluation package that is forwarded to the College of Science's P&T committee. The department chair's office will maintain a record of their yearly counseling of all tenure-track faculty. The yearly evaluations inform the candidate of those professional qualities that will make him/her eligible for tenure; they do not imply that tenure is granted.
- (xiv) Review of the Dossier by the department chair. The department chair will review the dossier, including the report from the P&T committee. The chair must speak to the value, impact, and importance of the contributions made by the faculty member. Based on the dossier, the chair will make a written affirmative or negative recommendation to the college/school dean. This recommendation, which must be dated and signed by the chair, will provide a succinct rationale for the chair's professional judgment regarding the recommendation. The chair will provide a complete copy of his/her written recommendation to the dean along with the recommendation of the department P&T committee and all accompanying statements and documents (including all summary statements, graphs, etc.) to the candidate within five (5) business days of the stated deadline.
- (xv) If the department chair is considering writing a negative recommendation, the chair must notify the candidate at least five (5) business days before the stated deadline, for the candidate to seek redress, if desired. Additional details on the grievance procedure and the timing of appeals are described on page 16 and 17 of this document.

6. Criteria for Promotion to the Rank of Associate Professor

Review of the faculty member's promotion to the rank of Associate Professor is based on expectations in scholarship, teaching and service as outlined below. In addition, each faculty member is expected to demonstrate civility toward students, staff, peers and colleagues. Each faculty member must make contributions to the intellectual

climate of the department through dedication to teaching and scholarly pursuits and through interactions with other members of the departmental faculty and with students at all levels.

- a. Scholarly work. Because of the nature and breadth of biological sciences as a discipline, scholarly work is recognized and acknowledged to be basic or applied, or a combination thereof that could involve theoretical developments and/or experimental and/or original thought, and/or the innovative application of existing principles to solve current problems.
- (i) It is expected that the faculty member has established a high quality and productive program of research, which is independent and/or collaborative in nature, with the expectation that a faculty member involved with a collaboration will add in a meaningful way her/his own original expertise to the team's research goals. In case of a research program that is primarily collaborative, the value of the candidate's independent contribution to the success of the collaborative research should be explicit. Independence of research programs can be further demonstrated in the form of publications as corresponding/co-corresponding author, principal investigator on grants/contracts, and/or invitations as speaker at significant conferences and at other scholarly institutions.
 - (ii) The candidate must demonstrate a record of success in securing funding through external grants/contracts from government, industrial, or private sources, in amounts sufficient to sustain the faculty member's high quality and productive research program.
 - (iii) The primary evidence of productivity and excellence of the candidate's research lies in scholarly publications in reputable refereed journals. It is expected that the candidate has a consistent record of high quality peer-reviewed papers and other scholarly activity. Eight (8) full-length publications are expected during the five-year period immediately preceding submission of document for promotion. Candidates should provide direct evidence or metrics of the quality of these publications in the dossier (e.g. journal index ranking, number of citations, evidence of policy influence, popular press coverage of the paper, etc.). It is expected that at least 2 of these publications should be regarded as outstanding scholarship. Outstanding scholarship can be evidenced by such things as publication in highly regarded national or international journals, journals rated in the top 25% in the candidates field(s) as supported by currently accepted bibliographic metrics, papers with high citation rates, papers that have influenced policies intended to benefit society, papers that have informed the basis of practitioners' work, papers that have provided innovative applications of research, or any other evidence of outstanding scholarship as provided by the candidate. Anything less than eight publications will require evidence that the publications are of substantially higher quality and impact. Faculty are strongly encouraged to involve students and other mentees in their research publications. Other evidence that demonstrates the necessary credentials of the candidate's prominence in the field include issued patents,

invited review papers, book chapters and books authored by the candidate, and invited presentations of her/his research/scholarly activity at significant national and/or international conferences and other scholarly institutions.

- (iv) Candidates for promotion to Associate Professor are expected to recruit and mentor graduate students in their area of expertise leading to the timely completion of graduate theses and dissertations. Candidates are also encouraged to involve undergraduates in their research.
 - (v) Other evidence that demonstrates the necessary credentials for research productivity and the candidate's prominence in the field include invited review papers, book chapters and books authored by the candidate, and/or invited presentations of her/his research/scholarly activity at significant conferences and other scholarly institutions.
- b. Teaching. The department recognizes that contributions to teaching and related activities are important in the evaluation of faculty members.
- (i) Competence in teaching is a minimum expectation. The academic climate, which the university seeks, can be achieved only when faculty members regularly and conscientiously meet all of their fundamental instructional responsibilities. A commitment to excellence in teaching is evidenced by thoroughness of preparation, effectiveness of presentation, a willingness to give counseling and help students during regularly kept office hours and by appointment, and by the ability to stimulate the interest of the students in science. Further evidence of commitment to teaching may include sample syllabi, sample tests, the upgrading of existing courses, design of new courses, and participation in conferences (workshops) which address teaching, curriculum and learning.
 - (ii) It is recognized that the evaluation of teaching is a difficult and subjective task. Nevertheless, the level of competence will be assessed by student evaluations, annual peer observation conducted by the department, and other evidence. Such evidence should include but is not limited to a teaching portfolio, peer ratings, scholarship of teaching and learning, instructional grants and learning outcomes obtained from statements written by students in connection with course evaluation.
- c. Service. The Department of Biological Sciences is operated by a committee system comprised of members representing each of the three divisions. Service to the department, the university and the discipline is expected of each faculty member. Assistant Professors on a tenure-track, however, are advised to concentrate their efforts on establishing their research and becoming competent teachers. Regardless, each faculty member must demonstrate responsible citizenship in the university community by serving on committees when called upon by the department/college/university.
- d. Breadth of Contribution. Some degree of balance in performance in scholarship, teaching and service performance is desirable. As mentioned above, primary

emphasis is placed on scholarship and teaching. However, contributions in one of these primary areas alone will not qualify a person for tenure. Thus, scholarship, even of exceptional merit, will not compensate for mediocre classroom performance nor will exceptional teaching compensate for a lack of consistent scholarly activities.

e. Other Guidelines for Promotion to the Rank of Associate Professor

- (i) A majority vote (minimum 4 out of 6 in favor) by the P&T committee will be required in order for it to recommend the candidate for promotion to the chair of the department.
- (ii) A minimum of five (5) external letters of reference will be requested by the chair from peers in the candidate's field of research. The referees will hold the rank of tenured Associate Professor or higher, or equivalent. The chair of the department will seek these letters from the external reviewers. To ensure an independent review of the candidate's dossier by the P&T committee, these external letters will be made available to the P&T committee only after they have voted on promotion and/or tenure decisions of the concerned candidate and provided their decision letter to the chair. Upon review of these reference letters, the P&T committee will have the opportunity to revise their own letter and if necessary modify their recommendation and justifications in light of comments made by the external reviewers. However, if the revised letter contains substantive changes the original and the revised letter will both be forwarded by the chair of the department to the College P&T committee for their review. The P&T committee may avail itself of any other information, data, evidence, recommendations, etc. it deems pertinent and will not be limited or inhibited in its search for documentary criteria for its consideration so long as the individual's constitutional privilege to personal privacy is in no way breached or threatened. Records of this information will be maintained and should become part of the candidate's Promotion and/or Tenure package. If there is a lack of consensus (split vote), the P&T committee will include the reasons for lack of consensus in their final recommendation to the chair of the department. This will also be reflected in the written report by the chair of the department to the dean of the College of Science. Minority report(s) can be included as part of the P&T committee's letter to the chair of the department, or as a separate letter. All P&T committee members will sign off on their recommendation letter, as well as minority letter, if any.

7. Criteria for Promotion to the Rank of Professor

Promotion to the rank of Professor is reserved for those Associate Professors who have demonstrated a record of high caliber and sustained productivity over their research career, and are recognized by their peers as leaders in the field. Faculty members being considered for promotion to the rank of Professor are expected to demonstrate continued excellence and recognition attained by their research program, as well as meeting requirements in teaching and service as outlined below. In addition, each faculty member is expected to demonstrate civility toward students, staff, peers and colleagues. Each faculty member must contribute to the intellectual climate of the department through dedication to teaching and scholarly pursuits and through

interactions with other members of the departmental faculty and with students at all levels.

- a. Scholarly Work. Because of the nature and breadth of biological sciences as a discipline, research is recognized and acknowledged to be basic or applied, or a combination thereof that could involve theoretical developments and/or experimental and/or original thought, and/or the innovative application of existing principles to solve current problems.
- (i) It is expected that at a minimum, the faculty member going up for Promotion to the rank of Professor has cultivated a highly productive and nationally/internationally renowned program of research that has added in a substantial and meaningful way to the progress of the field and/or discipline.
 - (ii) The candidate must demonstrate a record of success in securing extramural funding/contracts over her/his professional career, and as far as can be determined, demonstrate strong future potential in securing additional funding through external grants/contracts from government, industrial, or private sources, such that she/he can continue to further develop a productive, nationally/internationally renowned research program of high caliber.
 - (iii) The primary evidence of productivity and excellence of the candidate's research lies in scholarly publications in reputed refereed journals. It is expected that the candidate has consistently excelled in publishing her/his work in reputable peer-reviewed avenues. Twelve (12) full-length publications are expected over a five-year period immediately preceding submission of documents for promotion. Candidates should provide direct evidence or metrics of the quality of these publications in the dossier (e.g. journal index ranking, number of citations, evidence of policy influence, popular press coverage of the paper, etc.). It is expected that at least six (6) of these publications should be regarded as outstanding scholarship. Outstanding scholarship can be evidenced by such things as publication in highly regarded national or international journals, journals rated in the top 25% in the candidates field(s) as supported by currently accepted bibliographic metrics, papers with high citation rates, papers that have influenced policies intended to benefit society, papers that have informed the basis of practitioners' work, papers that have provided innovative applications of research, or any other evidence of outstanding scholarship as provided by the candidate. Other evidence that demonstrates the necessary credentials of the candidate's prominence in the field include issued patents, invited review papers, book chapters and books authored by the candidate, and invited presentations of her/his research/scholarly activity at significant national and/or international conferences and other scholarly institutions. Thus, a faculty member considering promotion to the rank of Professor is expected to have a consistent record of high caliber peer-reviewed papers and other scholarly activity that go well beyond what is expected for promotion to Associate Professor. The high caliber of the candidate's research/scholarly work should be plainly evident to reviewers.
 - (iv) Candidates for promotion to the rank of Professor are expected to have a track record of training the next generation of scientists. This includes a track record

of recruiting and mentoring graduate students in their area of expertise leading to the timely completion of graduate theses and dissertations, and publications resulting from graduate student theses and dissertation research. This could also include mentoring the professional development of postdoctoral and visiting scholars. Candidates are also expected to have provided research opportunities to undergraduate students.

- b. Teaching. The department recognizes that contributions to teaching and related activities are important in the evaluation of faculty.
- (i) Competence in teaching is a minimum expectation. The academic climate which the university seeks can be achieved only when the faculty members regularly and conscientiously meets all of their fundamental instructional responsibilities. A commitment to excellence in teaching is evidenced by thoroughness of preparation, effectiveness of presentation, a willingness to give counseling and help to students during regularly kept office hours and by appointment, and by the ability to stimulate the interest of the students in the sciences. Further evidence of commitment to teaching may include sample syllabi, sample tests, the upgrading of existing courses, design of new courses, and participation in conferences (workshops) which address teaching, curriculum and learning.
 - (ii) It is recognized that the evaluation of teaching is a difficult and subjective task. Nevertheless, the level of competence will be assessed by student evaluations, peer observation and other evidence obtained from statements written by students in connection with course evaluation. Such evidence should include but is not limited to a teaching portfolio, peer ratings, scholarship of teaching and learning, instructional grants and learning outcomes obtained from statements written by students in connection with course evaluation.
- c. Service. The Department of Biological Sciences is operated by a committee system comprised of members representing each of the three divisions. Service to the department, the university and the discipline is expected of each faculty member. Faculty members going up for promotion to the rank of Professor are expected to have a track record of significant and meaningful contribution to the university mission such as service on committees at the department and/or college/university level, and service contributions to their scholarly societies. It is expected that the candidate demonstrates a leadership role on these committees. In addition, the candidate must demonstrate responsible citizenship in the university community.
- d. Other Guidelines for Promotion to the Rank of Professor
- (i) The candidate is expected to appraise the department of her/his research productivity as part of the 'Biology Seminar' during the fall or spring semester prior to submitting her/his dossier for consideration for Promotion to the rank of Professor.
 - (ii) The chair of the department will make available the candidate's dossier (as provided by the candidate) to all tenured faculty holding rank of Professor in the department a minimum of two weeks prior to deliberations by the department P&T committee, such that all tenured Professors have the opportunity to provide

written feedback on the candidature of the faculty to the P&T committee and the chair of the department. The P&T committee and the chair will consider these comments when making their independent recommendations.

- (iii) A majority vote (minimum 4 out of 6 in favor) by the P&T committee will be required in order for it to recommend the candidate for promotion to the chair of the department.
- (iv) A minimum of five (5) external letters of reference will be requested by the department chair from peers in the candidate's field of research. The referees will hold the rank of tenured Professor, or equivalent, and be themselves nationally and/or internationally recognized in their field. The chair of the department will seek these letters from the external reviewers. To ensure an independent review of the candidate's dossier by the P&T committee, these external letters will be made available to the P&T committee only after they have voted on promotion and/or tenure decisions of the concerned candidate and provided their decision letter to the chair. Upon review of these reference letters, the P&T committee will have the opportunity to revise their own letter and if necessary modify their recommendation and justifications in light of comments made by the external reviewers. However, if the revised letter contains substantive changes the original and the revised letter will both be forwarded by the chair of the department to the College P&T committee for their review. The P&T committee may avail itself of any other information, data, evidence, recommendations, etc. it deems pertinent and will not be limited or inhibited in its search for documentary criteria for its consideration so long as the individual's constitutional privilege to personal privacy is in no way breached nor even threatened. If there is a lack of consensus (split vote), the P&T committee will include the reasons for lack of consensus in their final recommendation to the chair of the department. The reasons for this lack of consensus will also be reflected in the written report by the chair of the department to the dean of the College of Science. Minority report(s) can be included as part of the P&T committee's letter to the chair of the department, or as a separate letter. All P&T committee members will sign off on their recommendation letter, as well as minority letter, if any.

8. Negative Decision for Granting of Tenure and/or Promotion, and the Appeal Process

- a. Negative Decision by the Departmental P&T Committee. If the P&T committee is considering writing a negative recommendation, it is the responsibility of the P&T committee chair to notify the candidate in time for the candidate to seek redress, if desired. The candidate has a right to request a meeting with the P&T committee chair within five business days of the P&T committee's notification. The nature of this appeal will be to bring additional information to the P&T committee, to correct factual inaccuracies or misinterpretations by the P&T committee and/or to attempt to convince the P&T committee that it should change its decision. The advocate may accompany the candidate at this meeting. Any party present at this meeting may request that it be recorded or transcribed with the approval of all parties present.

Candidates who receive a negative recommendation from the P&T committee have the right to receive a copy of the negative recommendation with all accompanying documents, and to insert a letter disputing that recommendation into her/his tenure and/or promotion dossier before it is forwarded to the department chair. The candidate must submit the letter to the P&T chair at least one (1) business day in advance of the deadline for submission of the P&T committee's recommendation to the department chair. The P&T committee will consider the candidate's letter and supporting documents and report the results of its consideration of the candidate's letter and supporting documents in the dossier going forward to the department chair.

- b. *Negative Decision by the Departmental Chair.* If the department chair is considering writing a negative recommendation, the chair must notify the candidate at least five (5) business days before the stated deadline. The candidate has the right to request a meeting to discuss the case with the department chair within five (5) business days of the notification. The faculty mentor/advocate may accompany the candidate in this meeting. The requested meeting will occur before the negative recommendation is transmitted.

Candidates who receive a negative recommendation from the chair have the right to receive a copy of the negative recommendation with all accompanying documents, and to insert a letter disputing that recommendation into their tenure and/or promotion dossier before it is transmitted to the college. The candidate may insert in the dossier a letter disputing the recommendation before transmitting the dossier to the college. The candidate must submit the letter to the department chair at least one (1) business day in advance of the deadline for submission of the recommendation to the college level. The department chair will consider the candidate's letter and supporting documents and report the results in the dossier going forward.

9. Post Tenure Review.

A faculty member who receives an unsatisfactory annual review by the unit review committee must be placed on a professional development plan (PDP) as outlined in the review of tenured faculty policy (06.52). A faculty member has up to two calendar years to achieve the outcomes identified in the PDP.

Note: In case the department policy differs from the university policy 06.004 (Faculty Reappointment, Tenure and Promotion), the university policy will take precedence.

References and Cross References

UNT Policy 06.007, Annual Review

UNT Policy 06.027, Academic Workload

UNT Policy 06.035, Academic Freedom and Academic Responsibility

Texas Education Code TEC §51.948, Restrictions on Contracts with Administrators

Forms and Tools

Stop-the-Clock Form (<http://vpaa.unt.edu/sites/default/files/Stop%20the%20Clock%20Final.pdf>)

University Information Form (<http://vpaa.unt.edu/faculty-resoures/forms-and-templates>)

Approved: mm/dd/2018

Effective: mm/dd/2018

**PROMOTION POLICY FOR LECTURER POSITIONS
DEPARTMENT OF CHEMISTRY
UNIVERSITY OF NORTH TEXAS**

I. Departmental Mission and Goals

The mission of the Chemistry Department of the University of North Texas is to provide quality education in science and the scientific method to both its undergraduate and graduate students using chemistry as the medium.

A significant aspect of this mission is the training of future chemists in the graduate program. This training is accomplished through research programs that increase our knowledge and understanding of both basic and applied areas of chemistry.

The department strives to increase scientific literacy in the general populace through its service courses and service activities.

The products of these activities, namely, informed citizens, scientists, and knowledge, benefit the North Texas area, the State, and the Nation.

The goals of the Chemistry Department in the three areas of teaching, research, and service are integrally correlated and cannot be separated into distinct subdivisions. For example, a major component of the department's teaching responsibility is the freshman chemistry program that serves as part of the university and the college core. This program represents a predominantly **service** activity for the department that is vitally related to its **teaching** function.

The **research** component of the department's mission is also a **teaching** function because its primary product is scientific problem solvers. These individuals, as a result of their studies, generate new knowledge or applications that will **serve** humankind. At the same time, **research** and **service** by the faculty, in basic or applied areas of chemistry, in chemical education, or in consulting activities, serves to provide the department's students with a faculty who can better fulfill their **teaching** function.

Lecturer are faculty on non-tenure track appointments who are typically expected to make most of their contributions in the area of teaching. The primary area of evaluation for promotion to the rank of Senior Lecturer and to the rank of Principal Lecturer will be teaching. However, it is expected that each candidate will actively participate in departmental service, and this is considered more important in the higher ranks of the Lecturer track. Service to the broader community outside the department and off campus are also valued. Finally, involvement of Lecturers in research may be appropriate in some cases if so stated in the faculty member's employment offer or if so determined in consultation between the faculty member and the Department Chair.

II. Introduction

Promotion within the Lecturer track represents an important decision in the development of an outstanding faculty member. It is a selective process that recognizes and rewards faculty members for continued and sustained outstanding performance in their assigned duties. Non-tenure track faculty who would like to be considered for promotion to a higher rank should consult with the Department Chair and members of the Lecturer Promotion Committee prior to beginning the promotion process, to discuss whether their record warrants promotion.

To be eligible for the rank of Senior Lecturer, the faculty member must have a record of sustained excellence in teaching and must have served at least three consecutive years (six long semesters of full-time teaching) at the rank of Lecturer in a college-level position, or have equivalent prior teaching experience. Candidates for promotion to Senior Lecturer must demonstrate the quality of their teaching through student evaluations, annual peer visitations, and other appropriate evidence of teaching effectiveness. In addition, a candidate for Senior Lecturer must provide evidence of professional growth and development as an instructor and as a member of the academic profession. This includes but is not limited to new course development, mentoring other instructional faculty, student advising, and maintaining currency in the area of expertise through pedagogical development, conference participation, and/or research. A candidate for promotion to Senior Lecturer must also demonstrate sustained effectiveness in the area of service. Examples of significant service activities include membership in departmental, college, and university committees, special assignments (e.g. Undergraduate Affairs Committee Chair, Assistant Chair), and participation in Faculty Senate or other forms of faculty governance. Service outside the university—for example, acting as a peer reviewer for journals and funding agencies, chairing sessions at professional meetings, and election to offices in professional organizations—will also be viewed as part of the service record of the candidate.

Faculty promoted from Lecturer to Senior Lecturer will receive a standard increase in base salary (FTE prorated) at the time the new rank appointment begins, in accordance with university and/or college guidelines. Senior Lecturer appointment contracts may be for one to three years. All contracts are reviewed for renewal annually.

To be eligible for the rank of Principal Lecturer, the faculty member must have a record of sustained excellence in teaching and must have served at least five consecutive years (ten long semesters of full time teaching) in a college-level teaching position, including at least three years at the Senior Lecturer rank, or have equivalent prior teaching experience. Candidates for promotion to Principal Lecturer must demonstrate the excellence of their teaching through student evaluations, annual peer visitations, and other appropriate evidence of teaching effectiveness. In addition, a candidate for Principal Lecturer must provide evidence of their leadership and professional development within the university and as a member of the academic profession. This includes but is not limited to coordination of courses or curriculum areas, new course development, mentoring other instructional faculty, student advising, and maintaining currency in the area of expertise through pedagogical development, conference participation, and/or research. Candidates for promotion to Principal Lecturer must also demonstrate sustained excellence in the area of service. Examples of significant service activities include membership in departmental, college, and university committees, special assignments (e.g. Undergraduate Affairs Committee Chair,

Assistant Chair), and participation in Faculty Senate or other forms of faculty governance. Service outside the university—for example, acting as a peer reviewer for journals and funding agencies, chairing sessions at professional meetings, and election to offices in professional organizations—will also be viewed as part of the service record of the candidate.

Faculty promoted from Senior Lecturer to Principal Lecturer will receive a standard increase in base salary (FTE prorated) at the time the new rank appointment begins, in accordance with university and/or college guidelines. Principal Lecturer appointment contracts may be for one to five years. All contracts are reviewed for renewal annually.

It is recognized that evaluation of teaching is a difficult and subjective task; however, it is essential that evaluations be performed. Inputs used will include the nature of the courses taught and numerical ratings and written comments on the student evaluations administered by both the department and the university near the end of each semester. All promotion dossiers for non-tenure track faculty must contain other evidence of teaching effectiveness in addition to student evaluations. These may include, but are not limited to: peer evaluations, a teaching portfolio, published scholarship of teaching and learning, instructional grants, teaching awards, and learning outcomes. The Department of Chemistry considers effective teaching to be of paramount importance in the career development of non-tenure track faculty.

III. Lecturer Promotion Committee and Review Procedure

The Departmental Lecturer Promotion Committee will consist of all full-time, tenured members of the Chemistry Faculty, plus any non-tenure track faculty at or above the rank being sought by the candidate. Thus, the Promotion Committee for a candidate seeking promotion from the rank of Lecturer to Senior Lecturer will include any Senior Lecturers and Principal Lectures currently serving as faculty members. The Department Chair is a non-voting, ex-officio member of this committee. The Lecturer Promotion Committee shall elect a chair as early as feasible in the academic year. The Committee shall evaluate all chemistry Lecturers for promotion at the appropriate time as established by the non-tenured faculty promotion calendar published by the Provost's office each academic year.

In the candidate's first semester of appointment as a Lecturer, the Chair of the Departmental Lecturer Promotion Committee shall appoint (in consultation with the candidate) a sponsoring Promotion Subcommittee which shall consist of two members of the Lecturer Promotion Committee. The appointment shall be for the duration of the candidate's service at the rank of either Lecturer or Senior Lecturer. If either sponsor is unable to serve at any time, the Chair shall appoint a replacement.

The Lecturer Promotion Subcommittee members will counsel the candidate on their progress towards promotion and aid the candidate in preparing a promotion dossier for review by the Lecturer Promotion Committee. The Subcommittee members will also present a brief summary of progress by the faculty member to the Lecturer Promotion Committee prior to the promotion vote by the Committee.

The candidate for non-tenured faculty promotion will be responsible for assembling a dossier containing the required documentation, in consultation with the Department Chair and the candidate's sponsoring Promotion Subcommittee. The types of evidence submitted should be consistent with guidelines for non-tenured faculty promotion stated in elsewhere in this document, and in accordance with the relevant College of Science and University policies in force at the time.

The following is a non-exclusive list of items that should be included in dossiers for non-tenured faculty promotion:

1. A complete, current CV
2. A self-evaluation/personal narrative (maximum 750 words)
3. Compilations of numerical results and student comments from student teaching evaluations
4. Other evidence of teaching effectiveness. These may include, but are not limited to: peer evaluations, a teaching portfolio, publications and conference presentations related to teaching and learning, instructional grants, teaching awards, learning outcomes, and documentation of course redesigns or new course developments.
5. Documentation of service activities
6. Documentation of research activity, if part of the faculty member's assigned duties.

The candidate's dossier shall be available for examination by members of the Departmental Lecturer Promotion Committee at least two weeks prior to the meeting at which promotion is to be discussed.

All proceedings of the Lecturer Promotion Committee shall be held in executive session. The consideration of each candidate shall be opened with a presentation of the candidate's performance and record of accomplishments, followed by questions and discussion by the committee. A vote shall be taken by the committee to determine if the candidate is to be recommended for promotion. A two-thirds affirmative vote of all voting members of the Lecturer Promotion Committee is required for the candidate to receive a positive committee recommendation regarding promotion. The promotion vote shall be by secret ballot. To the extent possible, a consensus shall be reached by the Committee concerning specific points to be covered in the statement of evaluation that is sent to the Department Chair. Following the vote and discussion, the draft of the evaluation letter containing the results of the vote and points raised during the course of the Committee's deliberations will be prepared and circulated to all committee members for comments and revisions prior to its transmittal by the Lecturer Promotion Committee Chair to the Department Chair. The Committee Chair shall ensure that the written evaluation reflects the collective judgment of the Lecturer Promotion Committee. Committee members who disagree with the majority opinion may choose to submit a minority opinion statement, which should be included by the Committee Chair in the document..

If the initial vote of the Lecturer Promotion Committee is not favorable, the committee will notify the candidate in writing that the committee is considering a negative recommendation. The candidate has the right to request a meeting with the Chair of the Departmental Lecturer Promotion

Committee within 5 business days of this notification. The candidate has the right to submit a rebuttal of any negative recommendation by the Committee in accordance with UNT Policy 06.005.

The Department Chair will provide an independent evaluation of the candidate's promotion dossier. The Department Chair's recommendation will be added after the candidate and Departmental Lecturer Promotion Committee submit the dossier to the Chair and before the dossier and supporting materials are forwarded to the College of Science Dean.

Upon review of the dossier, the Department Chair must notify the candidate in writing if a negative recommendation is being considered. The candidate has the right to request a meeting with the Department Chair within 5 business days of this notification. The candidate has the right to submit a rebuttal of a negative recommendation by the Chair in accordance with UNT Policy 06.005.

The Chemistry Department will follow the University and College of Science guidelines in force at the time that the non-tenured faculty candidate is being considered for promotion. In the event that departmental or college policies for promotion differ from the university Non-Tenure Track Faculty Reappointment and Promotion policy (06.005), the university policy will take precedence.

**POLICY FOR PROMOTION TO THE RANK OF PROFESSOR
DEPARTMENT OF CHEMISTRY
UNIVERSITY OF NORTH TEXAS**

I. Departmental Mission and Goals

The mission of the Chemistry Department of the University of North Texas is to provide quality education in science and the scientific method to both its undergraduate and graduate students using chemistry as the medium.

A significant aspect of this mission is the training of future chemists in the graduate program. This training is accomplished through research programs that increase our knowledge and understanding of both basic and applied areas of chemistry.

The department strives to increase scientific literacy in the general populace through its service courses and service activities.

The products of these activities, namely, informed citizens, scientists, and knowledge, benefit the North Texas area, the State, and the Nation.

The goals of the Chemistry Department in the three areas of teaching, research, and service are integrally correlated and cannot be separated into distinct subdivisions. For example, a major component of the department's teaching responsibility is the freshman chemistry program that serves as part of the university and the college core. This program represents a predominantly service activity for the department that is vitally related to its teaching function.

The research component of the department's mission is also a teaching function because its primary product is scientific problem solvers. These individuals, as a result of their studies, generate new knowledge or applications that will serve humankind. At the same time, research and service by the faculty, in basic or applied areas of chemistry, in chemical education, or in consulting activities, serves to provide the department's students with a faculty who can better fulfill their teaching function.

A successful candidate for promotion to the rank of Professor is expected to have demonstrated sustained excellence in each of the three areas of teaching, research and service, sufficient to achieve a national and/or international reputation. It is recognized that the balance of contributions to these different areas may differ for different faculty, but sustained achievements in all areas are required for promotion.

II. Introduction

In considering a faculty member for promotion to the rank of Full Professor, the Chemistry Department adheres to the university promotion policy as outlined in UNT Policy 06.004 (Faculty Reappointment, Tenure and Promotion) and the UNT College of Science Guidelines for Documentation of Promotion and/or Tenure Cases.*

III. Criteria for Recommendation for Promotion to Full Professor

Review of a faculty member's qualifications for promotion is based on the following considerations.

Recommendations for promotion to full professor are based on the critical review of explicit evidence accumulated during the professional career to date, with particular emphasis on academic work accomplished during the appointment at the University of North Texas and during the time in rank as a tenured Associate Professor. A promotion to Professor requires evidence of sustained excellence in the functions of teaching, research or other scholarly/creative activities, as well as professional service, sufficient for the achievement of a national and/or international reputation and recognition. An Associate Professor may begin the promotion process when, in consultation with the department chair and/or the Promotion Committee chair, the faculty member believes their record warrants consideration for promotion. Although no specified time period is mandated, the faculty member should have spent sufficient time in rank as an Associate Professor to have established a record of performance in teaching, research, and service, that clearly indicates attainment of a national or international stature in the field of chemistry. A sufficiently strong record is required also so that a prediction can be made that continuous, long-term, and high-quality achievement will continue in future years.

III.A. Teaching: The Department of Chemistry considers teaching to be very important. The candidate must demonstrate a commitment to excellence in teaching, as characterized by thoroughness of preparation, effectiveness of presentation, a willingness to give special help and counseling to students, and the ability to stimulate the interest of students in classroom, laboratory, or online instructional settings. The candidate must also demonstrate a high level of success as an effective research mentor in a vigorous, independent research program of a quality suitable for M.S. theses and Ph.D. dissertations.

It is recognized that evaluation of teaching is a difficult and subjective task; however, it is essential that evaluations be carried out. Inputs used will include the nature of the courses taught and numerical ratings and written comments on the student evaluations administered by both the department and the university near the end of each semester. All promotion dossiers must contain other evidence of teaching effectiveness in addition to student evaluations. These may include, but are not limited to: peer evaluations, a teaching portfolio, published scholarship of teaching and learning, instructional grants, and learning outcomes.

Further evidence of commitment to teaching may include teaching awards, publication of instructionally related articles, improvement of existing courses, design of new courses, and other curricular innovations.

III.B. Research:

1. Publications: The candidate for promotion to Full Professor is expected to have a strong record of publication in high quality, peer-reviewed journals. The faculty member's complete publication history will be used to evaluate their research record. However, an important factor is whether the publication rate and quality have remained at a suitable level since promotion to Associate Professor. It is expected that a successful candidate for promotion to the rank of Professor will have attained a national and/or international reputation in their field of research.

For most chemistry faculty, the majority of scholarly publications should be research articles or communications in peer-reviewed journals. These provide the best evidence of high-quality research, as the papers have withstood the scrutiny of expert reviewers in the faculty member's research field. Review articles, book chapters, patent applications, and related works will be considered as additional evidence of contributions to research, but these will not generally be regarded as substitutes for peer-reviewed papers containing independent, original research.

It is recognized that the *quantity* of publications expected for promotion to Professor will vary based on the nature of the candidate's research. For research areas that are especially labor-intensive, a smaller number of papers per year may be expected compared with other chemistry subfields. The most important criterion will be a sustained and consistent record of publications, with strong consideration given to the quality of the published work.

It is the responsibility of the candidate to provide evidence that will allow for assessment of the *quality* of scholarly publications. Examples of such evidence include number of citations, journal citation index rankings, journal acceptance rates, media coverage or highlight articles showcasing published work, and invitations to write review articles. Given the fast pace of change in the field of chemistry, the metrics and other evidence used to judge quality of publications may vary significantly over time. The Promotion Committee will strongly consider the opinions of the external reviewers in assessing the evidence of publication quality and in determining whether the candidate's publication record warrants a positive decision for promotion to Professor.

2. External Research Funding: It is expected that the successful candidate will have demonstrated the ability to attract sustained research funding at a level necessary to support their research program. Funding may be in the form of grants and/or contracts from governmental, industrial, or private sources, as appropriate to the candidate's specific area of research. The level and sources of funding should be sufficient to maintain a high level of research productivity and should give an indication that the faculty member will be able to garner the continued funding necessary to support a vigorous, high-quality research program in the years following promotion.

3. External Reviews: As an integral part of assessing a candidate's research accomplishments, the department will solicit external reviews from five or more experts in research areas closely related to that of the candidate. Favorable evaluations of the candidate's research program by the external reviewers, including assessments of the candidate's promise for continuing professional development after promotion, represent an important consideration when the Chemistry Promotion Committee evaluates the

candidate's research record. These external evaluations are one of the strongest means of informing the committee that the candidate has established a national and/or international reputation in their research field.

4. Other Considerations: Although the three criteria listed above are regarded as the most important measures by the Chemistry Promotion Committee, the following additional criteria will also be considered when evaluating the candidate's research record.

Presentations and Invited Seminars: In addition to research publications in high quality journals, it is expected that the candidate, and ideally the candidate's research group members, will disseminate the results of their research via presentations at professional meetings and invited seminars at other universities or professional symposia.

Student Mentorship and Co-authorships: In addition to publishing high quality original research, it is expected that the successful candidate will train graduate and undergraduate students to perform research. Evidence for successful mentoring can be shown by student co-authorships on the candidate's publications and presentations, as well as by the success of students in the candidate's research group in obtaining their degrees. Mentorship of postdoctoral scholars is also viewed favorably and should include significant training in the writing of scientific papers and/or proposals.

5. Collaborative Research: Collaborative projects leading to publications can be very beneficial to the participants and the scientific community. These projects are welcomed and valued by the Promotion Committee. The level of value depends upon several factors:

a. Intellectual Contribution: Is the research project in an area in which the faculty member has expertise, and makes a fundamental contribution to the project, rather than providing a technical service?

b. Student Co-authorship: An important component of a faculty member's research responsibilities is in directing graduate and undergraduate students, resulting in article co-authorships that will help the students to obtain their intended degrees and to achieve successful professional careers.

c. Research Funds: External funding is very important in operating a viable, active research program (see Section III.B.2). For collaborative grants on which the candidate is a co-PI or co-investigator, the percent of grant funds dedicated to the faculty member's research group will be considered in assessing the candidate's funded effort on the research project, taking into consideration that this may not directly correlate with the candidate's scientific contributions to the project in all cases. Funded effort will be determined using records from the UNT Office of Research and Innovation and should also be corroborated by the candidate.

III.C. Service: The Department of Chemistry operates through a committee system which, for maximum effectiveness, requires effective participation by all faculty. Members of the Department are expected to serve on Departmental and/or College and/or University committees when appointed.

The type and level of service can vary considerably, and will depend upon the individual's rank and professional interests, as well as the needs of the department. Membership in departmental, college, and university committees, special assignments (e.g.

Graduate Advisor, Undergraduate Advisor, Associate Chair), and participation in Faculty Senate or other forms of faculty governance are examples of significant service activities. In general, a higher level of service is expected for Full Professors than for faculty members at lower ranks. A sustained record of excellent service at the Associate Professor level is required for successful promotion to the rank of Professor.

Service outside the university—for example, acting as a peer reviewer for journals and funding agencies, chairing sessions at professional meetings, and election to offices in professional organizations—will also be viewed as part of the service record of the candidate. External service can be a strong indicator of a candidate's national and/or international reputation, and thus can form an important part of the candidate's application for promotion to Professor.

III.D. Membership in the University Community:

A recommendation for promotion must carry with it the assurance, so far as it can be determined, that the individual will continue to practice professional integrity and adhere to the highest standards of professional ethics; that the individual is a contributing member in the community of scholars and works well as a member of a group while retaining all rights of individual expression; and that the individual demonstrates responsibility for the well-being of the University of North Texas and a commitment to work for the accomplishment of its goals.

III.E. Breadth of Contribution: Some degree of balance in performance in the areas of teaching, research and service is desirable. However,, contributions in one of these primary areas alone will not ordinarily qualify a person for promotion. Thus research, even of exceptional merit will not compensate for substandard classroom teaching nor will exceptional teaching compensate for failure to establish an active research program.

It is recognized that evaluation of a faculty member's contribution in some of the above listed areas is difficult and may involve subjective judgments. The faculty of the Department of Chemistry considers the collective judgment of the Promotion Committee to be an effective authority in such matters.

IV. Procedures

IV.A. Promotion Committee Composition: The Promotion Committee of the Department of Chemistry shall be composed of all full professors on the Chemistry Faculty with full-time appointments. The Department Chair is a non-voting, ex-officio member of this committee. The Committee shall elect a chair as early as feasible in the academic year.

IV.B. Promotion Subcommittee: In the candidate's first semester following the attainment of tenure and the rank of associate professor, the Chair of the Departmental Promotion Committee shall appoint (in consultation with the candidate) a sponsoring

sub-committee which shall consist of one faculty member from the candidate's division and one from outside of the candidate's division. The appointment shall be for the duration of the candidate's service at the rank of associate professor. If either sponsor is unable to serve at any time, the Chair shall appoint a replacement. The Promotion Subcommittee shall counsel the candidate in all matters concerning promotion to full professor. In addition, one member of the candidate's Promotion Subcommittee will typically serve as a Faculty Advocate for the candidate at the College-level review stage of the promotion process.

IV.C. Annual Evaluation: The Chemistry faculty affirms its intent, by annual review and counseling, to assist in every way possible the professional development of the candidate for promotion. The candidate shall meet annually with the members of the sponsoring Promotion Subcommittee to discuss progress towards promotion. The candidate is welcome in any year to request a formal evaluation by the Promotion Committee to obtain the committee's assessment of the candidate's progress towards promotion in the areas of Research, Teaching and Service.

When the candidate, in consultation with the sponsoring Promotion Subcommittee, believes that they have compiled a record suitable for promotion, the candidate may request a formal review and vote on Promotion to Full Professor by the full Promotion Committee.

IV.D. Preparation of the Promotion Dossier: The candidate for promotion will be responsible for assembling a dossier containing the required documentation, in consultation with the Department Chair and the candidate's sponsoring Promotion Subcommittee. The types of evidence submitted should be consistent with guidelines for tenure stated in elsewhere in this document, and in accordance with the relevant College of Science and University policies in force at the time.

The following is a non-exclusive list of items that should be included in dossiers for promotion:

1. A complete CV
2. A self-evaluation/personal narrative (maximum 750 words)
3. Copies of selected peer-reviewed publications based on work done after the candidate's tenure review
4. The candidate's funding record. This should be a list including, for all funded proposals involving the faculty member as a principal investigator or co-investigator: the funding agency, the funding period, the amount of funding, and percent funded effort by the candidate for collaborative proposals
5. Compilations of numerical results and student comments from student teaching evaluations
6. Other evidence of teaching effectiveness (see Section III.A)

7. Other documentation of research and service accomplishments, including mentoring of undergraduate and graduate students in research

The candidate's dossier shall be available for examination by members of the Promotion Committee at least two weeks prior to the meeting at which the record of the candidate is to be reviewed.

IV.E. Promotion Review: All proceedings of the Promotion Committee shall be held in executive session.

Review of the candidate's case for promotion shall focus on the criteria listed both in Section III of this document and in the UNT and College of Science Tenure and Promotion Policies. The meeting shall be opened with a presentation of the candidate's record by the sponsoring Promotion Sub-committee, which shall be followed by questions and discussion among the committee members.

An affirmative vote by 2/3 of the voting membership of the Promotion Committee by secret mail ballot shall be required for recommendation of promotion. After the results of the mail ballot are known, the sponsoring Promotion Subcommittee Chair shall prepare a draft recommendation letter containing results of the vote and a summary of points raised during the course of the Promotion Committee's deliberations. The draft letter is to be circulated to all members of the Committee for comments and revisions prior to its transmittal by the Promotion Committee Chair to the Department Chair. Reasonable effort should be made to ensure that the recommendation letter accurately reflects the collective judgment of the Promotion Committee. If necessary, the Committee may be reconvened to finalize its recommendation. Committee members who disagree with the majority opinion may choose to submit a minority opinion statement, which should be included by the Committee Chair in the recommendation letter. The recommendation of the Promotion Committee shall be transmitted to the Department Chair along with the candidate's promotion dossier.

If the initial vote of the Promotion Committee is not favorable, the committee will notify the candidate in writing that the committee is considering a negative recommendation. The candidate has the right to request a meeting with the Chair of the departmental Promotion Committee within 5 business days of this notification. The candidate has the right to submit a rebuttal of any negative recommendation by the Committee in accordance with UNT Policy 06.004.

IV.F. Department Chair Recommendation:

The Department Chair will provide an independent evaluation of the candidate's promotion dossier. The Department Chair's recommendation will be added after the candidate and the departmental Promotion Committee submits the dossier to the Chair and before the dossier and supporting materials are forwarded to the College of Science Dean.

Upon review of the dossier, the Department Chair must notify the candidate in writing if a negative recommendation is being considered. The candidate has the right to request a meeting with the Department Chair within 5 business days of this notification. The candidate has the right to submit a rebuttal of a negative recommendation by the Chair in accordance with UNT Policy 06.004.

The Chair will prepare a recommendation letter addressing the candidate's achievements in the three primary areas of teaching, research, and service. This letter will be prepared in accordance with College of Science and university guidelines.*

IV.G. Submission of Recommendations to the Dean:

The Department Chair shall transmit to the College of Science Dean the candidate's dossier, the recommendations of the Department Chair and the Promotion Committee, and any other information required by the COS and UNT Tenure and Promotion policies. These materials will be submitted prior to the deadline published by the Provosts' office for that academic year.

V. POST-TENURE REVIEW

A tenured faculty member who receives an overall unsatisfactory annual review by the unit review committee must be placed on a professional development plan (PDP) as specified in the UNT Review of Tenured Faculty policy (06.052). A faculty member has up to two calendar years to achieve the outcomes identified in the PDP.

VI. AMENDMENTS

This promotion policy is an Appendix of the By-Laws of the Department of Chemistry. A 2/3 vote of the voting-eligible tenured and tenure-track faculty will be required for the policy to be amended.

*The Chemistry Department will follow the University and College of Science guidelines in force at the time that the candidate is being considered for promotion. In the event that departmental or college policies for promotion differ from the university Reappointment, Tenure, and Promotion policy (06.004), the university policy will take precedence.

**TENURE POLICY
DEPARTMENT OF CHEMISTRY
UNIVERSITY OF NORTH TEXAS**

I. Departmental Mission and Goals

The mission of the Chemistry Department of the University of North Texas is to provide quality education in science and the scientific method to both its undergraduate and graduate students using chemistry as the medium.

A significant aspect of this mission is the training of future chemists in the graduate program. This training is accomplished through research programs that increase our knowledge and understanding of both basic and applied areas of chemistry.

The department strives to increase scientific literacy in the general populace through its service courses and service activities.

The products of these activities, namely, informed citizens, scientists, and knowledge, benefit the North Texas area, the State, and the Nation.

The goals of the Chemistry Department in the three areas of teaching, research, and service are integrally correlated and cannot be separated into distinct subdivisions. For example, a major component of the department's teaching responsibility is the freshman chemistry program that serves as part of the university and the college core. This program represents a predominantly service activity for the department that is vitally related to its teaching function.

The research component of the department's mission is also a teaching function because its primary product is scientific problem solvers. These individuals, as a result of their studies, generate new knowledge or applications that will serve humankind. At the same time, research and service by the faculty, in basic or applied areas of chemistry, in chemical education, or in consulting activities, serve to provide the department's students with a faculty who can better fulfill their teaching function.

It is recognized that not all faculty can contribute equally to all of the goals of the department. However, a balanced fair-share contribution is expected of each candidate for tenure.

II. Introduction

The Chemistry Department adheres to the university tenure policy as outlined in UNT Policy 06.004 (Faculty Reappointment, Tenure and Promotion) and the UNT College of Science Guidelines for Documentation of Promotion and/or Tenure Cases.* In accordance with these policies, consideration of promotion to the rank of Associate Professor and a decision regarding tenure will, except in unusual cases, be made concurrently.

The granting of tenure is the most important decision arrived at in the development of an outstanding faculty. It is a selective process which recognizes the individual as a continuing member of the faculty based on performance during a probationary period. The importance of this decision to the university dictates that affirmative action in awarding tenure be taken only when there is no reasonable doubt of the individual's ability to continue making long-term contributions to the goals of the Chemistry Department and the University.

III. Criteria for Recommendation of Tenure

Review of a faculty member's qualifications for tenure is based on the following considerations.

III.A. Teaching and Mentoring: The Department of Chemistry considers teaching to be very important. The candidate must demonstrate a commitment to excellence in teaching, as characterized by thoroughness of preparation, effectiveness of presentation, a willingness to give special help and counseling to students, and the ability to stimulate the interest of students in classroom, laboratory, or online instructional settings. The candidate must also establish themselves as an effective research mentor in connection with a viable independent research program of a quality suitable for M.S. theses and Ph.D. dissertations. It is thus expected that the candidate will satisfy the Chemistry Departmental criteria for Graduate Faculty membership, which will enable them to direct doctoral research students.

It is recognized that evaluation of teaching is a difficult and subjective task; however, it is essential that evaluations be carried out. Inputs used will include the nature of the courses taught, as well as numerical ratings and written comments on the student evaluations administered by both the department and the university near the end of each semester. All tenure dossiers, as well as third-year reappointment dossiers (see below), must contain other evidence of teaching effectiveness in addition to student evaluations. These may include, but are not limited to: peer evaluations, a teaching portfolio, published scholarship of teaching and learning, instructional grants, and learning outcomes.

Further evidence of commitment to teaching may include teaching awards, improvement of existing courses, design of new courses, and other curricular innovations.

III.B. Research:

The following criteria are used by the Chemistry Tenure Committee when evaluating whether a candidate's record in the area of Research has met the standards required by the department. These criteria reflect the expectation that faculty members should establish a vibrant, independent, and nationally recognized research program, with a record indicative of sustained excellence, in the probationary period leading up to tenure.

1. Scholarly Publications: The candidate is expected to have published a significant number of scholarly publications based on the candidate's independent research and within their subdiscipline of chemistry since arriving at UNT. Collaborative research is welcomed. However, it is expected that a major portion of the publications should be in the candidate's area of independent research expertise, and in which the candidate is a Corresponding Author. The number and quality of the candidate's research publications must be consistent with the expectation that the faculty member will continue to perform high-quality, nationally recognized research in future years.

For most chemistry faculty, the majority of scholarly publications should be research articles or communications in peer-reviewed journals. These provide the best evidence of high-quality research, as the papers have withstood the scrutiny of expert reviewers in the faculty member's research field. Review articles, book chapters, patent applications, and related works will be considered as additional evidence of contributions to research, but these will not generally be regarded as substitutes for peer-reviewed papers containing independent, original research.

It is recognized that the *quantity* of publications expected for a successful tenure case will vary based on the nature of the candidate's research. For research areas that are especially labor-intensive, or those that require construction of new apparatus, there may be significant delays before research results can be translated into publications. In such cases, assessments of the quality of the publications (see below) will be of paramount importance. A typical expectation for publication output would be 1-2 peer-reviewed papers within the first three years, and at least 2-3 papers per year in the 4th year and beyond. A successful tenure application should generally include at least six peer-reviewed papers in journals of good to high quality, although it should be emphasized that meeting this minimal level of productivity may not be sufficient to earn tenure depending on the candidate's research area and the quality of the work.

It is the responsibility of the candidate to provide evidence that will allow for assessment of the *quality* of scholarly publications. Examples of such evidence include numbers of citations, journal citation index rankings, journal acceptance rates, media coverage or highlight articles showcasing published work, and invitations to write review articles. Given the fast pace of change in the field of chemistry, the metrics and other evidence used to judge quality of publications may vary significantly over time. The Tenure Committee will strongly consider the opinions of the external reviewers in assessing the evidence of publication quality and in determining whether the candidate's independent publication record warrants a positive decision for tenure.

2. External Research Funding: It is expected that the candidate will have been aggressive in pursuing and obtaining external funding to support their research program. Funding may be in the form of grants and/or contracts from governmental, industrial, or private sources, as appropriate to the candidate's specific area of research. The level of funding acquired should be sufficient to maintain a vibrant and sustainable research program. These funds are necessary to support students in the candidate's research group, to acquire new equipment needed to conduct research, and to pay for the ongoing costs of research. The level of

funding obtained during the probationary period should be sufficient to maintain a high level of research productivity and should give an indication that the faculty member will be able to garner the continued funding necessary to support a vigorous, high-quality research program in the years following tenure. The acquisition of sustainable research funding also provides a positive judgment by the scientific community of the value of the candidate's research.

3. External Reviews: As an integral part of assessing a candidate's research accomplishments, the department will solicit external reviews from five or more experts in research areas closely related to that of the candidate. Favorable evaluations of the candidate's research program by the external reviewers, including assessments of the candidate's promise for continued professional development after receiving tenure, represent very important considerations in the Chemistry Tenure Committee's appraisal of the candidate's research record. These external evaluations are one of the strongest means of informing the committee that the candidate has established a national reputation in their research field and is well positioned for a productive long-term career as a faculty member.

4. Other Considerations: Although the three criteria listed above are regarded as the most important measures of research success by the Chemistry Tenure Committee, the following additional criteria will also be considered when evaluating the candidate's research record:

Presentations and Invited Seminars: In addition to research publications in high-quality journals, it is expected that the candidate, and ideally the candidate's research group members, will disseminate the results of their research through presentations at professional meetings and invited seminars at other universities or professional symposia.

Student Mentorship and Co-authorships: In addition to publishing high-quality original research, it is expected that the successful candidate will train graduate and undergraduate students to perform research. Evidence for successful mentoring can be shown by student co-authorships on the candidate's articles and presentations, as well as by the success of students in the candidate's research group in obtaining their degrees. Mentorship of postdoctoral scholars is also viewed favorably and should include significant training in the writing of scientific papers and/or proposals.

5. Collaborative Research: Collaborative projects leading to publications can be very beneficial to the participants and the scientific community. These projects are welcomed and valued by the Tenure Committee. The level of value depends upon several factors:

a. Intellectual Contribution: Is the research project in an area in which the faculty member has expertise, and makes a fundamental contribution to the project, rather than providing a technical service?

b. Student Co-authorship: An important component of a faculty member's research responsibilities is in directing graduate and undergraduate students, resulting in publication co-authorships that will help the students to obtain their intended degrees and to achieve successful professional careers.

c. Research Funds: External funding is very important in operating a viable, active research program (see Section III.B.2). For collaborative grants on which the candidate is a co-PI or co-investigator, the percent of grant funds dedicated to the faculty member's

research group will be considered in assessing the candidate's funded effort on the research project, taking into consideration that this may not directly correlate with the candidate's scientific contributions to the project in all cases. Funded effort will be determined using records from the UNT Office of Research and Innovation and should also be corroborated by the candidate.

III.C. Service: The Department of Chemistry operates through a committee system which, for maximum effectiveness, requires effective participation by all faculty. Members of the Department are expected to serve on Departmental and/or College and/or University committees when appointed.

The type and level of service can vary considerably, and will depend on the individual's rank and professional interests as well as the needs of the department. Only a moderate amount of service is expected of an Assistant Professor in order to enable the establishment of an active research program. Evidence of sustained effectiveness in any service activities during the probationary period will be viewed positively by the Tenure Committee.

Service outside the university—for example, acting as a peer reviewer for journals and funding agencies, chairing sessions at professional meetings, and election to offices in professional organizations—will also be viewed as part of the service record of the candidate.

III.D. Membership in the University Community: The granting of tenure is the beginning of a second and longer-term phase of professional association. The recommendation must carry with it the assurance, so far as can be determined, that the individual understands the nature of membership in a community of scholars; that they adhere to the high standards of integrity and professional ethics; that they have the ability and desire to work as a member of a group while retaining all rights of individual expression; and that they feel a sense of responsibility for the well-being of the University of North Texas and a commitment to work for the accomplishment of its goals. University policy dictates that affirmative action in awarding tenure be taken only when there is no reasonable doubt of the individual's long-term contribution to the goals of the University.

III.E. Breadth of Contribution: Some degree of balance in performance in the areas of teaching, research and service is desirable. However, primary emphasis will be placed on teaching and research. But even here, significant contributions in one of these primary areas alone will not ordinarily suffice to qualify a person for tenure. Thus research even of exceptional merit will not compensate for substandard classroom teaching, nor will exceptional teaching compensate for failure to establish an active research program.

It is recognized that evaluation of a faculty member's contributions in some of the above-listed areas is difficult and may involve subjective judgments. The faculty of the Department of Chemistry considers the collective judgment of all tenured faculty to be an effective authority in such matters.

IV. Procedures

IV.A. Tenure Committee: The Tenure Committee of the Department of Chemistry shall be composed of all tenured members of the Chemistry Faculty on full-time appointments. The Department Chair is a non-voting, ex-officio member of this committee. The Committee shall elect a chair as early as feasible in the academic year.

IV.B. Tenure Subcommittee: In the candidate's first semester, the Chair of the Departmental Tenure Committee shall appoint (in consultation with the candidate) a sponsoring Tenure Subcommittee, which shall consist of one faculty member from the candidate's division and one from outside the candidate's division. The appointment shall be for the duration of the candidate's probationary service. If either sponsor is unable to serve at any time, the Chair shall appoint a replacement. The Tenure Subcommittee shall counsel the candidate in all matters concerning reappointment and tenure.

The Tenure Subcommittee members will aid the candidate in preparing their file for review by the Tenure Committee each year, and will also present a brief oral summary of progress by the faculty member to the Tenure Committee. In addition, one member of the candidate's Tenure Subcommittee will typically serve as a Faculty Advocate for the candidate at the College-level review stage of the tenure evaluation process.

IV.C. Faculty Mentoring Committee: Many of the expected research and teaching functions will be new to Assistant Professors. To help the faculty member in adapting to these new responsibilities, the Departmental Tenure Committee shall appoint (in consultation with the candidate) a Faculty Mentoring Committee composed of two-to-three senior faculty members. The Mentoring Committee members may also be members of the Tenure Subcommittee. In some cases, inclusion of faculty outside the Chemistry Department on the Faculty Mentoring Committee may be appropriate. The Mentoring Committee should meet with the faculty member for a review of progress toward tenure once each year. The Committee should also be available throughout the year to help in various matters, such as planning equipment and chemicals orders, setting up a research laboratory, writing grant proposals, submitting manuscripts, recruiting students, and developing classroom instruction, among others.

IV.D. Annual Review: The Chemistry faculty affirms its intent, by annual review and counseling, to assist in every way possible in the professional development of the candidate for tenure. The Tenure Committee shall conduct an annual review of all tenure-track faculty at the appropriate time as established by relevant UNT Policies (06.004, Faculty Reappointment, Tenure and Promotion; 06.007, Annual Review) and by the Tenure and Promotion schedule published by the Office of the Provost. This review shall focus on progress toward meeting the criteria for tenure (Section III of this document and the relevant university and College of Science policies), and shall identify strengths and weaknesses of the candidate's record. The results shall be communicated to

the candidate as a written evaluation, and the candidate shall be counseled as to how any deficiencies may be remedied.

The annual review will serve a solely advisory function during the first two years of the probationary period. During the third year, an intensive reappointment review is conducted (see Section IV.E). Each year thereafter, the annual review process will be followed by a vote of the Tenure Committee on whether to recommend the faculty member for reappointment. A simple majority affirmative vote of all voting members of the Tenure Committee is required in order for the candidate to receive a positive recommendation to continue in the next year of probationary service. If a candidate does not receive an affirmative vote for reappointment, the Tenure Committee may recommend a terminal contract as prescribed in the UNT Reappointment, Tenure, and Promotion Policy (06.004). Results of all annual reviews shall be made a part of the record of the candidate.

Reviews for the granting of tenure ordinarily will be held in the last year of the candidate's probationary appointment. This will normally be the 6th year for faculty initially appointed at the level of Assistant Professor, and the 5th year for faculty initially appointed at the rank of Associate Professor without tenure. In extraordinary cases, consideration for early tenure may be advanced on recommendation of the sponsoring Tenure Subcommittee in consultation with the candidate.

IV.E. Third-Year Reappointment Review: In the third year of the probationary period, an extensive review involving the department, the College of Science, and the Provost will be conducted. No external reviews will be solicited for this review, but evidence of progress toward meeting the requirements for tenure in all three areas of teaching, research, and service will be examined. The candidate will be expected to provide evidence of a commitment to effective teaching and mentoring, progress in research in the form of submitted or published papers and/or presentations at professional conferences, serious efforts to obtain research funding via proposals to federal agencies and/or private sector funding sources, and ideally some involvement in departmental service. As part of this review, the departmental Tenure Committee will vote on whether to reappoint the candidate for an additional year of probationary service (see Section IV.D). The third-year Reappointment process will follow the schedule published by the Provost.

Subsequent fourth-year and fifth-year reappointment reviews, as well as advisory reviews in the first and second years of the probationary period, will be conducted concurrently with the Faculty Annual Review process (UNT Policy 06.007) and will not involve any review by the College or the Provost's office.

IV.F. Preparation of Third-Year Reappointment and Tenure Dossiers: For both third-year reappointment and tenure review, the candidate will be responsible for assembling a dossier containing the required documentation, in consultation with the Department Chair and the candidate's sponsoring Tenure Subcommittee. The types of evidence submitted should be consistent with guidelines for tenure stated in elsewhere in this document, and in accordance with the relevant College of Science and University policies in force at the

time. The following is a non-exclusive list of items that should be included in dossiers for third-year reappointment and tenure:

1. A complete CV
2. A self-evaluation/personal narrative (maximum 750 words)
3. Copies of peer-reviewed publications based on work done during the candidate's independent career, with a focus on work done at UNT
4. A list of proposals submitted, including the funding agency, the amount requested, the funding period, funding status, and percent effort by the candidate for collaborative proposals
5. Referee comments for submitted proposals (optional)
6. Compilations of numerical results and student comments from student teaching evaluations
7. Other evidence of teaching effectiveness (see Section III.A)
8. Other documentation of research and service accomplishments, including mentoring of undergraduate and graduate students in research

For all Reappointment and Tenure reviews, the candidate's dossier shall be available for examination by members of the Tenure Committee at least two weeks prior to the meeting at which the record of the candidate is to be reviewed.

IV.G. Procedure for Reappointment Reviews: All proceedings of the Tenure Committee shall be held in executive session.

The consideration of each candidate shall be opened with a presentation by the sponsoring Tenure Subcommittee, which shall be followed by questions and discussion among the members of the Tenure Committee.

For Reappointment reviews, a vote shall be taken by the Tenure Committee to determine if a continuing year of probationary appointment for the candidate is to be recommended to the Department Chair. To the extent possible, a consensus shall be reached by the Tenure Committee concerning specific points to be expressed in of the Committee's written evaluation of the candidate. Following the discussion and vote, the sponsoring Tenure Subcommittee Chair shall prepare a draft evaluation statement containing results of the vote and summarizing points raised during the course of the Committee's deliberations. The draft statement is to be circulated to all members of the Tenure Committee for comments and revisions prior to its transmittal by the Tenure Committee Chair to the Department Chair. The Committee Chair shall ensure that the written evaluation reflects the collective judgment of the Tenure Committee. Committee members who disagree with the majority opinion may choose to submit a minority opinion statement, which should be included by the Committee Chair in the document.

IV.H. Meeting with Department Chair and Tenure Committee Chair When the annual review of the faculty member's record by the Tenure Committee and Department

Chair is complete, they will arrange a meeting with the faculty member to go over the points in the evaluation letters, and answer any questions concerning items in either evaluation. The faculty member will be allowed to have another person (e.g. a Mentoring Committee member, Tenure Subcommittee chair, or another faculty familiar with his/her research) attend the meeting if desired. At the conclusion of this meeting, all participants will sign a statement that the faculty member has been counseled and understands the recommendations in the annual evaluations of progress toward tenure. This statement shall be retained as part of the candidate's file.

IV.I. Tenure Review: The Candidate's dossier is prepared in accordance with the UNT College of Science and University guidelines,* and shall be available for examination by members of the Tenure Committee at least two weeks prior to the meeting at which the tenure decision is to be discussed.

Review of the candidate's case for tenure shall focus on the criteria listed in Section III of this document and in the UNT and College of Science Tenure and Promotion policies. The meeting shall be opened with a presentation of the candidate's record by the sponsoring Tenure Subcommittee, which shall be followed by questions and discussion among the committee members.

An affirmative vote by 2/3 of the voting membership of the Tenure Committee by secret mail ballot shall be required for recommendation of tenure. For candidates initially appointed as Assistant Professors, an affirmative vote will also confer a recommendation for promotion to the rank of Associate Professor. After the results of the mail ballot are known, the sponsoring Tenure Subcommittee Chair shall prepare a draft recommendation letter containing results of the vote and a summary of points raised during the course of the Tenure Committee's deliberations. The draft letter is to be circulated to all members of the Committee for comments and revisions prior to its transmittal by the Tenure Committee Chair to the Department Chair. Reasonable efforts should be made to ensure that the recommendation letter accurately reflects the collective judgment of the Tenure Committee. If necessary, the Committee may be reconvened to finalize its recommendation. Committee members who disagree with the majority opinion may choose to submit a minority opinion statement, which should be included by the Committee Chair in the recommendation letter. The recommendation of the Tenure Committee shall be transmitted to the Department Chair along with the candidate's tenure dossier.

If the initial vote of the Tenure Committee is not favorable, the committee will notify the candidate in writing that the committee is considering a negative recommendation. The candidate has the right to request a meeting with the Chair of the departmental Promotion Committee within 5 business days of this notification. The candidate has the right to submit a rebuttal of any negative recommendation by the Committee in accordance with UNT Policy 06.004.

IV.J. Department Chair Recommendation:

The Department Chair will provide an independent evaluation of the candidate's dossier for reappointment and tenure decisions. The Department Chair's recommendation will be added after the candidate and the departmental Tenure Committee submit the dossier to the Chair and before the dossier and supporting materials are forwarded to the College of Science Dean.

Upon review of the dossier, the Department Chair must notify the candidate in writing if a negative recommendation is being considered. The candidate has the right to request a meeting with the Department Chair within 5 business days of this notification. The candidate has the right to submit a rebuttal of a negative recommendation by the Chair in accordance with UNT Policy 06.004.

The Chair will prepare a recommendation letter addressing the candidate's achievements in the three primary areas of teaching, research, and service. This letter will be prepared in accordance with College of Science and university guidelines.*

IV.K. Submission of Recommendations to the Dean:

The Department Chair shall transmit to the College of Science Dean the candidate's dossier, the recommendations of the Department Chair and the Tenure Committee, and any other information required by COS and UNT Tenure and Promotion policies. These materials will be submitted prior to the deadline published by the Provost's office for that academic year.

IV.L. Extending the Probationary Period:

In extraordinary circumstances, a tenure-track faculty member may request an extension of the probationary period, also known as a "stop-the-clock" request, as permitted by UNT Policy 06.004. Circumstances that may warrant an extension of the probationary period include, but are not limited to, the birth or adoption of a child, responsibility for managing the illness or disability of a family member, serious persistent personal health issues, death of a partner or family member, military service, and significant delays in fulfillment of UNT resources committed in the appointment letter. Not having met teaching, research, and service expectations during a previous review period does not qualify as extenuating circumstance for extension of the probationary period.

V. POST-TENURE REVIEW

A tenured faculty member who receives an overall unsatisfactory annual review by the unit review committee must be placed on a professional development plan (PDP) as specified in the UNT Review of Tenured Faculty policy (06.052). A faculty member has up to two calendar years to achieve the outcomes identified in the PDP.

VI. AMENDMENTS

This tenure policy is an Appendix of the By-Laws of the Department of Chemistry. A 2/3 vote of the voting-eligible tenured and tenure-track faculty will be required for the policy to be amended.

The Chemistry Department will follow the University and College of Science guidelines in force at the time the candidate is being considered for Tenure and/or Promotion. In the event that departmental or college policies for tenure differ from the university Reappointment, Tenure, and Promotion policy (06.004), the university policy will take precedence.

UNT Department of Mathematics
Lecturer Promotion Procedure and Criteria

Lecturer Promotion Procedure

The determination of the candidacy for promotion of lecturer shall be made by the Lecturer Evaluation Committee (LEC). Determination made by one LEC shall be respected and honored by subsequent LECs, unless significant new evidence is available to merit reconsideration. Review of candidates for promotion to Senior Lecturer shall be conducted by members of the LEC who are tenured faculty members, Senior Lecturers and Principal Lecturers. Review of candidates for promotion to Principal Lecturer shall be conducted by members of the LEC who are tenured faculty members and Principal Lecturers.

Candidates must submit to the Department Chair the following documents in their application for promotion: personal essay; curriculum vitae; teaching evaluations; and annual evaluations. The candidate may choose to submit additional relevant material.

The LEC will review lecturers for promotion, and make recommendations to the department Executive Committee. Recommendations will consist of a narrative and supporting numerical data. At its discretion, the LEC may solicit recommendation letters from internal and external referees. In this event, the candidate will be notified of any intent to solicit such letters.

Recommendation for promotion, together with the candidate's dossier, will be submitted by the Department Chair to the College.

Promotion Criteria

Senior Lecturer

To be eligible for promotion to Senior Lecturer, the candidate must have a record of substantial and continued effectiveness in teaching and have the equivalent of four years (eight long semesters) of full-time college-level teaching of mathematics.

Candidates for promotion to Senior Lecturer must demonstrate the quality of their teaching through student evaluations and annual peer classroom observations. In addition, a candidate for promotion to Senior Lecturer must provide evidence of professional growth and development as an instructor and as a member of the profession. This includes but is not limited to coordination of courses, course development, mentoring other instructional faculty (graduate student instructors, adjuncts, colleagues, etc.), advising and mentoring students outside the classroom, and maintaining currency in the area of expertise through pedagogical development, conference participation, and/or research. Moreover, the candidate for promotion to Senior Lecturer must demonstrate appropriate leadership and collegiality as an integral, contributing member of the department.

The candidate must have an overall average annual evaluation score between 3.5 and 5, or an equivalent performance, over the previous four years for consideration of promotion to Senior Lecturer.

Principal Lecturer

To be eligible for promotion to Principal Lecturer, the faculty member must have a record of sustained excellence in teaching and have the equivalent of eight years (16 long semesters) of full-time college-level teaching of mathematics, which includes at least four years (eight long semesters) of teaching at the Senior Lecturer rank.

In addition to the expectations of Senior Lecturer, candidates for promotion to Principal Lecturer must demonstrate the excellence of their teaching through student evaluations and annual peer classroom observations. Furthermore, candidates for promotion to Principal Lecturer must provide evidence of their leadership and professional development within the university and as a member of the profession. This includes but is not limited to coordination of curriculum areas, significant course development, receiving recognition of excellence in teaching and/or service, securing funding for innovative pedagogy and/or research, initiating and leading projects that address key departmental instructional and service priorities, and other high-impact endeavors.

The candidate must have an overall average annual evaluation score between 3.5 and 5, or an equivalent performance, over the previous eight years for consideration of promotion to Principal Lecturer.

UNT Department of Mathematics
Promotion Criteria

Overview

Promotion to Full Professorship requires excellence in research, teaching, and service. Research is the area of emphasis in most cases, but promotion may also be based on transformational contributions in teaching and service, provided that the candidate's research meets basic standards. The Executive Committee determines whether or not a faculty member is to be considered for promotion.

Research Criteria

The candidate must achieve a national and international reputation. This will be measured as follows.

- Continuous productivity. The candidate is expected to publish regularly in peer reviewed scientific journals of national or international scope.
 - Normally a total of at least 25 publications of good quality is expected, including several single-author papers, and at least 5 papers in general mathematical journals of high or top quality. An appendix to this document gives partial lists of journals of good, high, and top quality in mathematics, statistics, and related fields.
 - The publication record should establish the significance of the candidate's individual contributions to the field.
 - In fields such as statistics, first authorship of at least 10 methodology papers in journals of high or top quality is normally expected.
 - Ultimately, the quality of the research is the deciding factor. The minimum number of publications required may vary, depending on factors such as the number of papers in journals of high or top quality and significant external grants.
- Normally the candidate is required to have been the principal investigator of at least one research grant with significant indirect costs. Consistent submission of grant proposals is required.
- Invited presentations at conferences of national or international scope. No minimum number is stipulated, but regular participation is expected.
- Citations in publications in peer reviewed journals of high quality and international reputation.
- Supporting letters from external reviewers.

Teaching Criteria

Candidates must be outstanding classroom teachers, as measured via the same criteria used in tenure decisions. A profound contribution to the departmental graduate program is necessary. At least one Ph.D. student must have received their doctorate under the candidate's supervision.

Service Criteria

Significant service to the discipline is required. Examples include serving on the editorial board of a journal, refereeing research articles or grant proposals, serving as an officer or committee member for a national professional organization, and organizing research conferences. Normal service to the department is necessary, and some College or University service is expected.

Collegiality

The candidate must exhibit the highest level of professionalism and collegiality.

UNT Department of Mathematics
Tenure Criteria

Overview

The candidate shall perform original mathematical research of high quality leading to published articles. (S)he shall pursue internal and external research funding opportunities.

High quality teaching in organized courses on both the undergraduate and graduate levels is required. Some contribution to the graduate program in the form of student advising is desirable.

Active participation in departmental government is required. Prior to tenure committee assignments are reduced, but the quality of the service should be good.

Research Criteria

The candidate shall produce original research and maintain an active research program. The candidate's scholarly achievements should advance the field. No explicit minimum number of papers is specified, but it is usually expected that the candidate shall have at least six publications while at UNT.

Under normal circumstances, candidates for tenure are expected to have demonstrated success in obtaining extramural funding in amounts sufficient to support a thriving research program. The exact amounts which are sufficient will be determined based on the need for and availability of such funding relative to the candidate's particular field of research.

The quality of the research is a prime consideration. It will be judged primarily by the quality and the impact of the candidate's published articles. Some indicators of the quality of the candidate's research are:

1. The quality of the journals in which the articles are published. An appendix of this document gives partial lists of top quality, high quality and good quality journals in mathematics, statistics, and related fields.
2. Citations to the candidate's research, usually in the form of published articles.
3. External grants in support of the candidate's research, or favorable reviews of external grant proposals indicating the competitiveness or fundability of the candidate's research.
4. Indicators of substantiality of the research such as lengths of articles and single authorships. N.B.: In theoretical mathematics, multiple authors are usually listed alphabetically, without a lead author; in applied mathematics and statistics this convention may not be followed.
5. Presentations of the candidate's research, usually in the form of invited talks in departmental colloquiums, workshops, and conferences.
6. Service to the discipline, usually in the form of refereeing journal articles, writing signed reviews, organizing conferences, and engaging in synergistic activities.

It is necessary that the quality and the impact of the candidate's research be verified by the external reviewers' support letters.

Teaching Criteria

Teaching of high quality in organized courses on both the undergraduate and graduate levels is a minimum expectation. This is judged via a combination of student evaluations and classroom observations by tenured faculty.

Direction of graduate students on at least the Master's level is strongly encouraged.

Service Criteria

The candidate is expected to participate actively in departmental government, for example through faculty meetings and votes and by establishing a collegial relationship with faculty, staff, and students.

Committee assignments are reduced during the pre-tenure period, but the quality of the committee work should be good.

Collegiality

It is expected that the candidate will contribute positively to the intellectual climate of the department. (S)he should understand what it means to be a member of the community of scholars and should act accordingly. (S)he should be a responsible colleague. Some demonstration of leadership ability is desirable.

TNT Merit Evaluation Criteria

Lecturers are required to provide evidence of effective instruction. Instructional practice is expected to be student-centered and based on best practice research linking theory to teaching practice. Additionally, lecturers develop or select curricular materials that are current, relevant, and rigorous. Evidence of effective instruction is supported by the artifacts that follow.

Teaching

1. **Syllabus** – If you have made changes to your Syllabi, upload the revised documents and highlight on the syllabus (in yellow) any changes made since the prior reporting year. Utilize the syllabus checklist to create and/or update a syllabus.

3 points possible.

Syllabus Checklist	
Header	
Instructor and contact information	
Current Catalog Course Description	
Course Objectives (must be measurable and tied to an assessment instrument)	
PPR Standards (as needed)	
Beliefs about learning	
Text(s) and other materials	
Course Schedule (organized by date assigned, topics/activities/assignments/projects/tests, and Due dates)	
Assignment weighting (Project/Test/Quiz/Other)	
Grading Scale	
Rubrics/Checklists/Other Assignment Assessment Tools	
Department/College/University Policies	

2. Classroom Observation Guide

This observations should be conducted by fulltime faculty who have functioned as the teacher of record for the course. The *Classroom Observation Guide*, signature page and reflection must be included. The rubric, *Reflection Rubric for Classroom Observation Guide* will be used to score the reflection. Evaluations should be submitted for each of the three years during this review. A maximum of six observations based on years of employment is expected where a new employee with one year of experience would have only two observations.

- CoDirector Evaluations
- Other Instructor Evaluations

15 points possible

Reflection Rubric for Classroom Observation Guide				
	0	5	10	15
Thinking and Learning	The observations and reflections are missing.	The observations and reflections weakly address thinking and/or learning or are vague or unclear about how the person's own learning processes aid in the understanding of teaching praxis OR Reflections missing from observation.	The reflections from the observation addresses some thinking and/or learning processes in terms of strengths, weakness, and areas for growth.	The reflections from the observation strongly address thinking about personal thinking and learning processes in terms of strengths, weakness, and areas for growth. Implications for change are described and well detailed.
Analysis	The observations and reflections are missing.	The observations and reflections are a description of the learning experience OR Reflections missing from observations.	The reflections from the observation attempt to analyze the learning experience, but lacks perspective other than individual perspective or a shared limited perspective.	The reflections from the observation are an in-depth analysis of the learning experience and makes ties to best practice research and makes use of multiple perspectives.
Program Framework	The observations and reflections are missing.	The observations and reflections do not relate to other courses within the program OR Reflections missing from observations.	The reflections from the observation communicate limited knowledge about how the course they teach relates to the program.	The reflections from the observations are strongly embedded within the program framework demonstrating connection between and among courses.
TOTAL				

3. **Student Evaluations**

A university student evaluation is required. Certain departments may employ other instruments (see department for details). According to HB 2504, *Institutions of higher education included in this section shall conduct end-of-course student evaluations of faculty and develop a plan to make evaluations available on the institution's website.*

Provide a description for how this results will be used to improve your instruction.

3 points possible.

Student Perceptions of Teaching (SPOT) – Complete the table.

Year	Semester	Name of Course	# of Students	Median Score	C&E Score	Dept. Median Score
2016	Spring					
2016	Fall					
2017	Spring					
2017	Fall					
2018	Spring					
2018	Fall					

4. A Work Sample

Provide artifacts related to effective teaching practices.

- Teaching Artifacts - Provide a descriptive paragraph for how each artifact is related to teaching and learning within the course as well as a list of competencies resulting from the work sample.
- Assessment tools - Provide the associated assessment tool used to score each artifact (e.g., rubrics, checklists, examinations). The assessment tool may be used for diagnostic, formative or summative purposes.

10 points possible.

Rubric for Work Samples			
	0	5	10
Teaching Artifacts	The artifacts, narrative, and competencies are missing.	The artifacts and narrative are somewhat related to teaching and learning and/or the associated competencies are not strongly linked together.	The artifacts, narrative, and competencies related to the work sample are clearly described, well detailed and strongly linked together.
Assessment Tools	The assessment tools are missing.	The assessment tools, while present are not strongly associated with the artifact or the assessment tool is ambiguous.	The assessment tools are strongly associated with the artifact, clearly described, and sufficiently detailed as to be used by other individuals for scoring the artifact.
TOTAL			

5. Classroom Innovations and Technology Integration

Provide documentation of classroom innovations and/or technology integration that enhance teaching and learning. Describe in a narrative how this artifact is related to technology integration, applied during instruction, and in what way it enhances the learning of students. The rubric, *Classroom Innovations and Technology Integration* is used to score various innovations and technology components.

6 points possible.

Classroom Innovations and Technology Integration			
	0	3	6
Innovation or Technology Artifact	The artifact is missing.	The artifact is somewhat related or is peripheral to enhancement of the learning environment as evidenced using one of the following criteria: creation of: a deep understanding of content, expansion of the time and place where instruction takes place, enhancement of collaboration/research; opportunity for self-pacing, and promotion of self-regulated learning	The artifact is strongly related to innovations or seamless integration of technology that enhances the learning environment as evidenced using one or more of the following criteria: creation of: a deep understanding of content, expansion of the time and place where instruction takes place, enhancement of collaboration/research; opportunity for self-pacing, and promotion of self-regulated learning
TOTAL			

6. Collaboration

Collaboration means that all ideas are equally welcomed during the discussion. Collaboration often involves the release of one's own advocacy in order to allow the best course of action to occur. Participate with other faculty to advance scholarship related to teaching and service to develop expertise as primary agents of personal career development as well as the development of new and future faculty members.

- Diversity and reciprocity through collaborative sharing of their own teaching and professional development (e.g., national/international conferences, symposia, and workshops). Provide evidence of three (3) or more professional development activities over a three-year period, and/or provide documentation for presentations. Include citation, program cover and page with presentation abstract. Indicate if students were part of the presentation. Faculty members who have been employed by TNT for less than three years should provide evidence of at least one activity for each year of employment during the three-year period.

5 points possible.

Collaboration			
	0	3	5
Advancement of Teaching	Frequently is unprepared and/or is unwilling to work with team members on projects. Employs approaches that delay timely completion of projects. Creates products that are not usable.	The degree to which the individual is prepared and willing to work with team members is dependent on personal timing and/or personal interests. Requires highly-structured, well-defined tasks. The resulting product is acceptable.	Is always well-prepared and eager to work with team members. Is capable of completing ill-defined tasks in a timely manner. The resulting product is superior.
Collaborative Sharing and Professional Development	Participates in few or inappropriate development activities	Within a three-year window, participates in three or more professional development activities as a co-presenter. Accompanies students to professional development conferences.	Within a three year window, participates in three or more professional development activities as the lead presenter. Annually provides evidence of mentoring students to actively engage in professional development activities via their own presentations.
TOTAL			

7. Improvement of Teaching Project (Action Research)

Action research is a method in which the instructor engages in a series of actions to solve a student learning challenge. This method is based on best-practice research and uses reflective practice as a process to drive inquiry into teaching effectiveness. A description of the action research cycle follows:

15 points possible

- How will this teaching project help improve student learning? What is the goal of the teaching project? How will you help students?
- Access and describe best-practice research related to the teaching project.
- Describe the context for your project. Identify the gaps in student knowledge/processes in terms of strengths and weaknesses. What are possible causes for learning challenges (e.g., lack of prior knowledge, lack of motivation)?
- List the teaching objectives (learning outcomes). The objectives should take into account, evidences/indicators of student learning and how the teaching objectives will be measured (e.g., paired sample *t*-test, survey, and rubric). Identify the relevant baseline data.
- Describe in detail the teaching intervention and timeline for implementation. Include the actual curriculum and describe the teaching strategies associated with the curriculum. What resources are required to implement the intervention?
- Implement the teaching project.
- Analyze the results for the teaching project. Display and interpret the results.
- Was the teaching project successful in the improvement of student learning? Why or why not? How might this project be improved (more data, different data, new strategies)? What are insights and understandings learned from this project? What are the implications for your findings? What is the next step?
- How do the project results connect to a larger system, such as a program or certificate? How will these results be communicated to others outside the course?

Improvement of Teaching Project (Action Research)				Total
Criteria	1	2	3	
Project	The components for the action research project are weakly developed or are missing: goal, rationale, research, need, and context	Components for the action research project are present, but not all are well described in a detailed narrative: goal, rationale, research, need, and context	All components for the action research project are present and well described in a detailed narrative: goal, rationale, research, need, and context	
Objectives	The objectives, including measurement criteria and baseline data are weakly described or are missing	The objectives, including measurement criteria and baseline data are included but some criteria are missing or are not well described or sufficiently detailed in the narrative.	The objectives, including measurement criteria and baseline data are included in a well described, detailed narrative.	
Teaching Intervention	The curriculum, strategies, and resources are weakly described or are missing.	The curriculum, strategies, and resources are included, but some criteria are weakly described, are missing, or weakly associated with one another.	The curriculum, strategies, and resources are included in a well-described, detailed narrative.	
Results	The results are incomplete, poorly displayed or are missing.	The results are adequately reported OR the data is adequately displayed.	The results are reported in a comprehensive manner and data is well displayed.	
Conclusions	Inferences, limitations, and implications are poorly communicated or are missing.	Inferences, limitations, and implications are present, but support is thinly communicated.	Inferences, limitations, and implications are comprehensive and well communicated.	
TOTAL				

8. **Significant and meaningful modifications/updates to a course**

Documentation of Significant/Meaningful Changes Based on Quantitative and/or Qualitative Data. Describe in a narrative the rationale for this modification/update, provide a table and/or graph to display the results, and interpret this data in light of course improvement. The rubric, *Significant and Meaningful Updates to a Course*, will be used to score various updates to program courses.

12 points possible.

Significant and Meaningful Updates to a Course			
0	6	9	12
No course changes are described.	Course changes are routine and expected.	A moderate change to the course is documented. This change might include the addition of a rubric to the syllabus, a new assignment, modification of an existing lesson plan or similar artifact associated with the course.	Significant and meaningful changes to the course are documented. The course change has a rationale for change that is based on state data in an effort to improve the academic integrity of the course once updates are implemented. Expert review of the change is expected. Examples include the development of new lesson plan, project, or similar artifact.
TOTAL			

9. **Sample lesson plan**

Provide an example of ONE lesson plan that you have written, that has not been presented for merit in the past. An example lesson plan is shown below. However, any template that displays proficient knowledge of the syntax of the 5 E model of teaching is acceptable. A reflection based on data collected before implementation of the lesson and after the lesson was taught is required.

6 points possible.

Lesson Plan			
0	1	4	6
No lesson plan is submitted	Lesson plan could not be implemented without assistance.	Almost all elements of the lesson are adequately described, generally clear, and represent mainstream research-based teaching.	All elements of the lesson are highly descriptive, clear, and represent mainstream research-based teaching.
TOTAL			

Sample Lesson Plan Template	
Faculty Name:	Date:
Course Number and title:	
Standard	
Learning Objective(s):	
Assessment:	
Model of Teaching (This is an example of a 5 E Teaching Model)	
Engage	
Explore	
Explain	
Elaborate	
Evaluate	

Language Modification(s):
Special Needs Modifications:
Materials and Resources:
Technology:
Reflection:
Which parts of the lesson led to engagement and student learning? Why do you think these parts worked?
Which parts of the lesson could be improved? How can engagement and student learning be improved? Include specific adjustments to teaching practice.
What was learned that can apply to future practice?

Lesson Plan Rubric				
Criterion	Unsatisfactory (1)	Developing (2)	Target (3)	Outstanding (4)
Ideas and indicators	Absent (0) Big idea, TEKS, objectives, or alignment of lesson with standard is missing	Missing three or more of the following components: "big idea" display of TEKS and objectives, alignment of lesson with standard.	Missing one of the following components: "big idea" display of TEKS and objectives, alignment of lesson with standard.	Identifies "big idea" TEKS and objectives are displayed, and lesson is aligned with standard.
Engage	Engage is missing.	Missing three or more of the following components: captures students' attention (e.g., discrepant events or questions); assesses prior knowledge and misconceptions; and connects to appropriate Explore student activities.	Missing one of the following components: captures students' attention (e.g., discrepant events or questions); assesses prior knowledge and misconceptions; and connects to appropriate Explore student activities.	Addresses all components: captures students' attention (e.g., discrepant events or questions); assesses prior knowledge and misconceptions; and connects to appropriate Explore student activities.
Explore	Explore is missing.	Uses direct concrete experience with the concept Missing three or more of the following components: student centered, teacher acts as a guide, lesson involves a least 50% student interaction, Explore includes enough explanation (e.g., worksheet, lab) to enable students to navigate the	Uses direct concrete experience with the concept Missing one of the following components: student centered, teacher acts as a guide, lesson involves a least 50% student interaction, Explore includes enough explanation (e.g., worksheet, lab) to enable students to navigate the	Addresses all component: student centered, teacher as guide, interactive, Explore includes enough explanation (e.g., worksheet, lab) to enable students to navigate the Explore independently, inquiry based including probing questions, direct concrete experience with the concept.

<p>Explore independently, lesson is inquiry based and includes pre-instructional and probing questions.</p>	<p>Teacher clarifies information and shares scientific concept. Missing three or more of the following components: information from Explore is analyzed, concept map is appropriate, a list of essential questions with answer key, teacher clarifies information and shares scientific concept, teacher listens critically to explanation from students, and teacher uses recorded observations during explanation.</p>	<p>pre-instructional and probing questions.</p>	<p>Lesson is inquiry based and includes pre-instructional and probing questions.</p>
<p>Explain Explain is missing.</p>	<p>Teacher clarifies information and shares scientific concept. Missing two of the following components: information from Explore is analyzed, concept map is appropriate, a list of essential questions with answer key, teacher clarifies information and shares scientific concept, teacher listens critically to explanation from students, and teacher uses recorded observations during explanation.</p>	<p>Teacher clarifies information and shares scientific concept. Missing two of the following components: information from Explore is analyzed, concept map is appropriate, a list of essential questions with answer key, teacher clarifies information and shares scientific concept, teacher listens critically to explanation from students, and teacher uses recorded observations during explanation.</p>	<p>Students explain concept using Explore and teacher and students interact during the Explain. Missing one of the following components: information from Explore is analyzed, concept map is appropriate, a list of essential questions with answer key, teacher clarifies information and shares scientific concept, teacher listens critically to explanation from students, and teacher uses recorded observations from students during explanation.</p>
<p>Elaborate Elaborate is missing.</p>	<p>Missing three or more of the following components: student centered, activities deepen understanding OR apply concept to a real world situation.</p>	<p>Missing two of the following components: student centered, activities deepen understanding OR apply concept to a real world situation.</p>	<p>Missing one of the following components: student centered, activities deepen understanding OR apply concept to a real world situation.</p>
<p>Evaluate Evaluate is missing.</p>	<p>Missing three or more of the following components:</p>	<p>Missing two of the following components: Appropriate</p>	<p>Missing one of the following components:</p>

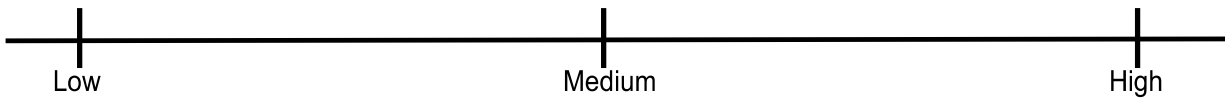
<p>Reflection</p> <p>Reflection is missing.</p>	<p>Appropriate preplanned assessment with answer key is used (i.e., diagnostic and formative assessment). Teacher adjusts instruction for student learning and concept development, students reflect on learning at least twice during the lesson.</p> <p>Missing three or more of the following components: Personal reflection before teaching the lesson. Personal reflection after teaching the lesson. Feedback from a peer using the TNT observation form. A detailed personal reflection based on student, peer, and self-evaluation data is provided.</p>	<p>preplanned assessment with answer key is used (i.e., diagnostic and formative assessment). Teacher adjusts instruction for student learning and concept development, students reflect on learning at least twice during the lesson.</p>	<p>Appropriate preplanned assessment with answer key is used (i.e., diagnostic and formative assessment). Teacher adjusts instruction for student learning and concept development, students reflect on learning at least twice during the lesson.</p>	<p>answer key is used (i.e., diagnostic and formative assessment). Teacher adjusts instruction for student learning and concept development, students reflect on learning at least twice during the lesson.</p>
<p>Total Score</p>				

10. Professional dispositions

The promotion of professional dispositions related to the development of abilities that create an environment where teaching and learning are of central importance. For each of the following professional dispositions, rate yourself and provide one example to document the professional disposition.

5 points possible

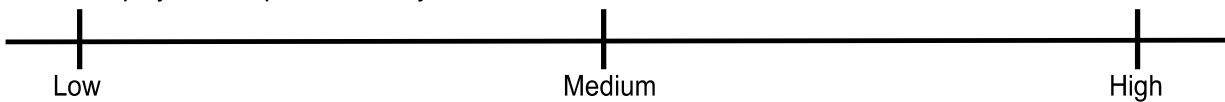
Respects and follows the TNT reporting structure to solve problems.



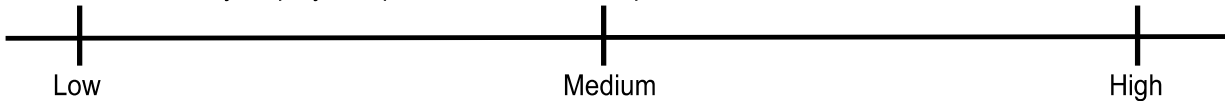
Remains open to constructive feedback and make adjustments as necessary.



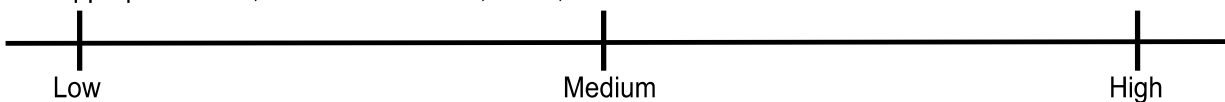
Promotes equity and respects diversity.



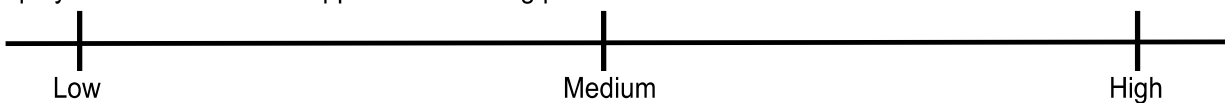
Works to continuously display a superior work ethic and product.



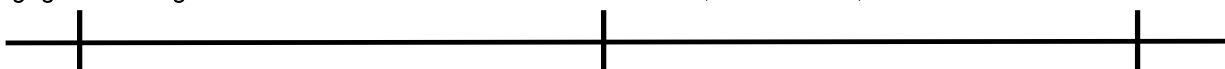
Takes appropriate risks, tries out new skills, ideas, and/or creative endeavors.



Employs a solution-focused approach to solving problems.



Engages in collegial behavior toward all TNT Master Teachers, CoDirectors, and Staff.

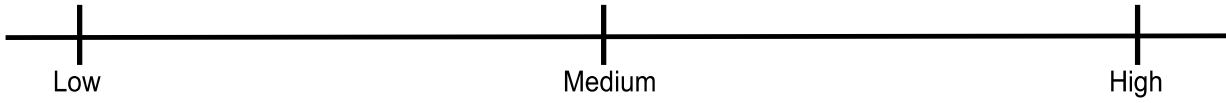


Low

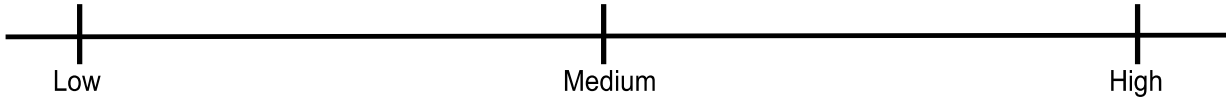
Medium

High

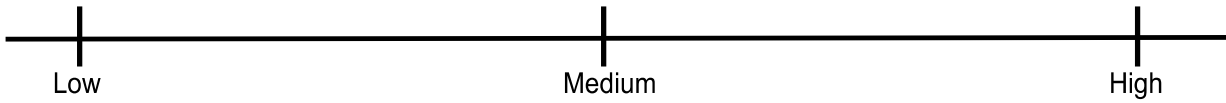
Work collaboratively with the TNT Master Teachers, CoDirectors, and Staff.



Align with and support the goals set by the TNT CoDirectors.



Uses professional communication.



Service

Service to the TNT Program is central to the determination of merit and promotion evaluations. Generally, service should complement the faculty member's workload, and it is expected that the master teacher clearly demonstrate an outstanding contribution to TNT. As the nature of the master teacher workload includes substantial field observations, it is not expected that the master teacher will engage in demanding service responsibilities outside of the program. For this reason, a request to engage in service outside the program must be approved by the TNT CoDirectors.

Service activities should be documented in a manner that emphasizes the impact, results, and outcomes of the service rather than the quantity of products such as number of hours, or the number of repetitions for a specific event. Examples of service to TNT include activities associated with Mentor Match, attendance at graduation, curriculum planning and development, mentoring students, mentoring faculty, tasks that support TNT students, and program tasks that support faculty such as serving on a hiring or faculty promotion committee.

Required Service (15 points) – Attendance at program meetings, TNT Mentor Match Activities and Events, attendance at graduation, curriculum planning and development, mentoring students.

Additional Service (5 points) – mentoring faculty, internal grants, service to hiring committee, service to promotion committee, presenting at workshops, judging at science fairs, MathCounts, or similar competitions, Educator's Rising activities, faculty professional development, support of the TNT student organization, tutoring, unpaid academic summer camps or similar learning experiences for K-12 students, and alumni activities.

20 points possible.

Service to the Program					Total
Required Service	0	5	10	15	
	Required service components are absent	TNT Mentor Match Activities, attendance at May graduation and program meetings are documented.	TNT Mentor Match Activities, attendance at May graduation, program meetings, and curriculum alignment, planning and development are documented.	All required service components are documented.	
Additional Service	0	1	3	5	
	Additional service components are absent	Weak documentation of service is provided OR service is poorly aligned with program goals.	Moderate documentation of service is provided and service is not fully aligned with program goals	Strong documentation of service is provided and service is tightly aligned with program goals	
Total					

Approved: 2/9/2015
 Effective 2/9/2015
 Revised 10/23/2015

Revised 8/15/2016
Revised 11/2/2017
Revised 8/8/2018
Revised 10/30/2018

**Department of Rehabilitation and Health Services
Policies on Reappointment, Promotion and Tenure**

PREAMBLE

Reappointment, promotion and tenure are amongst the most important events in the lives of scholars and the academic units they serve. The process of granting reappointment, promotion, and tenure, therefore, must reflect the quality of excellence in research scholarship, the scholarship of teaching and substantive community engagement, considered to be of the highest value to the professoriate. As a department composed of multiple fields whose members participate in varied forms of interdisciplinary scholarship and teaching, we rank our colleagues on the basis of productivity for their respective field or discipline. Within the Department of Rehabilitation and Health Services, it is the culture to appreciate appropriate stewardship of resources, participation in governance, cooperation and collaboration toward department, college, and university goals. As further reflected in *UNT Policy 06.035 (Academic Freedom and Academic Responsibility)*, the ability to compromise and work to benefit these units and their constituents are expected of faculty members, as are respect for diverse personalities, perspectives, styles and demographic characteristics, and maintenance of an atmosphere of civility. It is fully recognized that the combined work of all faculty members with different roles and talents is needed to carry out the mission and purpose of the department. Criteria for reappointment, promotion and tenure are reflective of that mission and purpose. In all matters related to promotion and tenure, the Department of Rehabilitation and Health Services will carefully adhere to the *University of North Texas Policy 06.004 (Faculty Reappointment Tenure and Promotion)*, *06.005 (Non-Tenure Track Faculty Reappointment, Tenure and Promotion)* and *06.007 (Annual Review)*. The standards, criteria, and processes presented in this document are intended to supplement and/or extend the *University of North Texas policies*.

Recognizing the gravity of these decisions, we are committed to the application of these policies and procedures in an atmosphere that promotes equity and justice. These policies are also consistent with and guided by the *CHPS Merit, Promotion, Tenure, and Workload Policies and Procedures* (revised December 2017) and the most recent updates to the *UNT Policy Manual*. Faculty are encouraged to carefully read and understand relevant University of North Texas policies and procedures related to reappointment, promotion and tenure (UNT Policy 06.027 Academic Workload; UNT Policy 06.004 Faculty Reappointment, Tenure and Promotion; Policy 06.005 Non-Tenure Track Faculty Reappointment and Promotion; and Policy 06.007 Annual Review).

Application of Policy: All UNT full-time faculty members (non-tenure track, tenure-track and tenured) assigned to the Department of Rehabilitation and Health Services (DRHS).

FACULTY DEVELOPMENT AND SUPPORT

1. All new, untenured faculty members will participate in the UNT Faculty Mentoring Program. The mentor will assist with the development of a clear research agenda and subsequent publishing, instructional assistance and feedback, and a clear plan of service contributions.
2. The UNT Faculty Mentoring Program has three components: *One-on-One Mentoring*, which is the traditional pairing of an experienced faculty member with an early career faculty member within the same discipline; *Cross-Disciplinary Mentoring Teams* provide additional mentoring and networking opportunities outside of the new faculty members' departments; and the *Mentoring Grant Program* provides funds to support mentoring efforts by any full-time faculty member across all ranks. The UNT Faculty Mentoring Program is committed to supporting faculty research and teaching, as well as being dedicated to diversity, inclusion, and engagement.
3. The new faculty member will be paired by the Department Chair with a senior faculty member in the department (e.g., associate or full professor; or a senior or principal lecturer).
4. During the first three years of appointment, new faculty members are expected to work closely with their mentors in establishing their line of scholarly inquiry and teaching quality.
5. Consistent with UNT Policy 06.007 Annual Review, all faculty in the Department of Rehabilitation and Health Services must undergo a written Annual Evaluation conducted by the department Personnel Affairs Committee (PAC) with an independent evaluation by the Department Chair. Faculty progress toward achieving the discipline-specific criteria will be clearly documented in writing (e.g., attendance records from Office of Faculty Success on attending mentoring events, letter from designated mentors, etc.).

REVIEW COMMITTEE FUNCTION AND MEMBERSHIP

Non-tenure Track Reappointment and Promotion Committee and Tenure-Track Reappointment, Promotion & Tenure Committee

The non-tenure track and tenure-track committees will meet for the purpose of considering the reappointment and promotion of non-tenure track and tenure-track faculty. Negative decisions can be addressed via the HPS College Faculty Grievance Committee. The committees must consist of no fewer than five (5) and no more than all eligible faculty members within a unit. Please see UNT Policy 06.004 and 06.005.

** Exceptions for Smaller Units. Units that do not have the sufficient number of members for a review committee will identify, with assistance from and consent of the dean, tenured faculty from outside of the academic unit to serve on the unit's review committee. The external members will serve one-year terms that are renewable for up to two (2) more years, depending upon unit needs, and mutual agreement between the external review committee member and the academic unit.

Personnel Affairs Committee:

According to UNT Policy 06.007, "Personnel affairs committee" (PAC) means a committee comprised of peers. The PAC will have one reporting chair that is a full-time faculty member, but will be governed by 2 councils; Non-Tenure Track and Tenure-Track.

- **Non-Tenure Track PAC:**
 - Composition: Each unit will elect a review committee comprised of peers (e.g., Personnel Affairs Committee). The review committee must consist of no fewer than three, and up to all, eligible faculty members based on committee chair recommendation. (UNT Policy 06.007)
 - Criteria: Non-tenure track faculty may develop and approve criteria for review of non-tenure track faculty.
 - Guidelines: According to UNT Policy 06.007, the results of the annual review will be used, as appropriate, for reappointment reviews, progress toward tenure and promotion, and review of tenured faculty as outlined in UNT Policy 06.008, Review of Tenured Faculty.
- **Tenure-Track PAC:**
 - Composition: Each unit will elect a review committee comprised of peers (e.g., Personnel Affairs Committee). The review committee must consist of no fewer than three, and up to all, eligible tenure-track faculty members based on committee chair recommendation. (UNT Policy 06.007).
 - Criteria: Tenure-track faculty may develop and approve criteria for review of tenure track faculty.
 - Guidelines: According to UNT Policy 06.007, the results of the annual review will be used, as appropriate, for reappointment reviews, progress toward tenure and promotion, and review of tenured faculty as outlined in UNT Policy 06.008, Review of Tenured Faculty.

Faculty Appointment Descriptions in the Department of Rehabilitation and Health Services

Non-Tenure Track Faculty

Non-tenure track faculty in the Department of Rehabilitation and Health Services include Lecturers and Clinical Faculty. Per UNT Policy 06.005, UNT is committed to recognizing and rewarding faculty members in the non-tenure track ranks whose work demonstrates sustained excellence in teaching and service through the reappointment and promotion process. Weights placed on both areas will be proportionate to the candidate's appointment letter and workload assignments.

Non-Tenure Track Faculty: Lecturers

Lecturers play a critical role as full-time faculty members to the mission of the Department of Rehabilitation and Health Services (DRHS), and with the exception of matters related to tenure-track faculty promotion and tenure decisions, all non-tenure track faculty have the same rights and responsibilities as other full-time DRHS faculty. Primary responsibilities for Lecturer workload (See UNT Policy 06.002, 06.027) relate to the scholarship of teaching, student success and service through community engagement, without expectation of research activity. The Department endorses a broad conceptualization of the faculty as contributors to the academic environment in support of students' overall development as professionals. Effective instruction in the classroom is necessary, but insufficient, to fulfill this mission. The College expects that faculty members will be effective instructors who contribute to the overall integrity of their programs and quality of the academic environment through effective performance of instructionally related duties.

Lecturers may ascend a three-tiered hierarchy of ranks that roughly parallels those of tenure-track faculty by seeking promotion from Lecturer to the rank of a Senior Lecturer and later to Principal Lecturer. To be recommended for promotion to Senior Lecturer, the candidate must have:

- served 3 consecutive years in the rank of Lecturer or have equivalent prior teaching experience.
- demonstrated excellence in the areas of teaching (see Criteria for Effective Teaching section) comprised which makes a substantial contribution to the creative development and professional advancement of DRHS students.
- record of demonstrable and sustained excellence in providing service to the department, college, university, discipline and surrounding community which serves as a vehicle to develop the faculty member & UNT to promote the economic and cultural development of the North Texas region.

Promotion to the rank of Principal Lecturer by the department requires that the candidate must have:

- served consecutive years of college-level teaching experience including at least five (5) years at the Senior Lecturer rank and/or the equivalent professional teaching experience.

- demonstrated the intellectual distinction and academic integrity expected of all faculty members via previous promotions.
- added substantially to an already distinguished teaching record and has established a national and/or international reputation (or both) ordinarily resulting from their vigorous high-quality leadership accomplishments in teaching.

Consistent with the UNT Reappointment and Promotion Policy (06.005), all candidates are expected to demonstrate a commitment to sustained excellence in both teaching and service. Extraordinary or outstanding quality in one domain will not compensate for lack of quality in the other. Further reflected in *UNT Policy 06.035 (Academic Freedom and Academic Responsibility)* candidates should demonstrate the ability to compromise and work to benefit these units and their constituents as well as, to be respectful of diverse personalities, perspectives, styles and demographic characteristics, and to maintain an atmosphere of civility. In all cases, the preparation of promotion materials should begin no later than the semester prior to the faculty member's final probationary year and is the responsibility of the candidate. It is expected that the candidate will meet with the RPTC Chair in the final semester prior to the end of the probationary period to review deadlines, procedural and content issues of concern of either the candidate or RPTC Chair. Any disagreements between the RPTC chair and candidate will be mediated, and if necessary, resolved by the department chair. It is the responsibility of the candidate to ascertain that their interpretation of all relevant policies is congruent with that of the RPT committee early in the process.

Non-Tenure Track Faculty: Clinical Faculty

Clinical faculty play a critical role as full-time faculty members to the mission of the Department of Rehabilitation and Health Services (DRHS), and with the exception of matters related to tenure-track faculty promotion and tenure decisions, all non-tenure track faculty have the same rights and responsibilities as other full-time DRHS faculty. Members of the clinical faculty are practitioners in health, counseling and other professions who have a clinical background in their disciplinary area. The goal of these positions is to enhance the academic and professional development of students in support of the teaching and service missions of the institution. Clinical faculty are typically involved in the supervision of clinical training of students, interns, and/or residents; teaching; continuing professional education; university, school/college and departmental committees; and local, regional, and national professional organizations. Primary responsibilities for Clinical faculty workload (See UNT Policy 06,002, 06.027) relate to scholarship, teaching, and service through community engagement. Because there is generally less time for the type of traditional research carried out by tenure track faculty, scholarship of clinical faculty is usually focused on professional practice improvements or advancement of teaching in the professional setting, although clinical faculty may also engage in various types of research projects that are directed toward advancing instruction, the profession and/or practice. Generally, clinical faculty should directly contribute to scholarship which informs professional practice. Scholarship will not be evaluated in the same way as for tenure-

track faculty in that establishment of an independent research program is not essential. Scholarly activities for clinical track faculty may be more applied, that is, deal directly with professional issues.

Clinical faculty may ascend a three-tiered hierarchy of ranks that roughly parallels those of tenure-track faculty by seeking promotion from Assistant Clinical to the rank of Associate Clinical and later to Clinical Professor. To be recommended for promotion to Associate Clinical, the candidate must have:

- served at least five (5) consecutive years in the rank of assistant clinical professor or have equivalent prior relevant experience.
- demonstrated excellence based on university and unit criteria for teaching, scholarship, and service.
- evidence of excellence in the primary domain of the clinical training of students and sustained effectiveness in their other workload assignments, to have demonstrated excellence in high-quality teaching which makes a substantial contribution to the creative development and professional advancement of DRHS students.
- record of demonstrable and sustained excellence in providing service to the department, college, university, discipline and surrounding community which serves as a vehicle to develop the faculty member & UNT to promote the economic and cultural development of the North Texas region.

Promotion to the rank of Clinical Professor by the department, requires that the candidate must have served must have:

- served at least five (5) consecutive years in college-level clinical, professional, or practicum assignments, including at least three (3) years at the associate clinical professor rank, or have equivalent prior relevant experience.
- evidence of sustained excellence in the primary domain of responsibility and other workload assignments.
- demonstrated the intellectual distinction and academic integrity expected of all faculty members via previous promotions.
- Added substantially to an already distinguished clinical record and has established a national and/or international reputation (or both) ordinarily resulting from their vigorous high-quality leadership accomplishments in teaching.

Consistent with the UNT Reappointment and Promotion Policy (06.005), all candidates are expected to demonstrate a commitment to sustained excellence in all three areas of research, teaching and service. Extraordinary or outstanding quality in one domain will not compensate for lack of quality in the other. Further reflected in *UNT Policy 06.035 (Academic Freedom and Academic Responsibility)* candidates should demonstrate the ability to compromise and work to benefit these units and their constituents as well as, to be respectful of diverse personalities, perspectives, styles and demographic characteristics, and to maintain an atmosphere of civility. In all cases, the preparation of promotion materials should begin no later than the semester prior to the faculty member's final probationary year and is the responsibility of the candidate. It is expected that the candidate will meet with the RPTC Chair in the final semester prior to the end of the probationary period to review deadlines, procedural and content issues of concern of either the candidate or RPTC Chair. Any

disagreements between the RPTC chair and candidate will be mediated, and if necessary, resolved by the department chair. It is the responsibility of the candidate to ascertain that their interpretation of all relevant policies is congruent with that of the RPT committee early in the process.

Tenure Track Faculty

Tenure track faculty in the Department of Rehabilitation and Health Services include probationary assistant professors and tenured, associate professors and full professors, per UNT Policy 06.004. UNT is committed to recognizing and rewarding faculty members in the non-tenure track ranks whose work demonstrates sustained excellence in teaching and service through the reappointment and promotion process. Weights placed on all three areas will be proportionate to the candidate's appointment letter and workload assignments.

The Department of Rehabilitation and Health Services is a department with strong commitments to both teaching and research. Our graduate programs are geared primarily to prepare students to enter applied disciplines related to health services, rehabilitation counseling and health-related care and service provision across the lifespan. Our faculty are intensely dedicated and shall demonstrate excellence in both research and teaching and active service to the university and profession. As further reflected in *UNT Policy 06.035 (Academic Freedom and Academic Responsibility)* candidates should demonstrate the ability to compromise and work to benefit these units and their constituents as well as, to be respectful of diverse personalities, perspectives, styles and demographic characteristics, and to maintain an atmosphere of civility. For DRHS, scholarly activity involves the implementation of research investigations and dissemination of findings to the academic and professional community. At a minimum our faculty are expected to meet the stated criteria in UNT Policy 06.004 and 06.005, which outlines the criteria for promotion and tenure across the faculty ranks. The following tenure criteria reflect our department standards.

Criteria for Promotion and Tenure

This section specifies discipline specific criteria regarding teaching; research, scholarship, and other creative works; and service, for tenure and for promotion for non-tenure track and tenure track faculty as described above.

Criteria for Teaching Effectiveness

I. Introduction

The University of North Texas' ultimate responsibility is to provide students with the best education possible so they may achieve their goals, succeed at the highest levels, and improve their communities, the state of Texas, the nation and the world. UNT and the

Department of Rehabilitation and Health Services promises to offer students a challenging, rigorous, high-quality education and provide a supportive environment to help them successfully learn and grow. All full-time faculty, regardless of rank must demonstrate excellence in teaching. The candidate must have a demonstrable and sustained commitment to excellence in teaching with a consistent level of quality and conscientiousness. Such teaching may comprise either, in-class and online formats for both undergraduate and graduate student success. Excellence in teaching shall be guided by three categories for effective teaching (i.e., process, content, and outcomes). Other aspects of a faculty member's teaching performance will be based on a broad range of indicators besides class-related activities. Demonstration of teaching excellence should go beyond traditional classroom instruction and may include, but are not limited to evidence of effective teaching demonstrates a faculty member ability to:

- Systematically organize appropriate materials for presentation and communication to students and to apply pedagogical/andragogical practices to provide rigor, facilitate and enhance students' learning, critical, analytical, and independent thinking. Reviews and modifies teaching styles according to students' cultural and other individual differences.
- Effectively present varied methods of instruction and create a learning environment that values and respects intellectual diversity and stimulates intellectual inquiry, treats all students with respect and models respect for cultural differences while demonstrating the ability to demonstrate flexibility in applying technological innovations to facilitate and enhance student learning;
- mentor and supervise students and provide opportunities for their professional development;
- develop rigorous and appropriate assessment procedures that connect to course goals/objectives; and
- expand students' abilities, knowledge, and interests through engagements such as workforce readiness skills and behaviors development, study abroad opportunities, and by relating concepts to students' personal experiences and community, and global challenges and exposes students to service learning experiences that integrate community service with academic study to enrich learning, teach civic responsibility, and strengthen communities.

Teaching Effectiveness Criteria

Component	Excellent = 3	Satisfactory = 2	Unsatisfactory = 1
<p>1. Systematic organization of appropriate materials for presentation and communication to students of course objectives, plan of study, and means of student performance evaluations</p>	<p>Individual systematically revises course content, lab operations, organization, and materials in response to new developments in their field. Syllabi follow UNT guidelines and define course objectives and means of student evaluation.</p>	<p>Individual provides well-organized and thorough syllabus for each course taught. Syllabi follow UNT guidelines and define course objectives and means of student evaluation.</p>	<p>Course outlines reflect outdated materials. Syllabi fail to follow UNT guidelines and do not provide adequate information. There is a pattern of student complaints concerning disorganized coverage of material.</p>
<p>2. Effectiveness of presentation by methods of instruction, such as lecture, discussion, assignment and recitation, demonstration, laboratory exercise, practical experience, consultation, field trips, computer-assisted instruction, reading lists, audiovisual materials, simulations, and games</p>	<p>Individual uses appropriate multiple teaching/learning strategies to present course content and maintains flexibility in responding to student or clinical community needs. Uses appropriate technology for learning as indicated by Excellent rating on Peer Evaluation and an average overall rating of 5 and above on Challenge and</p>	<p>Individual delivers course content in efficient manner, using multiple teaching/learning strategies as indicated by “satisfactory” rating on Peer Evaluation and Average Overall rating greater than 5 on Challenge and Engagement Index of student SPOT score.</p>	<p>Individual reads from notes. Student participation is not engaged. Individual fails to deliver adequate course content and fails to use multiple teaching/learning strategies as indicated by “unsatisfactory” rating on Peer Evaluation and Average Overall rating between 2-3 on Challenge and Engagement Index of student SPOT score.</p>

<p>3. Assessment procedures, such as tests, grading practices, and clinical performance</p>	<p>Individual develops tests/assignments/evaluation instruments that appropriately represent course or clinic content/goals/objectives and does so frequently enough to provide students with adequate feedback about their progress. Tests/assignments are systematically up-dated, as needed. Provides to students the goals of assessment, along with criteria, instructions, and expectations. Assessments are of exceptional quality, have in-depth information including comments, and lend themselves to meaningful student feedback.</p>	<p>Individual administers tests/assignments/evaluation instruments that appropriately represent course content/goals/objectives and does so frequently enough to provide students with adequate feedback about their progress. Provides to students assessment criteria, instructions, and expectations. Assessments are of satisfactory quality, have adequate information, and lend themselves to meaningful student feedback.</p>	<p>Individual lacks a systematic procedure for evaluation of student progress. Students frequently complain about evaluation methods/feedback in courses. Fails to provide students with assessment criteria and instructions. Assessments are of poor quality, have minimal information, and do not lend themselves to meaningful student feedback.</p>
<p>4. Student assessment and feedback from course appraisals, comments and/or letters from students and alumni</p>	<p>A pattern of student feedback from course appraisals, emails and/or letters is consistently and frequently above average and supportive. Alumni feedback regarding teaching is consistently supportive and superlative.</p>	<p>A pattern of student feedback from course appraisals and other student comments is consistently average and supportive. As appropriate, a pattern of improvement to consistently average ratings is identified.</p>	<p>Student feedback patterns are consistently below average and not supportive. A pattern of sufficient improvement is not identified. There is a lack of positive alumni feedback regarding teaching.</p>
<p>5. Development of workbooks, manuals, tapes, slides, online materials, other print and non-print learning resources developed primarily for classroom or clinical training</p>	<p>Individual develops/revises learning resources for instructional use, such as workbooks, manuals, course packets, session videotapes, slides, online materials, in-class exercises.</p>	<p>Individual uses course-supporting materials, in addition to textbooks, to enhance instruction.</p>	<p>Individual has limited use of materials to enhance learning.</p>

<p>6. Cooperation in developing, scheduling, and teaching general undergraduate and graduate courses on and off campus</p>	<p>Individual plays a major role in the development and implementation of new courses and/or programs that reflect trends in the area of specialization or initiates interdisciplinary cooperation. Individual displays innovation in major revision of existing courses/curriculum. Individual supports department, college, and/or university effort in the teaching of needed courses.</p>	<p>Individual assists in implementation of new courses and/or programs. Individual supports department, college, and/or university effects in the teaching of needed courses.</p>	<p>Individual takes no part in creation of new courses and/or programs. Individual actively interferes with attempts by other faculty to develop and implement new courses.</p>
<p>7. Development or use of web-based courses, study abroad and/or other international academic programs, and/or other efforts to support globalization</p>	<p>Individual develops or conducts web-based, web-supported, and/or study abroad courses or other international academic programs; incorporates global concepts in courses.</p>	<p>Individual does not develop or conduct new web-based, web-supported, and/or study abroad courses or international academic programs. Individual enhances courses through other technology means. Individual incorporates global concepts in courses.</p>	<p>Individual fails to utilize technology to enhance courses. Individual does not incorporate global concepts in courses.</p>
<p>8. Development or use of innovative materials, software and new modalities to enhance clinical competency of students, client care, professional development activities, and/or other efforts to expand experiential opportunities for students. * Associate clinical</p>	<p>Individual develops innovative instructional techniques, curricula or programs of study; participates in interdisciplinary clinical courses, programs and curricula directs individual clinical student work; expands clinical training opportunities for students and UNT community.</p>	<p>Individual uses innovative instruction techniques; does not develop or participate in interdisciplinary clinical training; individual does not expand clinical training opportunities.</p>	<p>Individual fails to create new clinical training opportunities; Individual is not successful at developing or maintaining interdisciplinary clinical courses/activities.</p>

<p>9. Takes a leadership role in any of the above teaching areas (*Professor)</p>	<p>Chairs multiple dissertation committees, provides funding for multiple students, develops proposals for and implements new courses in response to professional and research advances; develops and organizes a new certificate program; obtains teaching or training-related grants; nominated for or wins an award for excellence in teaching or mentoring; develops innovative technologies and teaching techniques; acts as lead instructor for a multi-section course.</p>	<p>Individual provides limited mentoring on dissertation committees; individual enhances courses through other technology means; individual incorporates global concepts in courses; applies for teaching or training grant; nominated for award for excellence in teaching or mentoring.</p>	<p>Individual fails to utilize technology to enhance courses. Individual does not incorporate global concepts in courses.</p>
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<p>10. Takes a leadership role in any of the above teaching areas (*Clinical Professor)</p>	<p>Develops innovative clinical training experiences and teaching strategies; involvement in field-based investigations (e.g., instructional/clinical effectiveness studies, in-service staff development). Participates on multiple clinically-oriented dissertation committees; receipt of competitive grants/contracts to fund innovative teaching activities or to fund stipends for students.; individual develops and organizes program accreditation and academic program reviews; nominated for or wins an award for excellence in teaching or mentoring.</p>	<p>Individual provides details on innovative clinical experiences; participates minimally on clinically-oriented dissertation committees; individual applies for competitive grants/contracts for fund innovative teaching to support students; nominated for award for excellence in teaching or mentoring.</p>	<p>Individual fails to utilize innovative clinical training experiences; does not engage in field-based investigations (clinical effectiveness studies); fails to provide relevant mentoring to students; or actively participate in program accreditation or academic program review cycles.</p>
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<p>11. Peer evaluation and feedback of teaching effectiveness based on criteria 1, 2, 3 and 5.</p>	<p>Peer feedback from course review, excellent rating on teaching portfolio and classroom assessment (physical or virtual) with scores on criteria 1, 2, 3 and 5 ranging from 11 through 15 as evidence of excellent performance in the systematic organization of appropriate materials for presentation, effectiveness of presentation by methods of instruction, appropriate assessments that link to student learning outcomes and development of materials for classroom training.</p>	<p>Peer feedback from course review, satisfactory rating on teaching portfolio and classroom assessment (physical or virtual) with scores on criteria 1, 2, 3 and 5 ranging from 6 through 10 as evidence of satisfactory performance in the systematic organization of appropriate materials for presentation, effectiveness of presentation by methods of instruction, appropriate assessments that link to student learning outcomes and development of materials for classroom training.</p>	<p>Peer feedback from course review, unsatisfactory rating on teaching portfolio and classroom assessment (physical or virtual) with scores on criteria 1, 2, 3 and 1 ranging from 6 through 5 as evidence of unsatisfactory performance in the systematic organization of appropriate materials for presentation, effectiveness of presentation by methods of instruction, appropriate assessments that link to student learning outcomes and development of materials for classroom training.</p>
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II. Sample Teaching Evidence

The baseline criterion for all levels of teaching across faculty rank is demonstrated and sustained excellence in teaching. Faculty will be evaluated on the above criteria and may submit the following types of evidence for review in their teaching portfolio.

- Course content creation – e.g., developing new courses, course segments, and course materials (Quality Matters course reviews/certification; accreditation curriculum development/alignment)
- Pedagogy/andragogy – e.g., developing new teaching methods to meet student needs
- Dissemination – e.g., through colloquia and invited talks, publication in educational conferences
- Project supervision – e.g., developing and mentoring capstone projects
- Educational outreach – e.g., to K-12, as well as post-secondary institutions
- Research in education – e.g., development of empirical studies on educational methods
- Grading rubrics and other forms of student assessment
- Summary of student evaluations with comments
- Peer teaching evaluation summaries

- Student advising /mentoring/supervision— e.g., quantity of students advised and evidence of quality of advising role; supervising student presentations; supervising student clinical field experiences
- Faculty mentoring – e.g., working with junior faculty to improve their teaching skills; and development of teaching portfolio
- Administration – e.g., administering a program of study such as undergraduate or graduate coordinator for major or minor degree program or clinical coordination

Criteria for Promotion to Senior Lecturer – Lecturers who seek tenure and/or promotion to the rank of Senior Lecturer are expected to show evidence of sustained excellence in teaching. Candidates should be specifically evaluated on Components 1-4.

Scoring:

- 12-10 represents *Excellent Performance*
- 9 – 8 represents *Satisfactory Performance*
- 7 and below represents *Unsatisfactory Performance*

Criteria for Promotion to Principal Lecturer – Senior Lecturers who seek promotion to the rank of Principal Lecturer are expected to show evidence of sustained excellence in teaching across all areas. Candidates should be specifically evaluated on Components 1-7, 9*. **Principal Lecturers are not able to serve as Dissertation Committee Chairs and thus should not be evaluated on that factor from component 9.*

Scoring:

- 24-21 represents *Excellent Performance*
- 20-17 represents *Satisfactory Performance*
- 16 and below represents *Unsatisfactory Performance*

Criteria for Promotion to Associate Clinical Professor – Assistant clinical professors who seek tenure and/or promotion to the rank of Associate clinical Professor are expected to show evidence of sustained excellence in teaching and clinical competence. Candidates should be specifically evaluated on Components 1-4, 6 and 8.

Scoring:

- 18-16 represents *Excellent Performance*
- 15 – 12 represents *Satisfactory Performance*
- 11 and below represents *Unsatisfactory Performance*

Criteria for Promotion to Clinical Professor – Associate clinical Professors who seek promotion to the rank of Clinical Professor are expected to show evidence of sustained excellence in teaching across all areas. Candidates should be specifically evaluated on Components 1-8, 10...

Scoring:

- 24-21 represents *Excellent Performance*
- 20-17 represents *Satisfactory Performance*
- 16 and below represents *Unsatisfactory Performance*

Criteria for Promotion to Associate Professor - Assistant professors who seek tenure and/or promotion to the rank of Associate Professor are expected to show evidence of sustained excellence in teaching. Candidates should be specifically evaluated on Components 1-4.

Scoring:

- 12-10 represents *Excellent Performance*
- 9 – 8 represents *Satisfactory Performance*
- 7 and below represents *Unsatisfactory Performance*

Criteria for Promotion to Professor Associate Professors who seek promotion to the rank of Professor are expected to show evidence of sustained excellence in teaching across all areas. Candidates should be specifically evaluated on Components 1-8.

Scoring:

- 24-21 represents *Excellent Performance*
- 20-17 represents *Satisfactory Performance*
- 16 and below represents *Unsatisfactory Performance*

Criteria for Scholarly, Creative and Professional Activities

I. Introduction

As a part of its mission, the Department of Rehabilitation and Health Services supports research that advances knowledge, bolsters classroom instruction and student engagement, and promotes the application of knowledge for the benefit of society. The Department recognizes that to be recommended for tenure, and to evidence continuing growth, a faculty member must be engaged in a significant program of research and publication of sufficient quality and quantity to ensure that the faculty member is committed to the scholarly development of the discipline. Faculty members are expected to establish their credentials as scholars by: (1) demonstrating their capacity to conduct original scholarship that explores significant intellectual issues, and (2) disseminating scholarship in appropriate forums.

Non-tenure track Clinical Faculty and tenure-track faculty must have demonstrated excellence based on university and unit criteria for teaching, scholarship, and service. (UNT Policy 06.004 & 06.005). This demonstration can occur via clinical scholarship, the scholarship of application and/or

the scholarship of teaching. The scholarship of application encompasses scholarly activities, which seek to relate knowledge in his/her field to the affairs of society. Such scholarship moves toward engagement with the community beyond academia in a variety of ways, such as using social problems as the agenda for the scholarly investigation, drawing upon existing knowledge for the purpose of crafting solutions to health and public service problems.

The scholarship of teaching encompasses scholarly activities, which are directly related to pedagogical practices. Such scholarship seeks to improve the teaching and advising of students through discovery, evaluation, and transmission of information on the learning process. Examples of scholarship of teaching include the development and evaluation of innovative teaching methodologies and technologies that advance the knowledge in one's discipline via dissemination through peer-reviewed articles in publications and presentations at peer-reviewed conferences. Since excellence in teaching is imperative at HPS, the development, implementation and evaluation of innovative and novel pedagogy is not only valued, but could translate to advancement of new knowledge and to that end, the scholarship of teaching that translates in peer-reviewed journals and papers that emerge as book chapters in similar outlets should be counted in the tally of publications.

Clinical scholarship should directly contribute to and inform professional practice. Scholarly activities for clinical track faculty may be more applied, that is, deal directly with professional issues. However, they should be consistent with the budgeted time, and clearly demonstrate innovation and creativity in their scholarly products and publications. If a clinical faculty member is assigned research time, accomplishments achieved as a result of that budgeted time will be explicitly considered as part of the promotion process.

A high standard of research proficiency must be demonstrated via continuous, sustained, and significant contributions to scholarship. It is the responsibility of the RPT committee to judge the quality of the candidate's research scholarship and scholarship of teaching records. Ideally, the quality and quantity of that record will clearly demonstrate to the committee, Department Chair and external reviewers', the evidence of independent thought and personal ability via the publication of sole-authored or lead-authored published articles in addition to engagement in interdisciplinary research efforts that are the hallmark of the department.

II. Scholarship, Creative and Professional Activities

Scholarship will be reviewed by the DRHS RPTC in terms of the quality, quantity and prestige, using the criteria presented below:

Promotion: Assistant Clinical to Associate Clinical (Candidate should accomplish 1 & 2)

Achieving all 3 is a score of *Excellent*.

Achieving 2 is a score of *Satisfactory*.

Achieving 1 is a score of *Unsatisfactory*.

1. Publications	2. Scholarly Presentations	3. Grants/Contracts
<p>6 or more peer-reviewed publications. At least 1 should be first author or equivalent in journals. The publications should appear in high quality journals from Tier 1, 2 and 3 within the RHS ranking chart.</p>	<p>10 presentations at peer- reviewed international, national, regional, and state conferences/ meetings. At least two of these are first authored, with one required at the national level.</p>	<p>At least one grant/contract applied for. Roles could include co-investigator, co-principal investigator, or principal investigator. All internal, as well as external sources are recognized (Federal, state, and local government, state foundation, state contract, or industry).</p>

Promotion from Associate Clinical Professor to Clinical Professor. (Candidate must accomplish all 3)

Achieving all 3 is a score of *Excellent*.

Achieving 2 is a score of *Satisfactory*.

Achieving 1 is a score of *Unsatisfactory*.

1. Publications	2. Scholarly Presentations	3. Grants/Contracts
<p>12 or more peer-reviewed publications. At least 4 should be first author or equivalent in journals. The publications should appear in high quality journals from Tier 1 and 2 within the RHS ranking chart.</p>	<p>20 or more presentations at peer-reviewed international, national, regional, and state conferences/meetings. At least two of these are first authored, with one required at the national level.</p>	<p>At least one grant/contract. Roles could include key personnel, subcontractor, co-investigator, co-principal investigator, or principal investigator. All internal, as well as external sources are recognized (Federal, state, and local government, state foundation, state</p>

Promotion and Tenure: Assistant to Associate Professor. (A candidate should accomplish all 3)

A candidate should accomplish all 3*

Achieving all 3 is a score of *Excellent*.

Achieving 2 is a score of *Satisfactory*.

Achieving 1 is a score of *Unsatisfactory*.

1. Publications	2. Scholarly Presentations	3. Grants/Contracts
12 or more peer-reviewed publications. At least 5 should be solo/first-author or equivalent in journals. The publications should appear in high quality journals from Tier 1 and 2 within the RHS ranking chart. Co-authorships with mentees/students	6 presentations at peer-reviewed international, national, regional, and state conferences/ meetings. At least two of these are first authored, with one required at the national level.	At least one grant/contract applied for. Roles could include co-investigator, co-principal investigator, or principal investigator. All external sources are recognized (Federal, state, and local government, foundation, state contract, or industry, or K award). There are no minimum amounts on these awards.*

- *These performance expectations encompass the time period prior to date of review for promotion to Associate Professor*

Promotion: Associate to Professor (A candidate must accomplish all 3)

The following expectations are cumulative from the time of appointment as Assistant Professor in HPS. The progression to Full Professor should include work that indicates sustained record of performance and the development of expertise/specialization in at least one or two areas of scholarship.

Achieving all 3 is a score of *Excellent*.

Achieving 2 is a score of *Satisfactory*.

Achieving 1 is a score of *Unsatisfactory*.

1. Publications	2. Scholarly Presentations	3. Grants/ Contracts
<p>At least 27 peer-reviewed publications. At least 13 of these publications must be completed since promotion to Associate Professor. At least 40% of the entire body of work should be first-authored papers. Co-author with mentees/students are converted to a 1.25 conversion. Thus, more papers published with students are rewarded.</p>	<p>15 peer-reviewed presentations at international, national, regional, and state conferences/ meetings. Ten since promotion to Associate Professor.</p>	<p>A PI/co-PI on an at least 1 external grant/contract and Co-PI on at least 1 external funding sources. All external sources are recognized (Federal, state, and local government, foundation, state contract, or industry, or K award). There is a \$50,000 minimum amount on the PI/Co-PI awards.*</p>

Sample Evidence of Scholarship, Creative and Professional Activities

- Peer-reviewed journal articles (please include Social Science Index rating if available, circulation rate, acceptance rate, Departmental assigned Tier standing)
- Peer-reviewed book chapters
- Peer-reviewed chapters in proceedings of scholarly conferences
- Invited chapters in books
- Invited chapters in proceedings of scholarly conferences
- Editorship of scholarly journals
- Peer-reviewed presentations of scholarly papers at professional conferences
- Invited presentations of scholarly papers at professional conferences
- Professional consulting leading to collaborative research
- Peer-reviewed intramural grants
- Peer-reviewed extramural grants
- Peer-reviewed grant proposals (not funded)
- Serving as panelists on special conference programs
- Critiquing scholarly or creative presentations
- Evidence of guided research mentoring for graduate students

Other Creative and Professional Activities:

Applications of research contributing to a candidate's overall profile may be demonstrated in a variety of additional activities, including, but not limited to:

- Development of tests or assessment instruments;
- Editorships and edited volumes;
- Development of software and/or multimedia products;
- Development of Web/Internet technologies;

- Non-refereed electronic publications;
- Technical reports;
- Abstracts and proceedings of professional presentations;
- Conference proposal reviews;
- Grant proposal reviews;
- Open access journals;
- Scholarly encyclopedia entries;
- Published book reviews; and
- Development of significant proposals for external and/or internal grants and awards that were not funded
- Professional consulting leading to collaborative research

The following outlets are typical quality indicators for scholarship in the health and public service disciplines. These include:

- Scimago lists the SJR (journal's scientific prestige) SJR is a measure of scientific influence of scholarly journals that account for both the number of citations received by journal and the importance or prestige of the journals where such citations come from. <https://www.scimagojr.com>
- Journal impact factor. *If impact factor is unavailable, please indicate circulation number and acceptance rate).*
- Citation counts (via Google Scholar or Scopus CiteScore). Scopus is the largest abstract and citation database of peer-reviewed literature: scientific journals, books and conference proceedings.
- Almetrics (download counts, page views, mentions in news reports, etc.).
- International vs. national vs. regional vs. state/ local conferences.

Criteria for Leadership and Service Activities

I. Introduction

The Department of Rehabilitation and Health Services is built on a foundation of service. All full-time faculty are expected to demonstrate evidence of service to the Department, College of Health and Public Service, the University of North Texas, as well as external service to the profession and/or community. UNT seeks to promote the economic and cultural development of the North Texas region, the state of Texas and the nation by providing a highly educated, highly skilled workforce of critical thinkers and fostering a wellspring of knowledge, ideas and solutions. Through leadership and professional service activities, faculty contribute to the welfare of the institution and provide intellectual and academic leadership to the students and communities we serve.

All full-time faculty are required to demonstrate continuing evidence of university and public service. This service is an essential component of the role of faculty in fulfilling the mission of HPS and UNT. Each HPS faculty member is required to demonstrate evidence of participation in both university and public service. The evaluation of service should be in terms of the effectiveness with which the service is performed, its relation to the general welfare of UNT, and its effect on the development of the individual, and ultimately to the profession.

II. Criteria for Leadership and Service Activities

Component	Excellent = 2	Satisfactory = 1	Unsatisfactory = 0
1. Supports the mission and functioning of the department, college and the University.	Individual contributes to the development and revision of policies, protocols, and/or programs; participates as an engaged member of University/Department committees; contributes to the creation of collaborative interdisciplinary partnerships.	Individual contributes inconsistently to the development and revision of policies, protocols, and/or programs; participates as an engaged member of University committees; contributes to the creation of collaborative	Minimal involvement in the development of policies, etc., belongs to, but doesn't actively participate. Doesn't engage in interdisciplinary partnerships.

<p>2. Supports the mission and functioning of the profession and collaborates with others to respond to community, state, national, and global needs and issues.</p>	<p>Individual develops creative/innovative service learning projects that improve delivery of health social services and/or the advancement of social justice; provides consultation to local, state, national, or international agencies or organizations; Participates in leadership position(s) with multiple community, state, national, and/or organizations that impact the community.</p>	<p>Individual develops creative/innovative service learning projects that improve delivery of health social services and/or the advancement of social justice; provides minimal consultation to local, state, national, or international agencies or organizations; Participates in leadership position(s) with community organizations.</p>	<p>Individual provides consultation to local, state, national, or international agencies or organizations; individual does not participate in leadership position(s) with community, state, national, and/or organizations that impact the welfare of families and communities.</p>
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III. Categories of Leadership and Service Activities

University Service includes work that contributes to the effective operation and governance of a program, department/school, college, and/or the university. All faculty are expected to contribute to the academic community through committee service and participation in program, department, college, and university governance. Key involvement includes service on the following committees:

- University committees
- College Committees
- Departmental Committees
- Program Committees
- Advising/Mentoring
- Workshop Coordinator

Note: It is not advisable that faculty who are at the assistant professor rank have extensive service commitments in the first few years of their duration. However, it is important to consider UNT Policy 06.035 and maintain the ability to compromise and work to benefit the

department and our students, are expected of faculty members, as are respect for diverse personalities, perspectives, styles and demographic characteristics, and maintenance of an atmosphere of civility.

Additional examples of appropriate university service contributions may include, but are not limited to:

- Special assignments from the Department Head/Director/Dean
- Contributions to program accreditation activities—specific tasks as assigned by the program coordinator**
- Writing self-study documents
- Mentoring/advising new faculty
- Mentoring/advising student groups
- Direction of internships professional clubs and other organizations
- Creation/Maintenance of advisory groups
- University initiatives (For example, retention and recruitment and student engagement; chair or serve on such a committee)
- Participation in student recruitment activities
- Development of recruitment materials (print, websites, social media, etc.)
- Participation in fund raising, public relations, and marketing of programs
- Program review for the university
- Organizing colloquia and seminars for department or college.

***note: an individual shall not get service credit as a program coordinator if they are compensated via course release or other stipend.

Public Service includes participation in local, regional, national, or international community activities directly related to the faculty member's profession.

Key involvement in public service includes participation in positions/roles such as the following:

- Officer
- Board Member
- Professional committee chairperson
- Professional committee member
- Membership on a committee or task force in a professional association and/or organization
- Editors/Associate Editors/Managing Editors of peer-reviewed scientific journals and/or scholarly books and research annuals.
- Referees (peer-reviewer for journal articles, chapters, etc.)

Additional examples of appropriate public service contributions may include, but are not limited to:

- Expert assignment or appointment to a policy-based advisory committee.
- Organizers/directors of seminars, workshops and/or other scientific or pedagogical or clinical conferences external to UNT.
- Local, state and/or national governmental and advisory boards, agencies, commissions that are related to the faculty member's discipline.
- Business and industry or private citizens as technical expert or member of policy advisory committees (unpaid; one shall not count paid consulting for service because that is done above and beyond the academic contract)
- Work with schools through contact with teachers, administrators, students; through participation in science fairs, college day volunteer-based programs, lectures, performance, in-service programs; through advising on curricular matters, and pedagogy.
- Participation in regional, national, or international community activities directly related to the faculty member's profession, such as presentations, news media interviews, and professional advice to nonprofit agencies.
- Accreditation team service.
- Provision of clinical services (as long as it is not done outside of contract--for instance if you are being paid to do it outside of workload it is not counted as service.
- Participation in meetings, symposia, conferences, workshops; in radio and/or television by developing and presenting materials for public awareness.
- Technical assistance (unpaid) including grant proposals and grant awards for an organization or community.
- Writing questions for licensure or certification exams.
- Media interviews and appearances.
- Guest Speaking engagements.

Awards recognizing excellence in service, publications related to service that are reprinted, and scholarship cited by peers, offer evidence of the quality of the candidate's contribution to service, and may indicate promise as a scholar.

Post Tenure Review

The merit of all tenure-track faculty members is evaluated annually by the DRHS PAC in each of the three performance areas for the preceding three previous calendar years. Service expectations for post tenure review include collegiality and departmental citizenship as well as leadership expectations such as mentoring of junior faculty and Chairing of search committees, doctoral committees and others.

Receipt of less than a total 2 points based on the CHPS points rubric for any area (research, teaching, service), constitutes cause to consider the need for post-tenure review. The committee and department Chair will first ascertain whether the ranking reflects a problem that requires remedial or other action. Concerns regarding the faculty members maintaining their academic responsibility as defined in *UNT Policy 06.035 (Academic Freedom and Academic Responsibility)* which includes demonstration of the ability to compromise and work to benefit these units and their constituents as well as, to be respectful of diverse personalities, perspectives, styles and demographic characteristics, and to maintain an atmosphere of civility, will also be considered during post-tenure review. The RPT committee defines “department citizenship” as positive personnel behavior which fosters productive collaboration and teamwork within the Department of Rehabilitation and Health Services. Including respectful and professional relationships with all personnel in the DRHS, compliance with departmental policies and procedures and developing positive contacts and relationships with the College of Health and Public Service, the University, the community and profession. Should allegations of moral turpitude or incompetence appear to be involved in the situation, the CHPS Dean will be consulted immediately so as to invoke College and University policies and procedures.

The post-tenure review process described in the UNT Policy Manual, Evaluating Tenured Faculty, 06.014 will be followed in cases deemed indicative of an unresolvable problem. Within a month after receiving an unsatisfactory merit rating, the Promotion, and Tenure committee, faculty member will cooperate with the PAC Chair and department Chair in the preparation of a Professional Development Plan for the faculty person as described in the UNT Policy Manual. The department Chair, PAC Chair and the RPT Chair will meet with the affected faculty member to discuss (1) the results of the evaluation completed by the RPT and the Chair, and (2) advise the faculty person on professional development areas needing improvement and the criteria by which improvement will be measured. The department Chair, PAC Chair and the RPT Chair shall re-evaluate the situation in one year to assure the satisfactory remediation of the issue after obtaining the advice of the DRHS PAC and RPT committees.

Faculty members are expected to review the UNT and CHPS Policy manuals as the policies and procedures in this document are entirely subservient to them. They should also be familiar with the DRHS Charter and its description of the committees through which achievement (i.e., merit) and readiness for promotion and tenure are assessed.

Evaluation of Merit/Annual Review

The DHRS will consist of two Personnel Affair Committees (PAC):

Non-Tenure Track PAC shall be comprised of no fewer than three eligible promoted non-tenure system faculty. See UNT Policy 06.007, Section 2C.

Tenure-Track PAC shall be comprised of no fewer than three eligible tenured faculty. See UNT Policy 06.007.

The PAC evaluates all departmental faculty annually in the core areas of Scholarship, Creative and Professional Activities; Teaching Effectiveness and Leadership and Service Activities. The PAC makes recommendations to the chair regarding 1) merit rankings/evaluations; and 2) reappointment, tenure, and promotion.

When formulating merit rankings each spring, the corresponding PAC councils will evaluate their respective faculty members' records of achievement for a three-year period that spans the calendar year (January 1 – December 31). Using data and formulae developed by the PAC, based on departmental and university policies, the PAC factors in the percentage of effort allotted to each of the three core areas based on the workload assignments and in accordance with departmental policy and UNT Policy 06.027, Academic Workload.

Each PAC Council member will individually review the FIS form VPAA 160 for the designated 3-year review window for each faculty member (PAC members/chairs may not review or score themselves) using the criteria set forth in the RPT document and identify the weighted score. The review committee will serve as a consulting body to the department chair who has final authority for assigning merit as per UNT Policy 06.047, Shared Governance and the Role of Advisory Committees and the Academic Administration. The results of the annual review will be used, as appropriate, for reappointment reviews, progress toward tenure and promotion, and review of tenured faculty.

Based on UNT Policy 06.007, Annual Review, the annual review will be based on contributions that are documented and/or can be verified, rather than anecdotal information. Further, the annual review must provide an explicit statement of the quality of the faculty member's achievements, not simply an enumeration of the documented accomplishments of that faculty member. The peer review

committee and department chair will provide the faculty member a written evaluation using the unit's documented procedures. The department chair will communicate the results of the annual review to the faculty member in writing.

A faculty member may resolve grievances related to annual review in accordance with college/school guidelines and UNT Policy 06.051, Faculty Grievances. For instances where substantive evidence cannot be submitted to counter the PAC evaluation, the full-time faculty member may submit a statement of their position regarding the evaluation to be included with that review window documents.

APPENDIX I

Journal Tier Rankings

To quantify the quality of the research published by faculty members in the Department of Rehabilitation and Health Services, the department has ranked journals submitted by faculty based on their discipline reputation or esteem: national or international standing, regional or local, taking into account 5-year Social Science Citation Impact factor and assessment of impact based on readership, and acceptance rate. Journals were assigned to one of 3 tiers based on these factors. Tier 1 represents the journals with a national or international standing an impact factor of 1 or higher. Tier 2 includes those journals with regional or national standing with an impact factor .7 -99 and Tier 3 includes those journals with a local or regional standing an impact factor of .2 -. 6 or without an impact factor.

Multidisciplinary Department Considerations

We recognize scholarship within our department falls within various disciplines. We also recognize that citation impact factors are not always comparable across disciplines, to prevent any disadvantage in the assessment of professional impact, we will consider the top 20% of journals (as determined by that field's SSCI5IFs) in a given field to be on par as Tier 1 journals. Those journals in the next 20% will be counted in Tier 2.

Amendments and Changes to the Ranking

Previously non-ranked journals, including new journals, can be added to the Journal Ranking. Journals can be placed on the list by the Reappointment, Promotion and Tenure Committee (RPTC). The faculty member who has published in a non-ranked journal has the initial responsibility to notify the RPTC. It is then the Committee's responsibility to determine to which tier the unranked journal should be added. To the greatest extent possible, the journal's SSCI5IF should be used to inform the ranking. The purpose of ranking the journals is to proxy the quality of the published research. The department recognizes that the quality of journals does change over time (and that our means to rank journals necessarily contains some measurement error).

A faculty member may appeal to have any ranked journal moved up to a higher tier. As with establishing a ranking for unranked journals, the RPTC is responsible for changing the ranking of a journal. It is, however, the faculty member's responsibility to petition the Promotion and Tenure Committee to consider a change.

RHS Department Interdisciplinary Journal Rankings**

Tier 1

American Journal of Pub Health
Cultural Diversity and Ethnic Minority
Psychiatric Rehabilitation Journal

Translational Behavioral Med
American Journal of Pub Health
The Journals of Gerontology
Journal of Applied Gerontology
Rehabilitation Psychology
Psychiatric Services
Journal of Health Psychology
Computers Informatics & Nursing
Addictions and Offender Counseling
Rehabilitation Counseling Bulletin
American Journal of Psychiatric
Rehabilitation
Social Networks
Global Public Health
Journal of Preventative Med
Journal of Nutrition Health and Aging
Journal of Gerontological Social Work
Journal of Occupational Rehabilitation
American Journal of Geriatric Psychiatry
Australian Journal of Rehab Counseling
International Journal of Environment & Pub
Health
Journal of Occupational Rehabilitation
Int'l Journal of Health Care Quality
Assurance

Tier 2

Rehabilitation Research, Policy and Education
Journal of Counseling and Development
Journal of Multicultural Counseling and
Development
Journal of Applied Rehabilitation Counseling
International Journal of Health Services
International Journal of Health Promotion and Ed

Journal of Aging and Health
Journal of Aging and Physical Activity
Health
Aging and Mental Health
Journal of Mental Health
Disability and Rehabilitation
Australian Journal of Rehabilitation Counseling
Work
Int'l Journal of Electronic Healthcare
Decision Sciences
Australian Journal of Rehabilitation Counseling
Journal of Rehabilitation
Journal of Rehabilitation Administration
Journal of Cross Cultural Gerontology
Gerontology and Geriatrics Education
Educational Gerontology
International Journal of Aging and Society
Journal of Vocational Rehabilitation
Disability and Society
Topics in Stroke Rehabilitation
Journal of Rehabilitation Research, Policy and
Ed
Work, Employment & Society
Journal for Health Care Quality
Journal of Health Admin Education

Tier 3

Journal of Rehabilitation
Journal of Disability Policy
Ageing International
Journal of Applied RC
Journal of Rehabilitation
Journal of Rehabilitation
Journal of Vocational Rehabilitation
Quality Management
Healthcare Executive

***This list is not comprehensive and is presently under review by the faculty to create a more extensive, data-driven listing of potential outlets for scholarship.*

Submitted for Approval: June 18, 2019

Reappointment, Promotion, and Tenure Policy
Department of Emergency Management and Disaster Science
University of North Texas

Approved by Department: April 29, 2019

1. Introduction

The Department of Emergency Management and Disaster Science (EMDS) is committed to maintaining excellence in teaching, research, and service. It aims to advance disaster science and practice through high quality research, an evidence-based curriculum, and meaningful engagement with the scholarly and practitioner communities. The department values academic freedom, recognizes diversity of scholarship, and encourages collaborations.

This policy delineates departmental expectations in the areas of teaching, research, and service for all candidates for reappointment, promotion, and tenure. In addition to this policy, faculty members are expected to carefully read and understand the University of North Texas policies and procedures on reappointment, promotion, and tenure (UNT Policy 06.004 Faculty Reappointment, Tenure, and Promotion) as well as the relevant policies of the College of Health and Public Service.

2. Application of Policy

This policy applies to all UNT tenured and tenure-track faculty members assigned to the Department of Emergency Management and Disaster Science.

3. The Departmental Reappointment, Promotion, and Tenure Committee

The department's Reappointment, Promotion, and Tenure Committee (RPTC) will be established in accordance with UNT Policy 06.004. The committee must consist of no fewer than five (5) and no more than all eligible faculty members within the unit. Only tenured faculty members may serve on the committee when evaluating probationary faculty. Only Professors may serve on the committee when considering candidates for promotion to the full Professor rank.

If there is not a sufficient number of eligible faculty members for a committee, the department chair, with assistance from and consent of the dean, will identify tenured faculty from outside the department to serve on the department's RPTC. External members will serve one-year terms that are renewable for up to two (2) more years. One member of the RPTC will be appointed as Chair of the committee by the department chair at the beginning of each academic year.

4. Timeline and Review Process

At the beginning of each academic year, the Provost will establish a timeline for the Reappointment, Promotion, and Tenure process. Based on the official calendar established by the Provost's office, the department chair will communicate internal deadlines to ensure that materials are sent forward in a timely manner. Dossier materials will be submitted in Faculty Information System (FIS) in accordance with the Provost's established timeline.

All cases of reappointment, promotion, and tenure will begin with a review by the department's Reappointment, Promotion, and Tenure Committee (RPTC), which will forward its recommendation to the department chair. The department chair will then conduct a separate and independent review and forward a recommendation to the RPTC of the College of Health and Public Service, which will conduct a review and forward a recommendation to the Dean. Based on the Dean's own review of the dossier and the recommendations of the departmental RPTC, department chair, and college RPTC, the Dean will forward a recommendation to the Provost.

In conjunction with the annual merit review process, described in the EMDS Annual Review Policy, all tenure-track faculty will be evaluated annually in the areas of teaching, research, and service. These reviews will be based on contributions that are documented and/or can be verified, rather than anecdotal information. The chair will provide the written evaluation to the faculty member and discuss the evaluation as part of the mentoring process. Additionally, each eligible faculty member in the department will vote whether to recommend the probationary faculty member for reappointment in the third year and each year thereafter. The chair will record and inform the faculty member of each year's vote and provide documentation of the votes in the final dossier.

5. Scope of Review

According to UNT Policy 06.004, evaluations and recommendations for tenure and promotion from Assistant to Associate Professor will place emphasis on academic work accomplished during the probationary period at UNT, although previous achievements will be considered in the course of a holistic review. For promotion from Associate Professor to Professor, evaluations and recommendations will emphasize academic work accomplished during the appointment at UNT, focusing primarily on accomplishments during the time as Associate Professor. However, previous accomplishments as an Associate Professor at other institutions also may be considered in the holistic review.

6. Length of Probationary Period and Time in Rank

UNT Policy 06.004 establishes the normal lengths of the probationary periods for Assistant Professors and for those appointed at the Associate Professor level but without tenure. The policy also contains provisions for extending the length of the probationary period, also known as stopping the clock, in extraordinary circumstances. Normally, the third-year reappointment review will occur at the beginning of the candidate's third year; the review for promotion to Associate Professor will occur at the beginning of the candidate's sixth year; and a review for promotion to Professor may occur when, in consultation with the department chair and/or RPTC chair, the faculty member believes their record warrants consideration for promotion. For a faculty member appointed at the rank of Associate Professor but without tenure, a mandatory tenure-review will normally occur in the fifth year, although earlier consideration may take place upon request of the candidate and agreement with the chair and dean.

In extraordinary circumstances, as reflected in disciplinary metrics and national comparisons and as deemed appropriate by the department chair and dean, an Assistant Professor may be reviewed early in the probationary period for tenure and promotion to the rank of Associate

Professor, except in the third-year review. If the early review process is unsuccessful, the candidate may be reviewed again during the sixth year.

7. The Dossier

Every candidate for reappointment, promotion, and tenure, in consultation with the department chair and the RPTC chair, will submit a dossier as part of the review process. The dossier will provide evidence of the candidate's productivity and accomplishments in the areas of teaching, research, and service. The official dossier must contain:

- University Information Form
- Complete, current curriculum vitae (CV)
- Self-evaluation, personal narrative (maximum 750 words)
- Departmental tenure and promotion criteria
- Cumulative results of annual evaluations and, for probationary faculty, evidence of mentoring and support throughout the reappointment, tenure, and promotion process (provided by the chair)
- Summary evaluations of teaching effectiveness, including statistical summaries of student evaluation of teaching, interpretive comment on the statistical summaries, and other evidence of student learning (provided by the chair)
- External referee letters*(provided by the chair)
- Reviewer information (provided by the chair)
- Recommendation of departmental RPTC
- Recommendation of chair
- Recommendation of college RPTC
- Recommendation of dean
- Reappointment votes for third and subsequent years (for Assistant Professors)
- Additional letters of dissent from previous evaluations of the candidate (if applicable)

*Indicates item not included in the third year reappointment review.

Additionally, UNT Policy 06.004 states that individual units or colleges may require supplemental materials stipulated at the time of appointment to be included within the dossier. For purposes of the internal departmental reviews, the candidate's dossier will include additional evidence of performance in the areas of teaching, research, and service, including but not limited to sample course syllabi, statement of teaching philosophy, peer reviews of teaching, copies of publications, awards and honors, service accomplishments, and other materials as deemed appropriate. However, the official dossier that is sent forward beyond the RPTC will only contain the items in the above list required by university policy.

8. Overarching University Criteria

Although it is the responsibility of each department to develop discipline-specific criteria for reappointment, promotion, and tenure, UNT Policy 06.004 articulates overarching university criteria that must be met. Tenure and promotion to the rank of Associate Professor requires sustained excellence in the areas of teaching and research along with evidence of sustained effectiveness in the area of service. Promotion to the rank of Professor requires evidence of

sustained excellence in each of the three domains of teaching, research, and service sufficient for the achievement of national or international reputation and recognition.

The third-year review employs the same criteria of evaluation as the tenure review and is conducted with appropriate rigor. It is a more extensive and intensive review than the annual reviews that occur in the first and second years, and it follows the same process as a tenure and promotion review; it includes the department, the college, and the provost but without external review letters. The purpose of the third-year review is to assess whether the candidate is on a promising trajectory toward tenure and promotion to Associate Professor based on tangible evidence of productivity in the areas of teaching, research, and service.

9. Departmental Criteria

According to UNT Policy 06.004 the tenured and tenure-track faculty members in each department will develop, in collaboration with the department chair, clearly written criteria and procedures for reappointment, promotion, and tenure. These procedures and criteria must be consistent with those of the college and the university and must be approved by the dean and provost. The following sections delineate the department's criteria in the areas of teaching, research, and service.

9.1 Teaching

The Department of Emergency Management and Disaster Science values high quality teaching as an essential component of its mission to educate the next generation of scholars and practitioners. All candidates for reappointment, promotion, and tenure must provide evidence of sustained excellence in teaching. Excellence in teaching will be evidenced by presenting a versatile teaching portfolio that includes courses taught at both the undergraduate and graduate levels; a combination of elective and required courses; consistently strong student evaluation scores (above the average for the college and university); a favorable peer-review of teaching using the department's or college's established assessment tool(s); evidence of innovative teaching strategies (e.g., incorporation of emerging technology and pedagogical strategies in the classroom) and/or experiential learning (e.g., study abroad or other field-based activities); and evidence of directed student learning (e.g., service on thesis and dissertation committees, with more weight given to chair responsibilities). It is expected that directed student learning should increase as faculty advance in time served and rank.

At a minimum, the Annual Review packet must include copies of the course syllabi, quantitative scores from the student teaching evaluations, and biennial peer reviews of teaching performance. In addition to these required documents from the Annual Review, candidates may include other supplementary materials to help the departmental RPTC conduct a comprehensive assessment of the candidate's teaching record. These materials may include, but are not limited to: statement of teaching philosophy; qualitative open-ended feedback from the university-required student teaching evaluations; samples of course assignments; teaching awards and honors; teaching-related publications and grants; chairing or serving on thesis and/or dissertation committees; supervising independent study courses and/or honor's projects; inclusion of undergraduate and/or

graduate students in research; supervising teaching assistants; and/or evidence of curriculum innovation (e.g. field-based experiences, online instruction, study abroad).

Evaluation of teaching will occur each year during the Annual Review process. Every faculty member will be assigned a performance rating as defined in the Department Annual Review Policy (effective May 2018). As described in the HPS Merit, Promotion, Tenure, and Workload Policies and Procedures, levels of performance in the areas of teaching, research, and service are distinguished as follows:

Performance at Level 5 demonstrates the highest level of commitment to students, involves continuous development and revision of instructional methods and content that demonstrates innovative initiatives, and complements exceptional classroom performance with significant and ongoing activities outside the classroom. Level 4 includes evidence of highly effective teaching with innovative and continuous updating of course content and delivery. Level 3 goes beyond the minimum obligations associated with a faculty appointment, provides evidence that the faculty member has systematically upgraded the content of courses, has made a conscientious effort to consistently improve the delivery of course material, and shows evidence of attempts to make intellectual contributions in the area of instructional development. Level 2 occurs when a faculty member performs all obligations consistent with the teaching portion of their workload adequately but may not present evidence of continuous improvement or instructional development. Level 1 does not conform to the instructional role of a faculty member; performance at this level will be detrimental to a faculty member's prospects for reappointment, promotion, and tenure and could result in initiation of a professional development plan for tenured faculty (as described in section 10 of this policy and in UNT Policy 06.052 Review of Tenured Faculty).

Early career faculty members are expected to maintain a positive growth trajectory throughout the probationary period, which should transition into a sustained record of teaching excellence throughout their career. Scores from the Annual Review process will be used to assess teaching excellence. Generally, the department would expect an average of 3.0 on the annual review score in the area of teaching. In the event that any faculty member does not maintain that average, it is expected that the candidate will engage in remediation efforts to improve their teaching strategies through participation in pedagogical workshops, teaching excellence seminars, and other related opportunities. Failure of the candidate to adequately address teaching deficiencies may result in a negative recommendation for reappointment, promotion, or tenure.

9.2 Research

The Department of Emergency Management and Disaster Science is committed to the creation and dissemination of knowledge in the areas of hazards, disasters, and emergency management. The department values diversity of scholarship and encourages multi-disciplinary work. The department strongly emphasizes the importance of peer-reviewed journal articles published in

quality outlets and the pursuit of external funding for scholarly activities. Both theoretical and applied works will be considered when evaluating reappointment, promotion and tenure cases. As faculty advance in rank, the department expects continual demonstration of an active and focused research agenda and increasing national and/or international recognition in hazards, disasters, and emergency management. All candidates for reappointment, promotion and tenure must provide evidence of sustained excellence in research.

9.2.1 Quality of Scholarship

In assessing the quality of scholarship, the department conducts a comprehensive review of the candidate's body of work. Indicators of quality include but are not limited to the following: reputation of the publisher, reputation of other scholars who have published in that outlet, impact factors of the journal (e.g., journal impact factor, CiteScore, SCImago rating), citation index, acceptance rate, reputation of the association that sponsors the journal, reputation of the editorial board, and scope of readership. Generally, the department would expect quality outlets to have a journal impact factor of at least 1.0 and/or a SCImago rating in the first or second quartiles. If these measures are not available, the department will consider other quality indicators including but not necessarily limited to those previously listed. As a reference, the University of Colorado's Natural Hazards Center provides a list of interdisciplinary disaster science journals as well as quality indicators; however, this list should not be viewed as exhaustive nor should it be viewed as the sole source of quality indicators. With guidance provided by the Annual Review process and formal and informal mentorship, it is incumbent upon the candidate to report evidence of the quality of scholarship by documenting these quality factors on their annual reviews. The quality of books, book chapters, and edited volumes can be assessed based on any of the following: scope of readership, reputation of the publisher, reputation of the editorial board, and/or reputation of contributors.

9.2.1.1 Requirement to Describe Roles and Contributions to Published Work

Annual Review packets as well as dossiers submitted for faculty undergoing a third-year review, consideration for promotion from Assistant Professor to Associate Professor, and consideration for promotion from Associate to full Professor are required to provide information pertaining to the quality of the scholarship in addition to specifying the roles the faculty member had on the paper or project. At a minimum, faculty will provide a qualitative description of these roles that state how the faculty member contributed to the published work. This information should be included under the Supplemental Documents option in FIS.

9.2.2 Third-Year Reappointment Review

During the third-year reappointment, candidates must show tangible evidence of good progress toward a successful tenure and promotion review. It is expected that faculty demonstrate research productivity in the areas of hazards, disasters, emergency management, as relevant to their home disciplines. Faculty must provide evidence that they are establishing a focused and independent research agenda. As part of this process, candidates are expected to sustain a minimum publication pace of 2.0 peer-reviewed articles per year in reputable academic journal outlets (see section 9.2.1 for statement on quality). To increase the likelihood of a successful review, the department encourages candidates to fully participate in the formal mentorship programs offered by the department and university.

9.2.3 Criteria for Granting Tenure and Promotion from Assistant to Associate Professor

Candidates for promotion to associate professor with tenure are required to demonstrate evidence of sustained excellence in research and scholarly activities. Promotion to the Associate Professor rank with tenure requires that candidates publish impactful scholarship in quality and recognized journals in hazards, disasters, emergency management, and/or related disciplines. It is expected that faculty sustain productivity throughout the probationary period and maintain a minimum publication pace of 2.0 peer-reviewed journal articles per year. At the time of tenure review, the candidate is expected to have a minimum of 10 articles in reputable academic journal outlets, 4-5 of which must be published in quality academic journal outlets (see section 9.2.1 for statement on quality). Faculty at the Assistant Professor rank are also required to demonstrate effort in seeking external funding for their research activities. Candidates for tenure must demonstrate they have established a focused and independent research agenda; therefore, faculty must be single author or first-author equivalent on at least 3 of the published articles. Articles or scholarship co-authored with an undergraduate or graduate student will be considered first-author equivalent. Although the primary metric for research productivity is peer-reviewed journal articles, we recognize and value diversity of scholarship. Therefore, up to 2 peer-reviewed journal articles may be substituted for other items, including: peer-reviewed book chapters, edited book volumes, authored books, and/or externally funded grants. Weights for each of these items will vary as follows:

- In light of the competitive nature of extramural funding, an external grant administered through the Office of Grants and Contracts Administration on which the candidate serves as PI or co-PI (or the equivalent) may substitute for up to 2 peer-reviewed journal articles. Weight will be determined based on the amount of the grant, prestige of the funding agency, and competitiveness of the grant program (e.g., rigor of peer-review process, funding rates).
- Given the prestige and effort required to produce an authored book with a recognized publisher, this contribution may substitute for up to 2 peer-reviewed journal articles.

- Peer-reviewed book chapters and/or edited book volumes with a recognized publisher may be substituted for peer-reviewed journal articles on a one-to-one basis.

Equivalency should be determined through consultation with the departmental PAC and department chair as part of the Annual Review process. This consultation should be initiated as soon as possible so that expectations regarding substitutions are documented and clear to all parties involved in the tenure review process.

9.2.4 Criteria for Promotion from Associate Professor to Professor

With respect to scholarship, candidates seeking promotion from Associate to Full Professor will demonstrate a commitment to the growth of knowledge through diverse accomplishments. Candidates for promotion to Full Professor are expected to maintain an independent and impactful research agenda in the area of hazards, disasters, and emergency management. A balanced portfolio would be expected to include sustained research productivity through the generation of high-quality research publications, significant external funding, and achievement of a national and/or international reputation.

Faculty must demonstrate sustained research productivity through the generation of at least 12-15 peer-reviewed articles, primarily in quality journal outlets (see section 9.2.1 for statement on quality), since promotion to Associate Professor. Additionally, promotion to the rank of Full Professor requires the candidate to have secured significant external funding administered through the Office of Grants and Contracts Administration. Significant external funding is measured by the following criteria:

- Candidate's role as the PI or co-PI (or the equivalent) on the grant(s).
- Cumulative funding amount of \$250,000.
- Prestigious national and/or international funding agency.
- Full panel review through a competitive grant program.

An external grant that is awarded prior to, but that extends beyond the promotion to Associate Professor, will receive full consideration in accordance with the above criteria. A national and/or international reputation is also required and can be demonstrated through various activities including, but not limited to: continued publications in reputable and quality journal outlets; invitations to publish book chapters in important books and edited volumes; writing or editing a scholarly book; securing significant external grant funding; serving on national-level grant review panels; serving on editorial boards for recognized and quality journals in the field; and/or election or appointment to leadership roles within national and international associations. Additionally, strong letters from prominent external reviewers are required.

9.3 Service

Faculty members possess significant knowledge and expertise, holding great value when shared for the benefit of others. Service activities promote collegiality and are essential to the smooth functioning of the university. Faculty members are expected to participate in the shared governance of the department and to cultivate activities promoting positive citizenship within the university, profession, and community.

Candidates for the third-year reappointment and candidates for promotion to Associate Professor are required to provide evidence of sustained effectiveness in the area of service. Service will be evaluated each year during the departmental Annual Review process.

As stated in the departmental Annual Review Policy, performance in the area of service will be assessed as follows:

Performance at Level 5 is demonstrated by a measurable impact on the community, profession or university that is considered by the PAC to be extraordinarily high. Level 4 is characterized by a very high level of service to the university, the profession, and/or the public. Level 3 exhibits service to the university, the profession, and/or the public that exceeds the minimum of a faculty member. Level 2 represents a minimal level of service expected of a faculty member. Level 1 does not meet the minimum expectations of the service role of a faculty member; performance at this level will be detrimental to a faculty member's prospects for reappointment, promotion, and tenure and could result in initiation of a professional development plan for tenured faculty (as described in section 10 of this policy and in UNT Policy 06.052 Review of Tenured Faculty).

Scores from the Annual Review process will be used to assess excellence in service. Generally, the department would expect an average of 3.0 on the annual review score in the area of service. The quantity and depth of service activities is expected to increase as a faculty member accrues years of service and progress through the ranks. At the assistant professor rank, excellence in the area of service is measured primarily in terms of the candidate's contributions to the department. At the associate and full professor ranks, excellence in the area of service requires broader participation at the college and/or university levels, service to the profession, and service to the community. In the event that any faculty member does not maintain a 3.0 average in the area of service, it is expected that the candidate will increase their service contributions to the department, college, university, and profession. Failure of the candidate to adequately address service deficiencies may result in a negative recommendation for reappointment, promotion, or tenure.

10. Review of Tenured Faculty

As stated in UNT Policy 06.052 Review of Tenured Faculty and the EMDS Annual Review Policy, UNT and EMDS are committed to the consistent and comprehensive review of tenured faculty members in the areas of teaching, research, and service. According to that policy, a

faculty member who receives a single overall review of unsatisfactory may be placed on a professional development plan, and a faculty member who receives two overall reviews of unsatisfactory must be placed on a professional development plan. As defined in this policy, unsatisfactory is a rating below Level 2.

Evaluation Criteria for Department of Design:

Approved August 2022

Department of Design
College of Visual Arts and Design
University of North Texas

The Department of Design is following the University of North Texas policy on reappointment and the granting of tenure and promotion as outlined in Policy UNT 06.004, and Policy UNT 06.005 for professional faculty reappointment and promotion, the evaluation criteria outlined in this document and the procedures for annual evaluation, reappointment, promotion, and tenure outlined in the College of Visual Arts and Design Bylaws.

Reappointment, Promotion, and Tenure are recommended by the Department of Design based on evidence of sustained excellence in professional scholarly/creative activity, teaching, and service. The faculty's work, dependent on their rank, engages at state, national, and international levels.

I. CVAD Department of Design Merit and RPT Expectations for Tenure

System Faculty

Faculty must provide: 1) a statement of intent that contextualizes their activities; 2) evidence of value, impact, and significance, and 3) justification, articulating why the examples they have submitted per category during a given assessment period provide evidence of value, impact, and significance. The narrative is limited to 750 words.

A rubric outlining departmentally agreed-upon standards and rigor for determining value, impact, significance, and thus effectiveness will be utilized each year to establish overall merit scores in each category for faculty members. Separate requirements for Reappointment, Promotion, and Tenure are outlined in UNT Policy 06.004.

Excellence is achieved by engaging in professional scholarly/creative activity that demonstrates an emerging national reputation in a faculty member's field of discipline. This includes a demonstrated sustained record of publications or other forms of dissemination from the departments 'Most Valued' work evaluation category as appropriate to the faculty member's workload percentages.

The department values faculty efforts that secure signed agreements between UNT and other entities, including collaborations, consultancies, faculty and student exchange and other partnerships.

Excellence in teaching is achieved by actively participating in the units' academic mission at sustained and high levels. This includes a demonstrated sustained record of teaching activities from the departments "Most Valued" work evaluation category as appropriate to the faculty member's workload percentages.

While faculty pursuing tenure should place their emphasis in professional scholarly/creative activities and teaching, each faculty member should consistently and constructively engage in service on behalf of the profession, program, department, college and/or university.

Tenure and promotion review dossiers are provided to external to the university experts and a recommendation for tenure will consider evidence of sustained excellence in professional scholarship/ creative activity and in teaching, and constructive engagement in service in the context of, and consistent with, high levels expected at peer or aspirational peer programs. In addition, faculty demonstrate the willingness and ability to work effectively with colleagues.

Merit distributions start at the highest score in the excellent category and move down to lower scores dependent on the Merit funds available. The department chair determines distribution percentages.

II. CVAD Department of Design Merit and RPT Expectations for Professional Faculty

Faculty must provide: 1) a statement of intent that contextualizes their activities; 2) evidence of value, impact, and significance, and 3) justification, articulating why the examples they have submitted per category during a given assessment period provide evidence of value, impact, and significance. The narrative is limited to 750 words.

A rubric outlining departmentally agreed-upon standards and rigor for determining value and effectiveness will be utilized each year to establish overall merit scores in each category for faculty members. Separate requirements for Reappointment, Promotion, and Tenure are outlined in UNT Policy 06.005. In addition, faculty demonstrate the willingness and ability to work effectively with colleagues.

Merit distributions start at the highest score in the excellent category and move down to lower scores dependent on the Merit funds available.

III. CVAD Department of Design Expectations by Rank

A. Scholarship, Professional Creative Activities: *General Criteria*

Faculty provide evidence of the quality of the publication venue, and the value, impact, and significance of their work.

Rank: ASSISTANT PROFESSOR

Merit: Demonstrates a very good to excellent overall score in scholarship/ professional creative activity competencies and achievement.

Reappointment: The candidate demonstrates an increased understanding of current developments in the discipline and sustained excellence in scholarship/professional creative activity competencies and achievements appropriate to the discipline. Activities and achievements are peer-reviewed, original, and disseminated in appropriate professional and public venues. Evidence demonstrates the value, impact, and significance of the achievements. It is expected that the rank of Assistant Professor seeking tenure and promotion maintained, per academic year, one high-quality publication outlined in the markers of the highest value, impact and significance in scholarship, creative work, or professional design activity, and of two activities, per

academic year, as outlined in the markers of value, impact and significance in scholarship, creative work, or professional design activity supported by an agreed 50% workload for research/creative activity. (e.g., one publication in a journal of a learned society, or participation in a national/international exhibit and two national presentations at a conference with published proceedings.)

Rank: ASSOCIATE PROFESSOR

Merit: Demonstrates a very good to excellent overall score in scholarship/professional creative activity competencies and achievement.

Promotion: Demonstrate growing national/international reputation. It is expected that the rank of Associate Professor, seeking promotion, maintained per academic year, one high-quality publication outlined in the markers of the highest value, impact and significance in scholarship, creative work, or professional design activity, and of two activities, per academic year, as outlined in the markers of value, impact and significance in scholarship, creative work, or professional design activity supported by an agreed 50% workload for research/creative activity. Evidence demonstrates the value, impact, and significance of the achievements.

Rank: FULL PROFESSOR

Merit: Demonstrates a very good to excellent overall score in professional competence and achievement. Maintain a substantial body of work that continues to contribute value, impact, and significance to her, his, or their discipline.

B. Teaching: *General Criteria*

Faculty must provide 1) a statement of intent contextualizing their activities and teaching philosophy. This statement can be a separate narrative document or included in the general narrative provided under **I. CVAD Department of Design Merit and RPT Expectations**. 2) evidence of value, impact, and significance, and 3) justification articulating why the examples faculty have submitted per category during a given assessment period provide evidence of value, impact, and significance.

In addition, faculty demonstrate the willingness and ability to work effectively with colleagues and students (e.g., teaching portfolio, competence in course preparation, peer teaching review, mentoring, contribution to the academic growth of all, SPOT.) Student perception of teaching evaluation, SPOT, is provided at least once per semester per course.

Rank: ASSISTANT PROFESSOR

Merit: Demonstrates a very good to excellent overall score in teaching competence and achievement.

Reappointment: Demonstrates an increasing knowledge of pedagogy in their discipline, growing competence in teaching, and the willingness and competence to self-assess to improve teaching (e.g., teaching portfolio, teaching awards.) Tenure track faculty provide evidence and evaluation of peer teaching observation at least once per semester.

It is expected that an Assistant Professor seeking tenure and promotion maintained, per academic year, achievements in the majority of their courses as outlined in the Markers of the highest value, impact, and significance in teaching.

Rank: ASSOCIATE PROFESSOR

Merit: Demonstrates a very good to excellent overall score in teaching competence and achievement.

Promotion: Sustained excellence in teaching, demonstrating evidence of value, impact, and significance. Evidence includes, but not limited to, teaching awards, teaching portfolio, peer of the same or higher rank teaching observations, and the faculty member's reflection of such observations, SPOT. It is expected that an Associate Professor seeking promotion maintained, per academic year, achievements in the majority of courses, as outlined in the Markers of the highest value, impact, and significance in teaching.

Rank: FULL PROFESSOR

Merit: Demonstrates a very good to excellent score in teaching competence and achievement. Demonstrates academic leadership at college, university, and national levels, and demonstrates the ability both to work effectively with and to mentor colleagues and students. Maintains, per academic year, achievements in the majority of courses, as outlined in the Markers of the highest value, impact, and significance in teaching.

Rank: LECTURER

Merit: Demonstrates a very good to excellent overall score in teaching competence and achievement.

Reappointment: Criteria for reappointment are evidence of currency and excellence in teaching. The faculty demonstrates an increased understanding of current developments in the discipline. Currency in the discipline is demonstrated by sustained records of continuing education, integration of professional scholarship/creative activity into teaching, attending conferences, and significant involvement with professional organizations.

Promotion: Criteria for promotion are years of service, evidence of currency in the discipline, evidence of excellence in teaching, and sustained effectiveness in service. Currency in the discipline is demonstrated by sustained records of, continuing education, integration of professional scholarship/creative activity into teaching, attending conferences and significant involvement with professional organizations.

Excellence in teaching is achieved by actively participating in the units' academic mission at sustained and high levels. This includes a demonstrated sustained record of teaching activities from the departments "Most Valued" work evaluation category as appropriate to the faculty member's workload percentages.

Rank: SENIOR LECTURER

Merit: Demonstrates a very good to excellent overall score in teaching competence and achievement.

Reappointment: Criteria for reappointment are evidence of currency and excellence in teaching. The faculty demonstrates an increased understanding of current developments in the discipline. Currency in the discipline is demonstrated by sustained records of continuing education, integration of professional scholarship/creative activity into teaching, attending conferences, and significant involvement with professional organizations.

Promotion: Criteria for promotion are years of service, evidence of currency in the discipline, evidence of excellence in teaching, and sustained effectiveness in service.

Currency in the discipline is demonstrated by sustained record of continuing education, integration of professional scholarship/creative activity into teaching, attending conferences and significant involvement with professional organizations.
Excellence in teaching is achieved by actively participating in the units' academic mission at sustained and high levels. This includes a demonstrated sustained record of teaching activities from the departments "Most Valued" work evaluation category as appropriate to the faculty member's workload percentages.

Rank: PRINCIPAL LECTURER

Merit: Demonstrates a very good to excellent overall score in teaching competence and achievement.

Reappointment: Criteria for reappointment are evidence of currency and excellence in teaching. The faculty demonstrates an increased understanding of current developments in the discipline. Currency in the discipline is demonstrated by sustained records of continuing education, integration of professional scholarship/ creative activity into teaching, attending conferences, and significant involvement with professional organizations.

Promotion: Criteria for promotion are years of service, evidence of currency in the discipline, evidence of excellence in teaching, and sustained effectiveness in service. Currency in the discipline is demonstrated by sustained records of, continuing education, integration of professional scholarship/ creative activity into teaching, attending conferences and significant involvement with professional organizations.

Excellence in teaching is achieved by actively participating in the units' academic mission at sustained and high levels. This includes a demonstrated sustained record of teaching activities from the department's "Most Valued" work evaluation category as appropriate to the faculty member's workload percentages.

C. Service: *General criteria*

Faculty must provide context and evidence of the value and effectiveness of their service engagement in the program, department, college, university, and/or the profession. Faculty demonstrate the willingness and ability to work effectively with colleagues.

The UNT academic workload policy 06.027 and the Department of Design workload document guide efforts in service.

Rank: ASSISTANT PROFESSOR

Merit: Demonstrates a very good to excellent overall score in-service competence and achievement.

Reappointment: The faculty demonstrates effective engagement in service activities, in the department, the college, or and the university in accordance with workload assignments.

Rank: ASSOCIATE PROFESSOR

Merit: Demonstrates a very good to excellent overall score in service competence and achievement.

Promotion: Demonstrate a willingness to engage effectively in an increased commitment to service activities, and to assume leadership within these obligations and

responsibilities. Demonstrates community and professional service activities, providing evidence of value to the University and the Profession.

Rank: FULL PROFESSOR

Merit: Demonstrates a very good to excellent overall score in professional competence and achievement. Demonstrates the willingness and ability to provide leadership and value in service with the university and the profession.

Rank: LECTURER

Merit: Demonstrates a very good to excellent overall score in service competence and achievement.

Reappointment: The faculty demonstrates effective engagement in service activities, in the department, the college, or and the university in accordance with workload assignments.

Promotion: Demonstrate a willingness to engage effectively and constructively in an increased commitment to service activities, and to assume leadership within these obligations and responsibilities. Demonstrates community and professional service activities, providing evidence of value to the University and the Profession.

Rank: SENIOR LECTURER

Merit: Demonstrates a very good to excellent overall score in service competence and achievement.

Reappointment: The faculty demonstrates effective engagement in service activities, in the department, the college, or and the university in accordance with workload assignments.

Promotion: Demonstrate a willingness to engage effectively and constructively in an increased commitment to service activities, and to assume leadership within these obligations and responsibilities. Demonstrates community and professional service activities, providing evidence of value to the University and the Profession.

Rank: PRINCIPAL LECTURER

Merit: Demonstrates a very good to excellent overall score in service competence and achievement.

Reappointment: The faculty demonstrates effective leadership engagement in service activities, in the department, the college, or and the university in accordance with workload assignments.

IV. CVAD Department of Design definitions of markers

Design and artistic research is practice-based, practice-led research in design and the arts, which has developed rapidly in the last twenty years globally. It is a key knowledge base for design education in Higher Arts and Design Education Institutions (HAEIs). The Department of Design defines excellence in:

Creative/Professional/Scholarly Activities through evidence of engagement, demonstrating an emerging national reputation. Excellence is demonstrated by the inclusion of sustained activities from the Markers of the highest value, impact, and significance category appropriate to the faculty member's workload percentages and the agreed faculty role in the Department of Design, the college, and university. An example of satisfaction of excellence would be

constituted by the publication of two presented papers in conference proceedings and a published manuscript or juried exhibit of creative scholarship work per year.

Teaching Activities through evidence of engagement at the highest level supporting the academic mission of the Department of Design. Excellence is demonstrated by the inclusion of sustained activities from the Markers of the highest value, impact, and significance category appropriate to the faculty member's workload percentages and the agreed faculty role in the Department of Design, the college, and university.

Service Activities through evidence of consistent and constructive engagement in department, college, university, and/or professional service. Excellence is demonstrated by sustained activities from the markers of value in the service category. The amount and type of service should be appropriate to the faculty member's workload percentages and agreed faculty role in the Department of Design, the college, and university. It is noted that faculty pursuing tenure should place their emphasis on creative/professional and scholarly activities and teaching.

A. Evaluative Criteria: creative work, professional activity, research, and scholarship

1. Markers of the highest value, impact, and significance in creative work, professional design activity, research, and scholarship are, but are not limited to:

- 1a Professional design activity, creative work, research, and scholarship that results in peer-reviewed national and/or international visibility for an individual or group of faculty members; Inter-disciplinary, cross-disciplinary or multi-disciplinary research and creative scholarship is a driver for critical thinking, creativity and open innovation and has highest value to the department; if applicable inter-disciplinary, cross-disciplinary or multi-disciplinary collaboration, including but not limited to academic, community, and/or student collaborators and co-authors;
- 2a Design consulting work documented in a peer-reviewed publication that results in regional, national and/or international visibility for an individual or group of faculty members;
- 3a National or international honors received for professional design activity, creative work, research and scholarship
- 4a Presentation of a research or scholarly paper, or professional design activity or creative work, at national or international conferences with published proceedings of a full paper;
- 5a External federal, state, private-sector or foundation funding received as a PI (Project Investigator) or Co-PI (Co-Project Investigator), or as a Project-Lead, Co-Project Lead or Project-Manager or Project Co-Manager;
- 6a A critical review of a faculty member's professional design activity, creative work, research or scholarship in publications with national and/or international visibility;
- 7a Peer-reviewed (refereed) publications in Journals of Learned Societies;
- 8a Peer-reviewed (refereed) publications in digital publications or digital venues;
- 9a Workshop presentations or lectures, peer-reviewed (refereed) at national or international venues;
- 10a Participation as a discussion panelist peer-reviewed (refereed) at national or international venues;

- 11a Single or group participation in regional, national or international gallery or museum exhibit as an invited or as a peer-reviewed (refereed) exhibitor;
- 12a A book published by a publisher with a well-established national or international reputation among the peers of a given Department of Design faculty member's area;
- 13a A book chapter in peer-edited books or anthologies published by a publisher with a well- established national or international reputation among the peers of a given Department of Design faculty member's area;
- 14a Citations of professional design activity, creative work, research, and scholarship by a given Department of Design faculty member by his or her peers resulting in regional, national, and/or international visibility.
- 15a Authoring and disseminating academic podcasts, YouTube channels and other "grey literature" as artifacts not representing traditional scholarly work.
- 16a Editor or member of an editorial board of a Journal of a Learned Society.

2. *Markers of value, impact, and significance in professional design activity, creative work, research, and scholarship are, but not limited to:*

- 1b Professional design activity, creative work, research and scholarship, peer-reviewed resulting in regional visibility;
- 2b Design consulting work documented in a peer-reviewed publication resulting in regional visibility for an individual or group of faculty members;
- 3b Regional honors received via peer-reviewed (refereed) processes that acknowledge the professional design activity, creative work, research or scholarship of an individual or group of faculty members;
- 4b Presentation of peer-reviewed research or scholarly paper, or professional design activity or creative work, at regional conferences with published proceedings or catalog;
- 5b Internal (i.e., from the university, the CVAD or the Department of Design), or regional funding for a professional design activity, creative work, research, and scholarship received as a PI (Project Investigator) or Co-PI (Co-Project Investigator), or as a Project-Lead, Co-Project Lead or Project-Manager or Project Co-Manager;
- 6b A critical review of a faculty member's professional design activity, creative work, research or scholarship in publications with regional visibility;
- 7b Workshop presentation or lecture a peer-reviewed (refereed) at a regional venue;
- 8b Participation as a discussion panelist peer-reviewed (refereed) at a regional venue.

B. Evaluative Criteria: Teaching

1. *Markers of the highest value, impact, and significance in teaching are, but not limited to:*

- 1c Evidence of national or international honors, fellowships, and awards received for teaching;
- 2c Evidence that faculty are actively seeking engagement with disciplines and communities beyond their own through invited guest lectures, guest critiques, workshops at national or international levels in order to elevate the knowledge that informs their personal work and students' learning experiences;

- 3c Evidence of successful inter-disciplinary, cross-disciplinary, or multi-disciplinary classroom, teaching or student project collaboration that will elevate the students' learning experiences and learning outcomes;
- 4c Evidence of outside-the-classroom recognition of individual and group-based student achievement through peer-recognized student competitions, professional acknowledgment of the relative strength of students' portfolios/bodies of work, the publication of student work in peer-reviewed venues, student awards, etc. at national or international level. Student-faculty collaboration on research publications curated exhibits or juried selections;
- 5c Evidence of national or international recognition of faculty excellence through student- or peer-nominated forums;
- 6c Evidence of recognition of faculty excellence through the selection to facilitate specialized teaching initiatives outside of CVAD;
- 7c Evidence of recognition of faculty excellence within CVAD through the selection to facilitate specialized teaching in honors courses, one-of-a-kind workshops, topic-based programs, etc.
- 8c Evidence of supporting institutional goals that facilitate cross-campus teaching, collaboration and working in partnerships with colleagues inside and outside the Department of Design;
- 9c Evidence of successfully developing, implementing and supporting opportunities for internationalization, study abroad and/or international exchange;
- 10c Evidence of course development or dissemination of courseware used by K-12 institutions, colleges or universities.

2. *Markers of value, impact, and significance in teaching are, but not limited to:*

- 1d Evidence of degree earners achieving success advancing their career trajectories in the long-term, and eventually assuming leadership roles;
- 2d Evidence of degree earners achieving sustainable success along entrepreneurial career paths;
- 3d Evidence of the formulation and execution of pedagogic best practices as indicated by peer-facilitated course evaluations;
- 4d Evidence of student success at leveraging professional internships into full-time, entry-level positions at top-flight local, regional, national and international consultancies, in-house operations, agencies, etc.;
- 5d Evidence of regional honors, fellowships, and awards received for teaching evidence of regional recognition of faculty excellence through student- or peer-nominated forums;
- 6d Evidence of significant course re-design;
- 7d Evidence of the ability to effectively plan curriculum and facilitate learning experiences that challenge students to address design problems on various scales;
- 8d Evidence of the utilization of feedback from industry professionals and program graduates to effectively incorporate technological innovations from the profession into teaching;
- 9d Evidence of the ability to immerse students in knowledge-building experiences rooted in sustainable design thinking;
- 10d Evidence that faculty regularly innovate their pedagogy, student engagements, work projects, and assessment outcomes, update content, and/or pedagogy of courseware;

- 11d Evidence that faculty are aware of, and account for trends in the ongoing developments in the broader world of design—technological, theoretical, applied and with regard for research and scholarship emerging in allied disciplines;
- 12d Evidence that faculty are actively seeking engagement with disciplines and communities beyond their own at local and regional levels in order to elevate the knowledge that informs their personal work and their students' learning experiences;
- 13d Evidence of outside-the-classroom recognition of individual and group-based student achievement through peer-recognized student competitions, professional acknowledgment of the relative strength of students' portfolios/bodies of work, the publication of student work in peer-reviewed publications, student awards, etc.at the regional level;
- 14d Serving as major professor/chair for comprehensive examination, dissertation, thesis or research project;
- 15d Serving as a committee member for dissertation, thesis or research project;
- 16d Evidence of teaching consulting work at K-12 institutions, other colleges or universities.

C. Evaluative Criteria: Service

1. Markers of the highest value in service include, but not limited to:

- 1e Regional, national or international honors received for services planned and rendered on behalf of organizations that serve the needs and/or aspirations of an individual Department of Design faculty member's area/discipline;
- 2e Serving as an elected officer/board member in a regional, national or international organization supporting one or more of the disciplines of design;
- 3e Serving as a regional, national or international juror for a peer-reviewed (refereed) show, exhibit, catalog, anthology or competition that highlights designed outcomes from an individual faculty members' or group of faculty members' disciplinary area (Communication Design, Fashion Design, Interior Design, Interaction and User Experience Design, xREZ Art Science lab);
- 4e Serving as an editor or guest editor for a peer-reviewed, refereed journal of a learned society;
- 5e Serving on the editorial board of a peer-reviewed, refereed journal of a learned society;
- 6e Curational responsibilities for a show or exhibit of designed outcomes produced by designers, design researchers or design scholars from one or more of the disciplinary areas of Design and creative work outside or within UNT and or CVAD;
- 7e Chairing a committee at the university, college, department or external at regional, national or international level;
- 8e Reviewing submissions for peer-reviewed, refereed journals, or conferences, or book proposals;
- 9e Serving as an external reviewer for promotion and tenure.
- 10e The organization of a scholarly conference as lead contact.
- 11e Chairing a committee organizing a scholarly conference.
- 12e Presiding as Chairperson or President over the board of a Learned Society or Professional Association in the field of expertise to the faculty.

2. *Markers of value in service include, but not limited to:*

- 1f Member of a committee, a task force at university, college, department or external at regional, national or international level;
- 2f Serving as Program Coordinator for designated CVAD Program, Communication Design, Fashion Design or Interior Design for either/both undergraduate and graduate-level programs;
- 3f Supervision of teaching assistants or teaching fellows, peer teaching observations, and peer faculty-student outcome evaluation.
- 4f Organizing the implementation of an industry partnership/sponsor into design courses with the goal of enhancing student exposure to specific fields of design industry.
- 5f Actively participating in a committee organizing a scholarly conference.
- 6f Actively participating on a board or a standing committee of a Learned Society or a Professional Association in the field of expertise to the faculty.

**Department of Studio Art
University of North Texas**

**Standing Procedures and Evaluation Criteria
Tenure & Promotion and Annual Merit Review**

Recommendations concerning promotion and tenure must be made carefully, based upon a thorough examination of the candidate's record and the impartial application of these criteria in accord with the UNT Faculty Reappointment, Tenure and Promotion Policy 06.004.

The Department of Studio Art recognizes the need for diversity, both in its scholarly research & creative activity and its modes of instruction. Individuals will be encouraged to contribute to the program in a unique way and will be assured of a variety of routes to advancement. The promotion and tenure evaluation will focus on scholarly research & creative activity, teaching, and service. These activities will be considered in relation to the faculty's assigned workload.

I. Standards for the Evaluation of Scholarly Research & Creative Activity, Teaching, and Service

The Department of Studio Art defines excellence in the following ways:

[I]A. Scholarly Research & Creative Activity

The Department of Studio Art is composed of several disciplines with diverse research and scholarly practices. The output, mode of dissemination and documentation of these activities must be considered in relation to each individual candidate's discourse and stated research direction. With this in mind, The Department has developed a list of scholarly research and creative activities ranked by values (Appendix I), with the "most valued" category including activities that have a national or international impact. It is acknowledged that certain items may not apply to all faculty. The diversity of possible scholarly research & creative activities places an expectation on the faculty member under review to articulate the caliber and impact of the activities in which work has been presented. It is also important for the Studio Department RPT committee to address the nature of these activities when reviewing faculty output.

[I]B. Teaching

Faculty members achieve excellence in teaching by actively participating in the department's academic mission at the highest levels. This activity must include a sustained record of teaching-related activities from the department's work evaluation category as appropriate to the faculty members' agreed-upon role within the department, college, and university.

Evidence of teaching effectiveness should include student evaluations as well as a teaching portfolio. The Department of Studio Art has developed a list of activities to include in the teaching portfolio (see Appendix II).

[I]C. Service

While faculty pursuing tenure should place their emphasis upon professional activity and teaching, each faculty member consistently and constructively engages in service on behalf of the department, college, university, community and profession. The amount and type of this service should be appropriate to his/her status, professional goals, and agreed-upon role within the department, bearing in mind that all faculty must make contributions in this area for the good of the academic programs. As a general rule, prior to tenure, faculty members often focus on service to their areas and college.

II. Reappointment, Tenure, Promotion

[II]A. Promotion to the rank of Associate Professor:

The Department of Studio Art grants tenure and promotion to the rank of Associate Professor to those who achieve sustained impact and excellence through contributions in scholarly research & creative activity, teaching, and service.

- Creative and Scholarly Work

The fundamental criteria for tenure and promotion to **Associate Professor**, is significant and sustained creative and professional achievement demonstrating the continual growth of an emerging national reputation. Faculty seeking tenure and promotion should demonstrate both a regional reputation and an emerging national reputation by achieving accomplishments from the “Most Valued” category in Appendix I.

Due to the diversity of types of creative and scholarly work being reviewed it is the responsibility of the faculty member under review to articulate the regional, national or international impact of the activities in which work has been presented. It is also important for the Studio Department RPT committee to address the impact of these activities when reviewing faculty output. Because reviews for tenure and promotion include dossiers provided to experts external to the university, the level of achievement must be consistent with the quantity and quality expected of faculty in similar positions at peer institutions and departments.

- Teaching

Sustained excellence in teaching is required for promotion and tenure. In the Department of Studio Art, teaching activities range from broad survey courses involving large numbers of students to intensive studio instruction and mentoring for a small number of students. Such variability should be considered in establishing expectations for performance, and differences in the manner in which teaching is conducted should be taken into account in evaluation of faculty performance.

For tenure and promotion to Associate Professor faculty should submit a teaching portfolio including student evaluations, sample course syllabi, and a narrative evaluating teaching activity from Appendix II. Probationary faculty may request a peer evaluation of their teaching. The reviewer should be a tenured member of the college faculty and this request should be made through the Department Chair.

- Service

While probationary faculty pursuing tenure should place their emphasis upon professional activity and teaching, it is expected that each faculty member consistently and constructively engages in service on behalf of the department, college, university, community and profession. The amount and type of this service should be appropriate to his/her status, professional goals, and agreed-upon role within the department, bearing in mind that all faculty must make contributions in this area for the good of the academic programs. As a general rule, prior to promotion to Associate Professor, faculty members often focus on service to their areas and college.

[II]B. Promotion to the rank of Full Professor:

- Creative and Scholarly Work

The fundamental criteria for tenure and promotion to **Full Professor**, is significant creative and professional achievement demonstrating a national or international reputation or impact. Faculty seeking promotion should demonstrate a national or international reputation or impact for their creative and scholarly work by achieving accomplishments from the “Most Valued” category in Appendix I.

Due to the diversity of types of creative and scholarly work being reviewed it is the responsibility of the faculty member under review to articulate the national or international impact of the activities in which work has been presented. It is also important for the Studio Department RPT committee to address the impact of these activities when reviewing faculty output. Because reviews for promotion include dossiers provided to experts external to the university, the level of achievement must be consistent with the quantity and quality expected of faculty in similar positions at peer institutions and departments.

- Teaching

Sustained excellence in teaching is required for promotion to full professor. Teaching is an essential function of faculty at the University of North Texas. In the Department of Studio Art, teaching activities ranges from broad survey courses involving large numbers of students to intensive studio instruction and mentoring for a small number of students. Such variability should be considered in establishing expectations for performance, and differences in the manner in which teaching is conducted should be taken into account in evaluation of faculty performance.

For promotion to Full Professor faculty should submit a teaching portfolio including student evaluations, sample course syllabi, and a narrative evaluating teaching activity from Appendix II.

- Service

It is expected that each faculty member consistently and constructively engages in service on behalf of the department, college, university, community and profession. The amount and type of this service should be appropriate to his/her status, professional goals, and agreed-upon role within the department, bearing in mind that all faculty must make contribution in this area for the good of the academic programs. As a general rule, prior to promotion to Associate Professor, faculty members often focus on service to their areas and college. While there is nothing prescribing junior faculty cannot serve on university-wide committees, it is understood that those seeking promotion to Full Professor should have a record of service at all levels, including their area, college, and the university. When appropriate to the discipline, service to national scholarly and creative organizations is also highly valued.

[II]C. Procedures

- In keeping with university policy, all probationary faculty will be reviewed annually (see 06.004). At the third year and each year thereafter, all tenured faculty will vote on reappointment. Per university tenure policy the third-year reappointment review is a more extensive and intensive review that includes the department, the college, and the Provost, but without external letters.
- Probationary faculty will meet with the department chair and the RPT committee after their first-year review and third year review. This is an opportunity to receive concrete verbal feedback and provides a venue for candidates to ask questions of the RPT committee and department chair.
- In addition to the official dossier outlined in UNT policy 06.004 the Studio Art Department requires supplemental materials from probationary faculty for the third-year review and tenure and promotion review. While there is some variation of the exact format of these supplemental materials, they should include visual documentation of activities from Appendix I. Probationary faculty should meet with the RPT committee chair and department chair the semester before their third-year review / tenure review to go over the formatting of their supplemental information. This meeting should will be set by the Department Chair.
- After completing its review of candidates for third-year review or tenure and/or promotion, the RPT committee must notify the candidate if it is considering a negative recommendation. The candidate then has the opportunity to meet with the RPT committee to discuss their case but must do so within five business days of the notification. A faculty mentor or advocate, chosen by the candidate, may attend this

meeting. Afterwards, the RPT committee makes a written recommendation to the department chair in accordance with the schedule established in the CVAD calendar. This recommendation must specify the number of votes for and against a recommendation for reappointment or tenure and/or promotion. Those voting in the minority may submit a separate minority recommendation at their discretion.

- After reviewing the candidate's dossier and the RPT committee recommendation(s), the department chair makes an independent recommendation to the dean. If the chair is considering a negative recommendation, the chair must first notify the candidate, who has the right to meet with the chair to discuss the case within five business days of this notification. Both the RPT committee and the chair's written recommendations must be forwarded to the dean in accordance with the CVAD calendar.
- In the case of a negative recommendation by either the RPT committee or the chair, the chair must provide a written explanation to the candidate. In such cases, the candidate has the right to add to the tenure dossier, prior to its transmittal to the dean, a letter disputing the negative recommendation. This must be done within five business days of being notified of the negative recommendation.

III. Annual Review

The department chair and RPT committee conduct annual reviews for each fulltime faculty member in accordance with UNT policy 06.007.

All fulltime faculty complete dossiers for evaluation using the university FIS system and upload a separate narrative of no longer than 750 words for each of the following categories: scholarly research & creative activity, teaching, and service. The narratives should expand on and contextualize the faculty members' activities in relationship to Appendixes I-III.

The RPT committee evaluates full time faculty in the categories of scholarly research & creative activity, teaching, and service. Each committee member ranks all faculty member eligible for review (excluding themselves) between 0-10 in each review category. The RPT committee chair combines each committee member's rankings (excluding themselves) and forwards recommendations to the department chair regarding merit rankings. A member of the RPT committee collects and forwards the committee chair's rankings to the department chair. The RPT committee meets with the department chair to review their scores. The department chair sets the final scores after this consultation in accordance with UNT policy 06.007.

At the end of the process, the RPT committee writes a summary of each faculty member's performance in each of the three areas including the final score set by the department chair. The department chair may contribute an addendum to the written summary if he or she has anything to add to the RPT committee's evaluation; in such cases the addendum must be distributed to the faculty member along with the written summary.

The annual review process is one important marker toward tenure and promotion. It is the responsibility of the RPT to critically evaluate and summarize each reviewed faculty member in relationship to the department's standards of excellence.

All faculty must meet with department chair to discuss their annual review. Further, faculty may request to meet with the RPT Committee to discuss and ask questions regarding their evaluation.

APPENDIX I - Scholarly Research & Creative Activity

The Studio Art Department defines activities with national / international impact as:

- a. Activities where the selection committee or curator is from an institution with a national / international reputation.
- b. Activities held at an institution with a national / international reputation.
- c. Activities where the fellow participants are artists and scholars with a national / international reputation.

The Studio Art Department recognizes the impact of grants based on the prestige of the granting institution. For example-- a grant from a local arts organization is less prestigious than a grant from a large museum or other organization with national/international presence.

Most Valued

- Work in or with museums, galleries, or institutions that may include solo exhibitions, performances, installations, or non-exhibition-based practices with a national or international impact.
- Single authored books printed by a respected press.
- External federal, foundation, or large grant funding received.
- Inclusion of work in exhibitions, performances or installations of a significant national/international nature.
- Curatorial project in/with major museum or gallery.
- Authored long form, in-depth articles and/or critical writings in publications of national/international exposure with demonstrated significance.

Significantly Valued

- Major commissions.
- Co-authored books.
- Curatorial / Director responsibilities of significant national/international panels, symposiums.
- Authored reviews in publications of national/international exposure.
- Competitively awarded residencies with public display of scholarship and national/international significance.
- Purchase of work by public collections with a national reputation.
- Other professional activities bringing national and/or international exposure.

Valued

- Work in or with museums, galleries, or institutions that may include solo exhibitions, performances, installations, or non-exhibition-based practices with a regional impact.
- Competitively awarded residencies of regional significance.
- Engaged research with collaborators resulting in national/international dissemination of outcomes.
- Inclusion of work in exhibitions of a regional or statewide nature.

- Workshops, presentations at major universities, museums, conferences with a regional impact.
- Commissions.
- Curatorial responsibilities for statewide, regional exhibitions, panels, symposiums.
- Purchase of work by corporate or private collections.
- Critical reviews, photographs of work in regional or local publications.
- Authored articles, critical writings in regional or local publications.
- Reviewing, editing material for publication.
- Honors and awards received at the state level.
- Other professional activities of a statewide or regional nature.

Somewhat Valued

- Work in or with local museums, galleries, or institutions that may include solo exhibitions, performances, installations, or non-exhibition-based practices at locally recognized museums and galleries. (Faculty group exhibition is considered service)
- Workshops, presentations at major universities, museums, conferences with a local impact.
- Internal funding received.
- Local honors and awards received.
- Consulting work.
- Other professional activities of a local nature

APPENDIX II - Teaching

Indicators of excellence may include but are not necessarily limited to the following:

- Accomplishments of students/alumni directly supervised and/or mentored by the faculty member;
- Supervising independent studies and graduate teaching assistants and fellows;
- Achievement of significant awards or other recognition for teaching;
- Development of new courses, teaching program, and/or proposal and implementation of a degree program;
- Ongoing revision of existing courses to reflect the changing state of the discipline;
- Assuming a leadership role in curriculum redesign or development;
- International course development;
- Engages students with classic and current knowledge in the assigned teaching disciplines and/or subject areas by including important intellectual and/or artistic developments and the histories, controversies, and epistemological discussions within their fields, and ensuring that course content is current with the existing literature;
- Acknowledging the idiosyncratic ways that students in studio disciplines learn and are fostered to find their voice as working artists, develop learning goals and assesses learning outcomes and reviews students based on learning standards and measurable outcomes;
- Creates a learning environment that values and respects intellectual diversity and stimulates intellectual inquiry, and treats all students with respect and models respect for cultural differences;
- Develops and/or applies technological innovations to facilitate and enhance student learning;
- Exposes students to service learning experiences that integrate community service with academic study to enrich learning, teach civic responsibility, and strengthen communities;
- Mentors and supervises students and provides opportunities for their scholarship engagement, publications, presentations, internships, exhibits, and/or performances;
- Expands students' abilities, knowledge, and interests through engagements such as workforce readiness skills and behaviors development, study abroad opportunities, internships, and by relating concepts to students' personal experiences and community, and global challenges;
- Creates and manages quality collections of library, social media, and Internet resources that support university curricula and scholarship areas;
- Enables students, through teaching, library services, and mentoring, to discover and access appropriate research materials and other information for their classes and research projects;

- Helps students advance their professional careers by, for example, providing letters of reference (as deemed appropriate to the qualifications of the student), networking, internship opportunities, and placement in post-graduate positions.

APPENDIX III – Service

Need to distinguish service to the profession or discipline from service to the institution or community

The service function and operation of the university require active participation by faculty members in a variety of external and internal activities. Faculty participation in academic and administrative units' committee work and other assigned responsibilities is essential to the university's operations. Faculty members' leadership and engagement in the university community as well as external communities, are expected to be included in individual faculty members' portfolios. The Chair will work to balance each faculty's committees equitably. Because the amount of work required of faculty varies by committee, it is expected that the Chair's letter will provide substantive information about the quality of the candidate's service.

Evidence to assess the quality of service may include:

Service to the profession

- Serving as elected officer, board member, panelist in national, regional or state organization.
- Exhibits leadership, demonstrates success, and/or engages actively in professional organizations for relevant disciplines/fields;
- Serving on a grant panel
- Serving as juror for national/international exhibitions, events.

Service to the Community

- Exhibits leadership, demonstrates success, and/or engages actively in community-at-large initiatives, civic groups, non-profit organizations, and public agencies;

Service to the University, College and Department

- Exhibits leadership, demonstrates success, and/or engages actively in unit, college/school, and university operations, governance, and initiatives;
- Efforts between UNT and other entities for collaborations such as consultancies, faculty or student exchanges, or other partnerships.
- Serving as faculty advisor to student clubs or for student events;
- Engagement in student recruitment, retention, and success;
- Efforts to advance the university and its community and collaborative partners;
- Exhibits leadership, demonstrates success, and/or engages actively in building university partnerships that deepen relationships and strengthen economic, educational, social, and cultural well-being of communities in the north Texas region and beyond;

- Uses successful and innovative methods in individual and group mentoring initiatives and effectively mentors and supports junior colleagues;
- Promotes the internal and external recognition of professional colleagues in support of institutional and disciplinary recognition, growth, and advancement;
- Identifies, develops, and shares initiatives that yield successful outcomes in unit and institutional student recruitment, retention, and success;
- Initiates and promotes projects to advance the unit, college/school, and/or university and improve their internal and external reputations,
- Receives awards and/or formal recognition of service and engagement (e.g., international, nationally, regionally, and locally within the university, college/school, or unit); and
- Assumes leadership in recruitment, retention, and mentoring of faculty and students in an effort to promote inclusiveness and domestic and international diversity.

Departmental and College Guidelines

New College University of North Texas

Adopted: August 26, 2021

Guideline A Election Procedures

New College is committed to faculty voice, choice, and shared governance, and faculty participation in necessary committee work and in the elections that fill those positions is encouraged. For New College, this is another opportunity for our expression of collaboration, creativity, inclusion, and leadership cultivation.

Election Judge

The election judge is responsible for holding all elections mandated by these guidelines.

1. **Qualifications:** any full-time member of the faculty.
2. **Term of Office:** appointed by the Executive Committee (EC) for a term of three years with self-succession permitted.
3. **Responsibilities:** The election judge shall:
 - a. appoint two faculty or staff members to assist in the election process; all three shall certify the accuracy of the tally and adherence to policy.
 - b. initiate elections by posting requests for nominations from eligible voters. Nominees may remove their names from consideration without prejudice.
 - c. see that only the names of eligible persons appear on the ballots.
 - d. ensure that the integrity of the secret ballot is maintained.
 - e. inform all faculty of the results by numerical vote in all elections.

Committee Elections

4. Elections by written or electronic ballot are held annually in each spring semester for terms of office to begin in the following fall semester. Elections are presided over by an Election Judge.

Faculty who have been recommended by the provost for promotion to a new rank are eligible to run for positions at the new rank. Should a faculty member elected on this contingency not assume the new rank in the following fall semester, a special election will be held.

5. A simple majority of votes cast is required to decide an election. In case of a tie, the candidate with the least seniority in the department shall be declared the winner.
6. At the direction of the EC, the Election Judge shall hold special elections to fill vacancies, confirm nominations, and conduct mail ballots.
7. In all elections, at least two votes are required for nomination. Faculty may be nominated for an open position by another faculty member, or they may self-nominate. If the Election Judge posts a request for nominations for candidates in an election and no eligible candidates are nominated, the EC shall appoint a candidate, and an election shall be held in which the faculty eligible to vote on the position in question either confirm or do not confirm the appointed candidate. If the faculty do not confirm the first candidate appointed by the EC, then the EC shall appoint additional candidates until one is confirmed.
8. If the Election Judge posts a request for nominations for candidates in any election and only one eligible candidate is nominated, then the election judge shall issue ballots asking the eligible voters for that election either to confirm or not to confirm the nominee. No elections shall be decided with the nominating ballots alone. If the eligible voters do not confirm the nominee, then the EC shall appoint additional candidates until one is confirmed.
9. The Election Judge will allow at least 2 business days between distributing and counting the ballots in all departmental elections. In no case will ballots be counted less than 48 hours or more than 96 hours after their distribution.
10. *Ad hoc* committees may be established by the Dean or Chair as needed. Appointments on *ad hoc* committees may be selected by the Dean or Chair or voted on by the faculty, dependent upon the purpose of the committee. If time permits, faculty elections are strongly preferred.

Qualifications for Voting

11. Voting privileges are extended to all individuals classified as Governing Faculty, as defined in the New College bylaws.

Order of Elections

12. Elections shall proceed as follows: (a) positions on the Executive Committee, (b) for positions on the Curriculum Committee, (c) for positions on the Awards Committee.

Disputed Elections

13. Anyone may question the conduct of any election in which that individual is eligible to vote. To dispute an election, follow the grievance procedures outlined in these guidelines.

Selection of the Department Chair

14. The Department Chair (hereafter referred to as “Chair”) is appointed by the Dean, following consideration of a non-binding recommendation via a faculty vote. Faculty may

be nominated for Chair by the Dean or other university administrator, faculty members, or they may self-nominate. Faculty recommendation for Chair shall be conducted by secret ballot, presided over by the Election Judge. All Governing Faculty are eligible to vote.

Guideline B Workload

New College is committed to the fair, equitable, and transparent distribution of workload. It is the responsibility of the Chair to ensure compliance with these guidelines and fulfillment of unit instructional responsibilities.

Process for Assigning Workload

1. The responsibility for assigning faculty workload rests with the Chair, in consultation with each faculty member. Workload for a given academic year is assigned during the preceding spring semester. Consultation typically occurs at spring meetings between the Chair and individual faculty members. Assignments are informed by the best interests of the department, faculty annual evaluations, and the guidelines herein. A full-time faculty member must have a 100% workload.
2. For faculty with administrative responsibilities, administration is also included as an area of professional responsibility as reflected in the workload report.
3. Faculty members may request workload adjustments from the Chair at the spring consultations meetings and/or by petition to the Chair at any other time. Depending on departmental needs, faculty workload may be reevaluated and communicated at the beginning of each long semester.

Typical Workload

4. The baseline workload for all faculty is 80% teaching and 20% divided between service and scholarly and professional activities where applicable. Deviations from the baseline are informed by the expectations that 1) faculty will participate robustly in the life of the department, college, and university; and, where applicable, 2) engage with the academy and community through scholarly and professional activities. Administrative workload is determined by the Dean or another university administrator.

The typical workload across faculty categories is as follows:

	Clinical Faculty	Lecturers
Teaching	40-70%	40-80%
Scholarly and professional activity	10-40%	--
Service	20-60%	20-60%

Workload Category Explanations

5. Teaching includes credit-bearing class instruction, special problems classes, letters of recommendation, Honors contracts, thesis advising, dissertation advising, supporting student learning during office hours and meetings, formal student advising, and other teaching-related activities listed in the departmental Evaluation Criteria. For faculty on 9-month contracts, each

three-credit class typically counts as 10% of annual workload. Online courses typically will count the same as a face-to-face course. Over a typical long semester, faculty shall schedule one office hour per week for every three-credit class.

6. Research (scholarly and professional activity) includes original scholarly investigation (including the scholarship of teaching and learning), creative work, grant applications, leadership in professional associations, performances, and other activities listed in the departmental Evaluation Criteria. Faculty with 20% workload are expected to spend at least 8 hours per week actively at work on clinical, creative, and research activities. Clinical faculty members scoring below 2.5 in scholarly and professional activity on their annual evaluation for two successive evaluation periods shall be assigned higher teaching loads in the following academic year, which will be reflected in the faculty member's workload percentages.
7. Service includes work performed on behalf of the department, college, and university as part of shared governance, work performed on behalf of the specific academic discipline or the academy in general, outreach within the community on behalf of the department, college, or university, and other activities listed in the departmental Evaluation Criteria. This translates to routine participation in department and college service. Regular committee assignments and distribution will be determined in the spring semester preceding each academic year. Faculty with 20% workload are expected to spend at least 8 hours per week actively at work on service.
8. A workload shift is provided to faculty with especially labor-intensive service assignments, such as Associate Chair or Program Director. Workload for these positions will be negotiated with the Chair.
9. Administrative appointments indicate college or university responsibilities negotiated with the Dean or another university official.

See also [UNT Policy 06.027](#).

Guideline C Annual Review

It is the responsibility of the Executive Committee, acting as the Personnel Affairs Committee (PAC), to conduct annual reviews of each faculty member. In New College, the annual review process is designed to adequately and supportively prepare our colleagues for the promotion process. The committee will review three years of information unless the faculty member has fewer than three years of service. Three evaluation categories will be used: teaching, research (scholarly and professional activity), and service. Administrative assignments are assessed by the Dean. In their first evaluation period upon arriving at UNT, faculty will automatically receive the mean departmental scores in all three areas unless their actual record of work accomplished at UNT merits higher scores.

Evaluation Criteria

1. **Teaching.** The educational function of a university requires excellent teaching and the support of student success. The scope of faculty teaching is broader than conventional classroom instruction. It comprises a variety of teaching modes, formats, and media, including undergraduate and graduate instruction for matriculating students, and may include special training and educational outreach. Major activities related to teaching are participation in academic advising, counseling, and/or mentoring.

In evaluating teaching, the committee will take into account the following factors: (a) syllabi that include learning goals and evaluation plans for assessment of the learning outcomes; (b) teaching materials; (c) teaching innovations and/or accessibility; (d) statement of teaching philosophy; (e) contextual aspects of courses, including, but not limited to, new course development, preparation, substantive revisions, and/or multiple simultaneous preparations; (f) supplemental components as deemed appropriate by the department or discipline; (g) student course evaluations; (h) teaching effectiveness based on students' learning outcomes; (i) faculty reviews, including observation and assessment of teaching by faculty peers; (j) project-based and/or service-learning; (k) teaching and learning within community collaborations; and/or (l) other course materials submitted for consideration. Examples of excellence and effectiveness in teaching valued by the university include, but are not limited to, evidence that the faculty member:

- i. Engages students with classic and current knowledge in the assigned teaching disciplines and/or subject areas by including important intellectual, scientific, and/or artistic developments and the histories, controversies, and epistemological discussions within their fields, and ensuring that course content is current with the existing literature;
- ii. Develops learning goals and assesses learning outcomes and reviews students based on clear learning standards and measurable outcomes as well as providing feedback to students throughout a course especially during the initial weeks;
- iii. Applies effective pedagogical practices to provide rigor, facilitate and enhance students' learning, critical, analytical, and independent thinking; reviews and modifies teaching styles and course materials for accessibility in accordance with students' cultural and other individual differences;
- iv. Creates a learning environment that values and respects intellectual diversity and stimulates intellectual inquiry, and treats all students with respect and models respect for cultural differences;
- v. Develops and/or applies technological innovations to facilitate and enhance student learning;
- vi. Develops and/or participates in collaborative teaching models such as learning communities; engages in collaborative teaching and/or curricular integrations to support projects, applied learning, and skills development in project-based learning;

- vii. Engages students with project-based and/or service-learning experiences that integrate community service with academic study to enrich learning, teach civic responsibility, and strengthen communities;
 - viii. Mentors and supervises students in special problems classes, Honors contracts, thesis advising, research projects, and dissertation advising; through faithful meeting of classes and availability during office hours; through formal curricular advising; by managing teaching assistants;
 - ix. Provides opportunities for students' scholarly engagement, publications, presentations, exhibits, and/or performances;
 - x. Expands students' abilities, knowledge, and interests through engagements such as workforce readiness skills and behaviors development, approving and managing internship study abroad opportunities, and by relating concepts to students' personal experiences and community, and global challenges;
 - xi. Creates and manages quality collections of library, media, and Internet resources that support university curricula and scholarship areas;
 - xii. Enables students, through teaching, library services, and mentoring, to discover and access appropriate research materials and other information for their classes and research projects;
 - xiii. Helps students advance their professional careers by, for example, providing letters of reference (as deemed appropriate to the qualifications of the student), networking, finding internship opportunities, and placement in post-graduate positions;
 - xiv. Secures funding for development, redesign, or improvement of course(s), course delivery/modality, and/or materials (e.g., conversion to open educational resources), including, but not limited to, securing grants and submission of grant applications;
 - xv. Participates in presentations, workshops, exhibits, performances, and/or other professional development appropriately related to pedagogies and course improvements and/or innovations; and
 - xvi. Receives awards and formal recognition related to instruction (e.g., internationally, nationally, regionally, and locally within the university, college, or unit/program).
2. **Research (Scholarly and Professional Activity).** Academic scholarship, including the scholarship of teaching and learning, requires sophisticated levels of research, scholarly activities, and engagement. This scholarship contributes to discovery, knowledge, understanding, and application in diverse forms, including, but not limited to: (a) publications, (b) digital/web-based works, (c) presentations, (d) projects, (e) exhibits, (f) performances, and (g) instruction.

In evaluating scholarly and professional activity, the committee will take into account at least the following factors: (a) impact on the discipline or field, refereed/reviewed publications or performances or other invited presentations/performances/exhibits; (b) externally-funded scholarly work; (c) community-engaged scholarship, scholarly, and creative activities; and/or (d) other evidence as defined by the unit. Examples of excellence and effectiveness in scholarship valued by the university include, but are not limited to, evidence that the faculty member:

- i. Impacts the discipline or field, as measured by external objectives and metrics (e.g., comparisons within the disciplines across peer institutions and programs);
- ii. Publishes in refereed/reviewed publications within the discipline and sub-disciplines, including, but not limited to, publication of books, monographs, articles, book chapters, book reviews, creative works, white papers, and public scholarship; and/or editing journals or volumes;
- iii. Contributes invited presentations, workshops, exhibits, and/or performances at national and/or international conferences and prestigious venues;
- iv. Publishes in refereed/reviewed publications that advance the scholarly relationship between/among disciplines;
- v. Publishes and/or engages in collaborative scholarly endeavors within and beyond the College and the University;
- vi. Impacts communities through scholarship and/or creative engagements and private sector, public sector, and/or non-profit partnerships (not connected to coursework) with evidence that may include economic, civic, social, educational, health, and/or cultural improvement;
- vii. Publishes externally-reviewed documents on community-based projects completed in collaboration with community partners and/or students;
- viii. Demonstrates scholarship leadership by building teams or collaborating in such teams as appropriate for disciplinary and interdisciplinary scholarship, creative, and/or performing activities;
- ix. Develops, refines, disseminates, and/or applies material within one's substantive field, including delivering guest lectures and/or research talks and providing clinical services;
- x. Secures funding for scholarly work and/or engagement as appropriate to and expected in the discipline, including, but not limited to, securing grants and submission of grant applications;
- xi. Contributes to the scholarly training and productivity of students;

- xii. Develops and delivers professional training programs, including service-learning and outreach courses, where research and/or new technologies/techniques are integrated;
 - xiii. Participates in presentations, workshops, exhibits, performances, and/or other professional development appropriately related to scholarly, professional, and/or creative activities; and
 - xiv. Receives awards and/or formal recognition within the discipline (e.g., internationally, nationally, regionally, and locally within the university, college; or unit/program).
3. **Service.** The function and operation of the university require active participation by faculty members in a variety of external and internal service activities. Faculty participation in academic and administrative units' committee work and other assigned responsibilities is essential to the university's operations, and willingness to bear one's share of departmental obligations is an essential part of properly collegial behavior. Faculty members' leadership and engagement in the university community, as well as external communities, (e.g., local, state, regional, national, international, disciplinary, and/or professional, constitute essential contributions) are expected to be included in individual faculty members' portfolios and recognized in local units' performance criteria.

In evaluating service, the committee will take into account activities that may include: (a) demonstrated leadership and engagement in professional organizations, community-based initiatives, and university enterprises; (b) support and mentoring of colleagues; (c) engagement in student recruitment, retention, and success; (d) other efforts to advance the university and its community and collaborative partners; and/or (e) other evidence as defined by the unit. Evaluation will be based not only on the total number of activities but also on their substance, significance, and effectiveness. Examples of excellence and effectiveness in service valued by the university include, but are not limited to, evidence that the faculty member:

- i. Exhibits leadership, demonstrates success, and/or engages actively in professional organizations for relevant disciplines/fields;
- ii. Exhibits leadership, demonstrates success, and/or engages actively in community at-large initiatives, civic groups, non-profit organizations, and public agencies;
- iii. Exhibits leadership, demonstrates success, and/or engages actively in building university partnerships that deepen relationships and strengthen economic, educational, social, and cultural well-being of communities in the north Texas region and beyond;
- iv. Exhibits leadership, demonstrates success, and/or engages actively in unit, college, and university operations, governance, and initiatives, including, but not limited to, service on departmental, college, and university committees and offices;

- v. Uses successful and innovative methods in individual and group mentoring initiatives and effectively mentors and supports junior colleagues;
- vi. Promotes the internal and external recognition of professional colleagues in support of institutional and disciplinary recognition, growth, and advancement;
- vii. Identifies, develops, and shares initiatives that yield successful outcomes in unit and institutional student recruitment, retention, and success;
- viii. Initiates and promotes projects to advance the unit, college, and/or university and improve their internal and external reputations;
- ix. Assumes leadership in recruitment, retention, and mentoring of faculty and students in an effort to promote inclusiveness and domestic and international diversity.
- x. Receives awards and/or formal recognition of service and engagement (e.g., international, nationally, regionally, and locally within the university, college, or unit); and

Executive Committee Evaluation Procedures

1. Each January faculty will follow university policy and guidelines to provide the Executive Committee with updated three-year review materials. Beyond providing updates on performance in each workload category, faculty will complete the department's Annual Review Supplement, which highlights and contextualizes one's activities in the evaluation categories for the three previous calendar years (or for the length of time they have been full-time faculty at this institution, if shorter than three years). It is the responsibility of each faculty member to provide the committee with complete and comprehensive updates, as required by the university, and the Supplement by the stated deadlines. While the committee is obliged to use the information in the updated materials and the Supplement, and it may include such other information as becomes known to it, it is not the committee's responsibility to research each faculty member's activities to ensure a complete record.
2. In evaluating faculty members, the committee will develop scores based on the content listed in the Evaluation Criteria (above). Committee members read and evaluate each faculty member's updated three-year review materials and Annual Review Supplement and assign a number (in increments of 0.5) in each category (teaching, service, and research, if applicable) from one (for exceptionally poor performance) to five (for exceptionally good performance). The process is democratic, so no committee member is required to conform to another member's methods or findings, but each is expected to apply criteria consistently with their own methods and to defend any judgement that seems inconsistent with other applications or that lies too far outside the findings of other members. Committee members will not score themselves or see the individual scores that others have applied to their work, and they are not present during discussion of their own annual review. Each evaluation score is to be provided to the committee chair prior to discussion. Following a discussion of these initial scores, committee members may alter the initial evaluation scores to reflect new information or changes of judgment. It is the job of the committee chair to maintain confidentiality of committee members' scores and to calculate the

scores that will be recorded. A faculty member's recorded score will be the average of the committee members' submitted final scores, weighted by workload category.

Final Scores and Feedback Report

3. After the committee arrives at the final scores, it will draft and agree upon narrative statements for each faculty member and will create for each faculty member a report that includes the narrative, the average composite scores for the department in each category, the faculty member's own scores in each category, and an overall score based on a member's weighted workload for the review period. Reports will be provided to the faculty member and the Chair. Committee scores serve as a recommendation to the Chair.
4. The Chair shall review each faculty member's record, committee reports and scores, and then provide independent narratives and final scores through University determined processes. Final scores are considered in the determination of merit pay raise allocations and often used for intramural awards.

See also [UNT Policy 06.007](#).

Guideline D

Promotion and Reappointment Guidelines for Non-Tenure System Faculty

Lecturers

1. The primary responsibilities for lecturers pertain to teaching and student development, but they are also expected to be active with respect to service. They are expected to teach and to maintain currency in their field of instruction; they are also expected to adhere to high standards of collegiality and professionalism. Their duties may also include program/curricular development, administration, student advising, or other student-related professional service, and the development of internships and partnerships. Lecturers are eligible to apply for Faculty Development Leave. Lecturers are appointed to one of the following classifications: lecturer, senior lecturer, or principal lecturer.
2. Lecturer: To be eligible for the classification of lecturer, the faculty member must have a demonstrated record of effectiveness in teaching or show promise of effectiveness if the candidate has no prior teaching experience. At a minimum, lecturers must meet the Southern Association of Colleges and Schools (SACS) requirements of an earned master's degree with a minimum of 18 graduate semester hours in the discipline in which they are to teach. A terminal degree is a strongly preferred qualification. Lecturers may be appointed to an initial term of up to three (3) years with a possibility of renewal for a term of up to five (5) years.
3. Senior Lecturer: To be eligible for the classification of senior lecturer, the faculty member must have a demonstrated record of sustained excellence in teaching and service and, where applicable, administration. The faculty member must also have a record of flexibility in meeting departmental needs, the demonstrated ability to teach upper-division courses, and a sustained record of contributing to the department in ways that go beyond classroom teaching, such as student advising. A terminal degree is a strongly preferred qualification. Candidates for promotion to senior lecturer must have served at least three (3) consecutive years in the rank of

lecturer or have equivalent prior relevant experience. Senior lecturers may be appointed to an initial term of up to three (3) years with a possibility of renewal for a term of up to five (5) years.

4. **Principal Lecturer:** To be eligible for the classification of principal lecturer, the faculty member must have demonstrated a record of sustained excellence in teaching and service and, where applicable, administration. The faculty member must also have a record of flexibility in meeting departmental needs, the demonstrated ability to teach upper-division courses, and a sustained record of contributing to the department in ways that go beyond classroom teaching. With respect to contributions beyond classroom teaching, they must surpass what is expected for promotion to senior lecturer, demonstrating a sustained record of active leadership and innovation. A terminal degree is required for the classification of principal lecturer. Candidates for promotion to principal lecturer must have at least five (5) consecutive years of college-level teaching experience including at least three (3) years at the senior lecturer rank or have the equivalent professional teaching experience. Principal lecturers may be appointed to a renewable term of up to five (5) years.

Clinical Faculty

5. The primary responsibilities for clinical faculty pertain to teaching and student development, but they are also expected to be active with respect to service and scholarly and professional activity. They are expected to teach and to maintain currency in their field of instruction; they are also expected to adhere to high standards of collegiality and professionalism. Their duties may also include program/curricular development, administration, student advising, or other student-related professional service, and the development of internships, partnerships, and clinical programs and practices. Clinical faculty are eligible to apply for Faculty Development Leave. Clinical faculty are appointed to one of the following classifications: clinical assistant professor, clinical associate professor, or clinical professor.
6. **Clinical Assistant Professor:** To be eligible for the classification of clinical assistant professor, the faculty member must have a demonstrated record of effectiveness in teaching or show promise of effectiveness if the candidate has no prior teaching experience. The faculty member must also have a record of effectiveness with respect to scholarly and professional activity or, in the case of a new appointment, show promise of effectiveness in this area. At minimum, clinical faculty must meet the Southern Association of Colleges and Schools (SACS) requirements of an earned master's degree with a minimum of 18 graduate semester hours in the discipline in which they are to teach. A terminal degree is a strongly preferred qualification. Clinical assistant professors may be appointed to an initial term of up to three (3) years with a possibility of renewal for a term of up to five (5) years.
7. **Clinical Associate Professor:** To be eligible for the classification of clinical associate professor, the faculty member must have demonstrated a record of sustained excellence in teaching, service, and scholarly and professional activity, and where applicable, administration. The faculty member must also have a record of flexibility in meeting departmental needs, the demonstrated ability to teach upper-division courses, and a sustained record of contributing to the department in ways that go beyond classroom teaching, such as student advising. A terminal degree is a strongly preferred qualification. Candidates for promotion to clinical associate professor must have served at least five (5) consecutive years in college-level clinical, professional, or practicum assignments, including at least three (3) years at the clinical assistant professor rank or have

equivalent prior relevant experience. Clinical associate professors may be appointed to an initial term of three (3) years with a possibility of renewable for a term of up to five (5) years.

8. **Clinical Professor:** To be eligible for the classification of clinical professor, the faculty member must have demonstrated a record of sustained excellence in teaching, service, and scholarly and professional activity, and where applicable, administration. The faculty member must also have a record of flexibility in meeting departmental needs, the demonstrated ability to teach upper-division courses, and a sustained record of contributing to the department in ways that go beyond classroom teaching. With respect to contributions beyond classroom teaching, they must surpass what is expected for promotion to clinical associate professor, demonstrating a sustained record of active leadership and innovation. A terminal degree is required for the classification of clinical professor. Candidates for promotion to clinical professor must have served at least five (5) consecutive years in college-level clinical, professional, or practicum assignments, including at least three (3) years at the clinical associate professor rank, or have equivalent prior relevant experience. Clinical professors may be appointed to an initial term of three (3) years with a possibility of renewable for a term of up to five (5) years.

Promotion Materials

9. Promotion materials prepared according to the university policy 06.005 and the college's "Instructions for Preparing a Promotion Portfolio" must be submitted in accordance with the timeline provided by the university in the Non-Tenured Faculty Promotion Schedule.

Procedures

10. Reappointment and Promotion Committees (RPCs) review relevant materials and make recommendations to the Department with respect to reappointment. RPCs and the Chair make independent recommendations to the Dean with respect to promotion. In making recommendations and determinations, the Dean, Chair, and appropriate RPC shall be guided by holistic standards for evaluating teaching, service, and, where applicable, scholarly and professional activities and administration. Excellence in any one domain will not compensate for lack of sustained effectiveness in another assigned area. Meeting the minimum criteria is necessary to be considered for promotion, but should not be construed as indicating that promotion will be awarded.

See also [UNT Policy 06.005](#).

Guideline E Faculty Development & Mentoring

New College is committed to the ongoing professional development and mentoring of its faculty and the establishment of a mentoring culture. Department mentoring includes, but is not limited to, annual teaching observations and feedback and provision of mentors upon request to faculty members. Faculty are encouraged to seek out mentoring opportunities, both within and beyond the department, including in their disciplinary departments.

Annual Teaching Observations

One way in which the department mentors faculty is through annual observations of teaching. In New College, annual observations of teaching are designed to support excellence in teaching and promote a culture of peer mentoring. Clear observation reports document our colleagues' teaching skills, adjusted appropriately for various forms of course delivery, and offer formative feedback for ongoing professional development.

It is the responsibility of the Executive Committee (EC) to conduct annual teaching observations of all faculty. Though teaching observations are not required of terminally ranked faculty, they are encouraged as evidence of ongoing professional development and for their use (and often requirement) in nomination materials for various professional awards. Terminally ranked faculty may opt out of an annual teaching observation by informing the EC on or before September 1 of any year.

Annual Teaching Observation Procedures

1. Each September, at its first meeting, the EC will elect one member who is responsible for assigning individual faculty to committee members or observations, assigning reviewers for each observation report to promote consistency and professionalism, and ensuring that all deadlines are met. Committee members will not be assigned to observe those at a higher rank than their own. To encourage varied responses and to facilitate positive collegial connections, teaching schedules should be considered when making assignments and no committee member should be assigned to observe the same faculty member two years in a row. All observers will use the department's current, standard template for observations and will complete observation reports on or before December 30.
2. **Observer responsibilities:** On or before September 30, the observer will initiate contact to establish a date for an in-class observation or, in the case of online teaching, to discuss the course layout to determine a plan for observation. Because observations are supportive, there will be no surprise visits. Observers will not review observation reports from prior years before conducting observations. They will conduct all observations between weeks 6-12 of the long fall semester and take detailed notes during the observation. As soon as possible following the observation, the observer will 1) write a draft report and 2) initiate a meeting with the faculty member to review the observation, to talk about strengths and weaknesses, and to allow for feedback from the faculty member before the final report is written.
3. **Faculty responsibilities:** Faculty members are expected to respond to assigned observers in a timely manner and coordinate and prepare for meetings and other dates in good faith. Faculty will provide access to online course shells, which must include a copy of the course syllabus. Because this is a supportive process, when determining dates and/or courses for observation, faculty are encouraged to consider 1) showcasing a variety of teaching approaches and activities; 2) choosing a topic and/or lesson that allows them to exhibit excellence; and/or 3) choosing a lesson, approach, or class with which they are struggling.
4. **Documentation:** The EC will complete all observations, reviews, and final reports no later than December 30. All final reports will be delivered to faculty no later than the first day of classes of the following spring semester. Faculty will sign and return observation reports to the department on or before the announced deadline and may choose to upload their observation as a part of the annual review process.

Assignment of Individual Mentors

New College is committed to providing mentoring for interested faculty. Because we are a multidisciplinary unit, the department works with the Office of Faculty Success to ensure that new faculty are assigned a mentor in their first year at UNT. This relationship is important for helping faculty build connections across campus.

Faculty may also request a mentor in any year of service. Requests should be made to the Chair on or before September 1. Mentoring relationships last one academic year, and every effort will be made to thoughtfully pair colleagues.

In the case of two or more years of low evaluation scores in one workload domain (teaching, research, or service), the Chair may assign or recommend a mentor to a faculty member who has not requested one. Professional difficulties can provide an opportunity for professional development. A professional development plan and the mentor's ongoing support for its execution would be the desired outcome.

Other UNT Mentoring Options

Reinforcing New College's commitment to a mentoring culture, the department supports faculty seeking out diverse mentoring opportunities and perspectives. At UNT, formal mentoring and other professional development options are available through the Office of Faculty Success and several UNT affinity groups. We encourage faculty to explore other opportunities for formal and/or informal mentoring.

Guideline F Grievance Procedures

1. When a faculty grievance arises, the aggrieved party shall first seek to resolve the matter with the party responsible for the disputed action. If this does not produce a satisfactory resolution, the grievant may deliver a formal letter of complaint to the Department Chair or the Dean, depending on whether this is a college- or department-level grievance. Given that New College has one department, grievance will typically occur at the departmental level. The formal letter shall explain the nature of the grievance, the steps already taken to resolve it, and the desired remedy. The grievant must file their complaint within ten (10) business days of becoming aware of the disputed action.
2. Within ten (10) business days of receiving the letter of complaint, the Chair or Dean shall create an ad hoc grievance committee to review the matter. This committee shall include one person named by the grievant, a second selected by the respondent, a third by the Chair or Dean, and two additional persons agreed on by all three. The Executive Committee chair shall act in place of the Chair or Dean in cases where one of them is the responding party. Ad hoc committee members shall be fulltime faculty members. If the department/college does not have sufficient personnel to staff the committee under the terms specified above, faculty from outside the college may participate. The Chair and Dean are ineligible to serve on ad hoc grievance committees.

3. Ad hoc grievance committees will select a chair and determine their own processes and procedures, but they (a) must allow presentation of both sides of the issue(s) by the parties and (b) must submit a written report of their findings and recommendations to the complainant, the respondent, and the Chair. They must also adhere to the principles of due process, including timely notification, hearings open to all parties involved in the dispute, and full availability of documentation and communication to the parties. Both the complainant and respondent may be accompanied by an advocate. Advocates are permitted to speak at grievance hearings.
4. Ad hoc grievance committees must complete their work and notify all parties of their recommendation, including recommended remedies, within twenty-five (25) business days of being formed. Grievances filed in the summer or within 25 days of the last day of final exams during the spring semester will be heard in the following academic year.
5. Departmental-level grievances: The Chair shall review the recommendation of the ad hoc departmental committee. Within ten (10) business days of receiving the recommendation, the Chair shall make a determination as to findings and remedies. The respondent and complainant may appeal procedural matters to the ad hoc college grievance committee. The ad hoc college committee shall make a recommendation as to findings and remedies to the Dean within ten (10) business days of the appeal. The Dean shall make the final determination within ten (10) days of receiving the ad hoc college committee's recommendation.
6. College-level grievances: The Dean shall review the recommendation of the ad hoc college committee. Within ten (10) business days of receiving the recommendation, the Dean shall make a determination as to findings and remedies. If a complainant or respondent are dissatisfied with the outcome of the case, they may appeal to the appropriate University body as provided in UNT Policy 06.051.
7. In all cases, the chair of the ad hoc committee shall be responsible for the compilation and preservation of a complete record of the case. One copy of this record shall be kept in the permanent archives of the department, and another provided to the grievant.

See also [UNT Policy 06.051](#).

**TOULOUSE GRADUATE SCHOOL
ADVANCED DATA ANALYTICS
CRITERIA FOR CLINICAL FACULTY PROMOTION
(Revised December 2018)**

OVERVIEW

Clinical faculty serve a critical role in meeting the mission of the Advanced Data Analytics (ADTA) program in the Toulouse Graduate School. These faculty have unique expertise, blending business and industry experience with a dedication to quality teaching. Their professional accomplishments and contributions to the program are recognized through the annual review process and consideration for promotion. Clinical faculty are evaluated for promotion based their scholarly/professional, teaching, and service activities.

PROCEDURE

Candidates for promotion are evaluated by an interdisciplinary Review Committee (RC) of five (5) faculty elected from analytics-related disciplines that results in a recommendation from department chairs in those disciplines to the ADTA Program Director. The RC members will be of higher faculty rank than the candidates. In the case of a negative decision, an appeal committee will be appointed consisting of two members nominated by the faculty member, two members chosen by the TGS, and a mutually acceptable committee chair nominated by the other committee members.

Candidates wishing to be considered for promotion must submit to the ADTA Program Chair a dossier conforming to university requirements. Dossier materials must include the University Information Form, current curriculum vitae, personal narrative, teaching evaluations, and annual evaluations. The candidate may submit additional relevant material.

The RC will review all submitted materials and provide a narrative supporting their promotion recommendation. The candidate's dossier, along with the RC's and Program Chair's recommendations will be submitted to the Dean of TGS by the Program Chair. The candidate's dossier and the recommendations of the RC, Program Chair, and Dean will be submitted to the Provost by the Dean.

PROMOTION CRITERIA

Associate Clinical Professor

Candidates for promotion to Associate Clinical Professor must have a record of active engagement in scholarly and professional activities, provide demonstrated excellence in teaching, and provide effective service to the program. Minimum criteria and the type of activities expected for scholarly/professional work, teaching, and service are provided below. Achieving the minimum criteria should not be construed as indicating that promotion will be awarded. The minimum criteria are necessary to be considered for promotion. The RC will holistically review the quality and impact of the candidate's activities in each of the evaluation areas.

Scholarly and Professional Activities

Scholarly and professional activities are not evaluated in the same way as for tenure-track faculty in that establishment of an independent research program is not essential. Scholarly/professional activities for clinical faculty may be more applied, dealing directly with professional practice – that is, with the development, refinement, dissemination, and/or application of advanced analytic methods. Activities and scholarly products should be of high quality, demonstrating innovation and creativity. It is the candidate's responsibility to provide evidence of the quality of scholarship. Quality indicators for scholarly and professional activities include but are not limited to impact factors of journals in which publications appear, invitations to make conference presentations, acceptance of refereed publications & presentations, awards, election as officer of professional organization, professional engagement (e.g. consulting) with industry/business, and other measures appropriate to the professional practice of advanced analytics. (Note that professional products are evaluated the same whether they are published in digital or print formats and whether they are made accessible online to the public at no cost or are accessible only through individual or institutional purchase.)

Candidates are typically expected to meet the following minimum criteria over the promotion review period:

- Have averaged at least two professional activities each year such as those listed below. For example, delivering a conference presentation and serving as an officer of a professional organization would satisfy the requirement for that year.
- Have experienced no gap in professional activity longer than a year.

Evidence of scholarly and professional work can be demonstrated, although not exclusively, through the activities below.

- Presentations at professional meetings, seminars, and workshops.
- Outreach or other activities for which there is significant use of the candidate's expertise – for example, serving as a consultant, journal editor, reviewer for refereed

journal, peer reviewer of grants, invited speaker, service to government agencies, professional associations, or educational institutions.

- Development and delivery of professional training programs, including service-learning and outreach courses, where research and new technologies/techniques are integrated.
- Funded research grants, industry/business/government contracts, grant/contract proposals.
- Research and/or scholarly publications, including refereed journal articles, conference papers, books, book chapters, reviews, book reviews, monographs.
- Patents and patent licensing.
- Discipline-specific publications, such as articles published in professional publications, project reports to contract sponsors, research notes, and bulletins.
- Election to offices and appointment to committees of professional associations.
- Development of new software, analytic methods, and applications.
- Honors and or awards for professional accomplishments.
- Application of research scholarship in practice, including new applications, developed new or enhanced technology, methods, and procedures demonstrated or evaluated for government agencies, professional and industrial associations, or business.

Teaching Activities

Candidates for promotion to Associate Clinical Professor must have demonstrated excellence in teaching. Candidates are typically expected to meet the following minimum criteria over the promotion review period:

- Have taught at least three different courses as a demonstration of broad teaching ability.
- Developed and delivered at least one new course.
- Respond to student and peer review of teaching feedback, documenting areas of development.

Teaching quality and activities are assessed through the following.

- Honors, awards, and special recognitions for teaching accomplishments.
- Development or significant revision of courses, including development of online courses, preparation of innovative teaching materials, instructional techniques/technologies, collaborative work on interdisciplinary courses.
- Effectiveness indicated by student evaluations. While there are limitations in evaluating teaching effectiveness through student evaluations, they are useful – especially, student comments - in gauging the level of satisfaction with an instructor and can guide improvements in classroom instruction. In particular, faculty should take student feedback seriously and track areas of improvement made in response to student comments and evaluations.
- Peer evaluation of teaching. Classroom observation and evaluation provide valuable information in assessing teaching effectiveness. Candidates will be observed in the

classroom to support their effective teaching. Both the evaluations and a faculty member's responses to evaluation feedback will inform the teaching assessment.

- Participation in teaching activities outside the university, special lectureships, panel presentations, and seminar participation.
- Membership on special bodies concerned with effective teaching, such as accreditation teams and program review committees.
- Publications related to teaching and learning outcomes.
- Grants related to teaching and learning.
- Election to offices, committee activities and other significant service to professional associations related to teaching and learning.
- Integration of teaching and research, or teaching and business/industry engagement in ways that benefit students.

Service Activities

Candidates must demonstrate sustained effectiveness in service to the program, university and profession. Candidates are typically expected to meet the following minimum criteria over the promotion review period:

- Actively advised students (e.g., developed degree plans) or participated in recruitment activities.
- Have served on at least one program, college, or university committee, or completed a substantial special project assignment.
- Have served on at least one committee or in a leadership role for a professional organizer.

Evidence of the effectiveness of service include those activities listed below.

- Student advising – working with admission candidates, developing degree plans, formal career guidance.
- Committee or special project assignment.
- Student recruitment.
- Advising student organizations.
- Inter-departmental/program collaborations.
- Reviewer for journals, conference proceedings, grant proposals.
- Conference session organizer.
- Offices held in international, national, regional academic and professional organizations.
- Committee assignments for academic or professional organizations.
- Outreach to the community, business, or other educational organizations.
- Honors, awards and special recognition for professional service activities.
- Internal or external consultation and technical assistance.
- Formal mentoring of faculty colleagues.

It is important that all faculty demonstrate an understanding of the responsibilities of working as a member of the community of scholars and act accordingly. Teaching, research and service duties should be performed conscientiously and with integrity. All faculty should interact with colleagues, staff and students with civility and respect.

Clinical Professor

Candidates for promotion to Clinical Professor must have a record of sustained engagement in scholarly and professional activities, excellence in teaching, and service leadership that advances the mission of the program, university and/or professional organizations. Minimum criteria and the type of activities expected for scholarly/professional work, teaching, and service are provided below. Achieving the minimum criteria should not be construed as indicating that promotion will be awarded. The minimum criteria are necessary to be considered for promotion. The RC will holistically review the quality and impact of the candidate's activities in each of the evaluation areas.

Scholarly/professional work, teaching, and service are evaluated with respect to the activities listed above for promotion to Associate Clinical Professor, but with the following minimum criteria.

Scholarly and Professional Activities

It is the candidate's responsibility to provide evidence of the quality of scholarship. Quality indicators for scholarly and professional activities include but are not limited to impact factors of journals in which publications appear, invitations to make conference presentations, acceptance of refereed publications/presentations, awards, election as officer of professional organization, continued professional engagement (e.g. consulting) with industry/business, and other measures appropriate to the professional practice of advanced analytics. (Note that professional products are evaluated the same whether they are published in digital or print formats and whether they are made accessible online to the public at no cost or are accessible only through individual or institutional purchase.)

Candidates are typically expected to meet the following minimum criteria in the period after promotion to Associate Clinical Professor:

- Have at least two research or discipline-specific publications.
- Have averaged at least two professional activities each year such as those listed below. For example, delivering a conference presentation and serving as an officer of a professional organization would satisfy the requirement for that year.
- Have experienced no gap in professional activity longer than a year.

Teaching Activities

Candidates are typically expected to meet the following minimum criteria in the period after promotion to Associate Clinical Professor:

- Have taught at least three different courses as a demonstration of broad teaching ability.
- Developed and delivered at least two new courses.
- Have served as a capstone advisor to an average of two students per year.
- Demonstrated significant contributions to the teaching mission of the program by obtaining funding for pedagogical innovation and/or research, coordinating a curriculum area with the program, leading a major instructional initiative, or receiving a teaching award.

Service Activities

Candidates must demonstrate sustained effectiveness and leadership in service to the program, university and profession. Candidates are typically expected to meet the following minimum criteria in the period after promotion to Associate Clinical Professor:

- Have served as program student advisor or led/organized program recruitment activities for at least a year.
- Have chaired at least one program, college, or university committee, or initiated and led a substantial special project assignment.
- Have served on an organizing committee for a professional conference, served in a leadership role for a professional organization, served on an editorial board for a professional/trade journal, or equivalent professional leadership activity.

It is important that all faculty demonstrate an understanding of the responsibilities of working as a member of the community of scholars and act accordingly. Teaching, research and service duties should be performed conscientiously and with integrity. All faculty should interact with colleagues, staff and students with civility and respect.

Criteria for Promotion of Faculty in the Lecturer Ranks – Honors College

University Policy 06.005 Non-Tenure Track Faculty Reappointment and Promotion

The following guidelines for evaluation and promotion of lecturers apply to the categories of Lecturer, Senior Lecturer, and Principal Lecturer, as defined by University Policy 06.005 and University Policy 06.007 that became effective August 30, 2017 and May 5, 2017 respectively. Persons occupying Lecturer positions in the Honors College will have both teaching and service responsibilities within the College.

General Guidelines Regarding the Lecturer Role

In consultation with the Dean of Honors and/or the Associate Dean for Academics in Honors and based on College needs, Lecturers will have a workload divided between teaching responsibilities (80-90% of workload) and service responsibilities (10-20% of workload).

Lecturers will participate in faculty governance responsibilities relevant to their duties, (e.g., faculty meetings and relevant committee assignments). Lecturers will not serve on promotion and tenure committees regarding tenure-track or tenured faculty members.

Guidelines Regarding the Evaluation and Promotion of Lecturers

1. Lecturers will participate in the annual departmental merit review processes, with merit evaluations based on Lecturers' teaching and service performance.

2. In addition to the annual merit review process, persons serving in a Lecturer position will be eligible to seek promotion to the rank of Senior Lecturer during their third year of service in the Lecturer position (or the equivalent of six consecutive semesters of full-time college-level teaching), with such promotion to become effective the following academic year. In addition to the years of service in the Lecturer rank (or equivalent experience), applicants must demonstrate a record of substantial and continued effectiveness in teaching and service. The promotion process will include a review by a committee made up of the Honors Associate Deans and one Academic Associate Dean from another college, who will then make a promotion recommendation to the Honors Dean.

3. Persons having the equivalent of 10 consecutive semesters of full-time college-level teaching may seek promotion to the rank of Principal Lecturer. In addition to the required years of service, applicants must demonstrate a record of sustained excellence in teaching and service. The promotion process will include a review by a committee made up of the Honors Associate Deans and one Academic Associate Dean from another college, who will then make a promotion recommendation to the Honors Dean.

4. Results from annual reviews provide input into promotion decisions and also provide input into merit decisions. Annual reviews take account of the Lecturer's work during rolling three year periods (i.e., the current or immediately preceding year, and the two previous years).

5. In addition to the promotion processes described above, the Honors College may seek authorization from the Provost to conduct searches for faculty at the Senior or Principal Lecturer rank.

A. Lecturer to Senior Lecturer

1. Three consecutive years in the rank of Lecturer or equivalent prior teaching experience
2. Evidence to assess the quality of teaching may include:
 - a. Syllabi that include learning goals and evaluation plans for assessment of the learning outcomes;
 - b. Teaching materials;

- c. Teaching portfolios;
 - d. Statement of teaching philosophy;
 - e. Contextual aspects of courses;
 - f. Other components as deemed appropriate by the field;
 - g. Student course evaluations;
 - h. Teaching effectiveness based on students' learning outcomes;
 - i. Faculty reviews, including observation and assessment of teaching by faculty peers;
 - j. Service learning and/or study abroad;
 - k. Teaching and learning within community collaborations;
 - l. Mentored research classes; and/or,
 - m. Membership on or chair of Honors theses committees
3. Sustained effectiveness in service
- a. Demonstrated leadership and engagement in professional organizations, community-based initiatives, and university enterprises;
 - b. Support and mentoring of colleagues;
 - c. Engagement in student recruitment, retention, and success;
 - d. Other efforts to advance the university and its community and collaborative partners; and/or,
 - e. Other evidence as defined by the unit (e.g., serving on various Honors and institutional committees)

B. Senior Lecturer to Principal Lecturer

1. Five consecutive years of college teaching, including three years at Senior Lecturer rank
2. Evidence to assess the quality of teaching may include:
 - a. Syllabi that include learning goals and evaluation plans for assessment of the learning outcomes;
 - b. Teaching materials;
 - c. Teaching portfolios;
 - d. Statement of teaching philosophy;
 - e. Contextual aspects of courses;
 - f. Other components as deemed appropriate by the field;
 - g. Student course evaluations;
 - h. Teaching effectiveness based on students' learning outcomes;
 - i. Faculty reviews, including observation and assessment of teaching by faculty peers;
 - j. Service learning and/or study abroad;
 - k. Teaching and learning within community collaborations;
 - l. Mentored research classes; and/or,
 - m. Chairing Honors theses committees.
3. Sustained effectiveness in service
 - a. Demonstrated leadership and engagement in professional organizations, community-based initiatives, and university enterprises;
 - b. Support and mentoring of colleagues;
 - c. Engagement in student recruitment, retention, and success;
 - d. Other efforts to advance the university and its community and collaborative partners; and/or,
 - e. Other evidence as defined by the unit (e.g., serving on various Honors and institutional committees).

Approved: 04/23/2018

Effective: 09/01/2018

(4.4.3) DIVISION OF INSTRUMENTAL STUDIES GUIDELINES FOR PROMOTION AND TENURE

Section 1.00. Policy and Procedures--The Division of Instrumental Studies Promotion and Tenure Policies and Procedures shall be consistent with University policies as described in the University Policy Manual, section 06.007 et seq. and all other University and College policies relating to faculty promotion and tenure.

Criteria Guidelines

Recommendations for promotion and tenure, as stated in the UNT Policy Manual, are based on critical appraisal of the contributions of candidates to the goals of the university. Evaluation will focus on three principal functions: teaching; scholarly, creative and professional activities; and service.

Quality teaching is a minimum expectation for the granting of tenure and for promotion. No recommendation should be made in case of any reasonable doubt.

Balance between teaching, professional activity and service may be expected to vary from individual to individual; however, contribution in one area alone will rarely qualify a person for promotion or tenure. Therefore, professional activity, even of exceptional quality, will not compensate for indifferent teaching; nor will unusually effective teaching compensate for a lack of professional accomplishments manifesting the individual's continuing professional growth and development.

Evaluation will primarily weigh all activities pursued as a faculty member at UNT; however, consideration may also be given to activities completed before a faculty member's appointment at UNT.

TEACHING: Activities include, but are not limited to: private instruction, classroom teaching, direction and coordination for ensembles, supervision of special problems classes, special lectures and presentations, jury adjudication, curriculum advising, recital advising, recital adjudication and auditioning. Faculty who teach in more than one division shall have the option of choosing evaluators from both divisions.

Contributions in the teaching area may be substantiated by the following:

- Courses taught and the enrollments listed by semester and academic year (including numbers and levels of students in individual studio study)
- Chamber music coaching

- Doctoral committees (advisory and research), including titles of dissertations or documents directed (with dates) (including membership in research committees at other institutions)
- Copies of pedagogical books, articles, educational recordings, and other materials (e.g. websites, videos); reviews of the materials as evidence of the national impact of the pedagogical contribution
- Evidence of the quality and quantity of teaching: student evaluations (summaries of teaching evaluations, student comments)
- Evidence of course development: syllabi, descriptions of innovative approaches to instruction, special curriculum design, incorporation of new technologies
- Teaching awards and recognition
- Unsolicited comments from students and colleagues indicating the influence of the candidate's teaching
- Evidence of national recognition as a pedagogue (based on materials such as publications and reviews, work with national educational institutions or committees, and student awards). For full professor, the candidate must have achieved a documented national reputation as a successful teacher
- Student success in achieving professional placement (e.g., as a teacher or performer)

RESEARCH, SCHOLARLY, CREATIVE AND PROFESSIONAL: Activities include, but are not limited to: performances on and off campus, publication, research, recruiting, master classes, clinics, adjudicating, holding of office and/or contribution to professional organizations and grants received or applied for. Significance shall be given to activities both on and off campus that increase the regional, national and international visibility and reputation of the faculty member. Significance shall also be given to awards, prizes or grants received for performance or research.

For Promotion to Associate Professor and/or tenure at that rank, the faculty member is expected to achieve professional recognition on at least the regional level. For Promotion to Professor and/or tenure at that rank, the faculty member is expected to achieve professional recognition on at least the national level.

Contributions in the research/creative activity area may be substantiated by the following as appropriate to the specific discipline:

- Scholarly research, including all published and in-press journal articles, book chapters, books published, and manuscripts in draft. Substantial review-essays may be included in this category.

- Evidence of quantity and quality of publications, including books and publications in major peer-reviewed professional journals, collections, and Festschriften
- Scholarly editions of music published or accepted by a reputable press
- Presentations both invited and competitive at regional, national, or international meetings or for a similar professional gathering
- Compositions, published and unpublished
- Recitals on the UNT campus and elsewhere, including solo performances and performances with chamber groups, orchestras, or other ensembles
- Clinics, guest artist and guest conducting appearances
- Recordings and recording contracts and agreements
- Development of new technologies
- Reviews of books, articles, compositions, performances, and other creative activity
- Grants and contracts for research and/or creative activities
- Awards and honors for research/creative activity
- Evidence of performances and professional activities at a high artistic level in professionally significant venues, both in the United States and other countries
- Positive reviews of publications, performances, and other artistic activity

SERVICE: To the area or division, the college and the university is expected of all members of the faculty in developing and implementing the instructional program. Outstanding service achievements, while recognized, will not ordinarily serve as a primary basis for promotion and/or tenure. Service activities include service to the area or division, the college, and the university, as well as professionally-related public service activities. Service may include activities such as committee work, faculty senate work, special assignments, administrative tasks, advising of student organizations and professionally-related public service activities such as performance, clinics and workshops.

Service activities are expected of all faculty members in the COM and to be recommended for tenure or promotion, the candidate must be at least Satisfactory in this area. It is expected that all faculty members will evince general interest in and will contribute to the COM, as well as to the University as a whole. Faculty should participate

willingly and regularly in committee work; departmental auditions, hearings, and recitals; and similar duties. Service to the University and to professional organizations appropriate to the candidate's specialization will also be evaluated under this category.

Contributions in the service area may be substantiated by the following as appropriate to the specific discipline:

- a list of the candidate's service activities at each level: department, school, campus, community, profession
- administrative contributions (chairs of committees, departments, or areas)
- reviews and publications (including pre-publication reviews) that are related to professional service
- journal editing and refereeing
- recommendations for faculty colleagues, including tenure reviews for faculty outside of the candidate's department (inside or outside UNT)
- participation in professional organizations

Department of Dance and Theatre
Dance Area

Guidelines for Tenured/Tenure Track Faculty Reappointment, Tenure and Promotion

Revised – 10/30/2018 (not approved)
Revised – 11/05/2018 (not approved)
Revised – 11/12/2018 (not approved)
Revised – 11/26/2018 (not approved)
Revised – 01/23/2019 (not approved)
Revised – 02/25/2019 (not approved)

Introduction

Within the College of Liberal Arts and Social Sciences, the Department of Dance and Theatre provides a unique representation of the Performing Arts and of faculty engaged in both creative endeavors as well as traditional research. It should be noted that within this Department, the disciplines of dance and theatre function independently in academic and creative processes. It is critical that the evaluation of faculty be specific to each discipline and to the faculty specialization within those disciplines. With reference to the guidelines established by the National Associations of Schools of Dance (NASD), the Association for Theatre in Higher Education (ATHE), and the United States Institute for Theatre Technology (USITT), the dance faculty of the Department of Dance and Theatre are provided with national standards for excellence. In that external review is a vital part of the evaluation process, these Standards provide a framework for evaluation.

Each faculty member is responsible for thoroughly acquainting herself or himself with the Department guidelines, policies, and procedures for reappointment, promotion and tenure. In addition, every faculty member is responsible for maintaining current awareness of the policies and procedures, for defining the trajectory of their careers, and to pursue advancement as outlined in the department's reappointment, promotion and tenure guidelines.

The Department evaluates the quality, quantity and significance of creative/scholarly research, the quality and effectiveness of teaching, and the significance of faculty service to the University, College, Department, and the profession. Primary responsibilities of tenured and tenure-track faculty are assigned in three areas: 1) teaching, 2) creative/scholarly research, and 3) service.-For purposes of reappointment, promotion and tenure, a faculty member must demonstrate excellence in the faculty member's area(s) of assignment. While there is no standard workload assignment across the institution, the faculty workload assignment is usually a mix of time assigned to teaching, research (if applicable), and service, and must be taken into consideration when determining reappointment, promotion and/or tenure.

This document and the discipline-specific criteria delineated therein must be accepted by the faculty within the Department of Dance and Theatre, and must be reviewed and approved by the Dean of the College. New faculty members must be provided with this document. All revisions and approval dates must be listed at the top and at the end of this document.

The process for reappointment, promotion and tenure must be fair, rigorous, and discipline-appropriate in order for the University and the Department to attract, retain, and recognize faculty excellence. The guidelines contained in this document will provide specific information on how reappointment, promotion and tenure will be conducted in the department, and on the criteria for promotion and tenure approved by the faculty.

Voting faculty, committee members, and department chair are to consider a candidate's qualifications against discipline-specific criteria developed by the candidate's academic unit.

1. Reappointment, Promotion and/or Tenure

Procedures for promotion and tenure represent a combination of the processes set forth in University policy 06.004 Faculty Reappointment, Tenure, and Promotion, University policy 06.005 Non-Tenure Track Faculty Reappointment and Promotion, and the CLASS "Guidelines for Documentation of Promotion and Tenure Cases."

In the Department of Dance and Theatre, responsibility for recommending annual reappointment, promotion, and tenure of probationary faculty begins with the Department's Reappointment, Promotion and Tenure Committee (RPTC).

1A. Tenure and Promotion: Assistant Professor to Associate Professor

For tenure and promotion to associate professor, candidates must show clear and convincing evidence of emerging stature as national and/or international authorities.

Consistent with the University's mission, the candidate is expected to demonstrate a commitment to excellence across all three areas of research/scholarship, teaching, and service. Primary emphasis shall be placed on research and scholarship excellence, which is most important for promotion and tenure.

Procedures

In keeping with university and college policy, the RPTC evaluates the progress of each second and third year probationary faculty person toward promotion and tenure.

As part of the evaluation, the Department RPTC makes a recommendation whether to reappoint the probationary faculty member. The evaluation is completed according to the timetable announced by the College at the beginning of each academic year. The RPTC will evaluate the faculty member's progress towards achieving excellence in teaching, scholarly/creative research, and service by the time the candidate goes up for tenure and promotion to associate professor. The department chair prepares a separate recommendation for reappointment, taking into consideration the recommendation of the RPTC. Both recommendations are forwarded to the dean per the timetable at the beginning of each academic year.

At the third year and every year thereafter, all tenured faculty members will vote on reappointment. Per university tenure policy (06.004.II.C), "the third-year reappointment review is a more extensive and intensive review that includes the unit, the college, and Provost, but without external letters." On the basis of this review, the RPTC will write a report that: 1) presents in detail its findings, 2) makes clear recommendations to the candidate concerning his or

her progress towards promotion, and 3) addresses the question of whether the candidate is progressing in a satisfactory manner towards meeting departmental criteria for promotion and tenure. This report will be given to the department chair. If the RPTC is considering a negative recommendation, the RPTC must notify the candidate.

After reviewing the candidate's dossier and the RPTC's recommendation(s), the department chair makes an independent recommendation to the dean. If the department chair is considering a negative recommendation, the chair must notify the candidate as per university policy.

The third-year review is then forwarded to the CLASS PAC (Personnel Affairs Committee) and dean for reappointment approval.

Annually, the department chair will meet with probationary faculty to discuss (1) the results of the evaluation completed by the RPTC and the chair, and (2) advise the faculty person on professional development areas needing additional effort. This joint meeting is normally conducted in the spring after the RPTC has completed its annual evaluations.

Teaching

The candidate must develop a consistent record of excellence in teaching that demonstrates a commitment to advancing the professional development of students through formal classroom instruction as well as through mentoring and advising activities outside the classroom. Any deficiencies in the area of teaching noted at any point in the probationary period must be resolved by the time of the tenure decision.

Scholarly/Creative Research

A high standard of research proficiency must be displayed through consistent, sustained, and significant contributions to scholarly and creative activity and practice as research.

Scholarly and/or creative activities should clearly demonstrate high quality in these endeavors. High quality or excellence in creative and scholarly research is defined by the contribution of new knowledge or new perspectives to the field; contribution to an ongoing discourse with peers; depth, breadth, and innovation in the field; and emerging evidence for sustaining creative/scholarly work. Achievements may include any of a wide variety of activities, depending upon the field of specialization and the interests of the faculty member. The candidate's research record should be sufficient in both quality and quantity to demonstrate excellence in the area of research. Published research and creative research are held to the same high standards and are of equal importance. [A PORTION OF THE DEPARTMENT RESEARCH EXPECTATION MOVED HERE] It is the responsibility of the candidate to document the significance of each work relative to the goals of the department, the college and the university. Although the importance of scholarly and creative activities shall be determined on their merit (i.e., their status within a discipline) rather than its location, the department shall reward most highly those professional activities that contribute to the candidate's national or international reputation.

Refer to "Research Priorities for Scholarly Research" and to "Research Priorities for Creative Research," both of which are listed below.

Service

Beyond the level of the kinds of service that related to instruction and research, service can be broadly interpreted to mean participation in activities that contribute to the life of the department, the discipline, the University, and the profession. Successful candidates for promotion and tenure must develop a consistent record of high-quality service aligned with the candidate's workload assignments and attentive to departmental needs as determined by the department chair. The candidate is expected to take on limited service responsibilities on departmental committees, and, if asked to serve, limited service responsibilities on campus committees and governing bodies.

1B. Promotion to Full Professor

For tenure and promotion to full professor, candidates must show clear and convincing evidence of high levels of attainment in the criteria appropriate to their work assignments and academic unit. Only faculty members demonstrating showing a very strong and long-term scholarly/creative research record, as well as solid commitments to teaching and service, will be recommended for promotion to Full Professor. Candidates should demonstrate national and/or international recognition in their fields and the likelihood of maintaining that stature. Although the recommended probationary period for promotion to associate professor is five years, an associate professor may apply for promotion when, in consultation with department chair and the RPTC, the faculty member believes his or her record warrants consideration for promotion.

Teaching

The Department of Dance and Theatre is committed to quality instruction, which will be a critical element in promotion to full professor. The candidate must have demonstrated a commitment to teaching over the review period, and have created a record of quality instruction.

Scholarly/Creative Research

For promotion to full professor, candidates must demonstrate through clear and convincing evidence a level of achievement that exceeds the criteria appropriate to the model under which they earned tenure and promotion to associate professor. Candidates must demonstrate high and consistent levels of research assessed in terms of quality and quantity by recognized leaders in the discipline. The overall record of accomplishment in the area of scholarly/creative research must surpass what is required from an assistant professor seeking promotion and tenure, and it demonstrates that the candidate has become recognized nationally or internationally as an authority within his or her field of dance.

Refer to "Priorities for Scholarly Research" and to "Priorities for Creative Research." Both are listed below.

Service

Successful candidates for promotion to professor will demonstrate active participation in the life of the department, the College, and the University by service on student, departmental, and/or college and university committees. They will show a record of participation in departmental activities. Beyond the kinds of service that involve instruction and research, service can be broadly interpreted to mean participation in activities that contribute to the life of the department, the discipline, the University, and the community. Leadership in professional organizations helps to meet these criteria.

1C. Post-Tenure Review

All faculty members are evaluated annually by the Department PAC in each of the three areas of performance for the three previous calendar years. As part of the merit evaluation process, the Department PAC rates every faculty member in each area of performance on a 10-point scale where 10 is the best possible composite score. The faculty receives a composite score that then places him or her in a particular evaluation category.

Any faculty member who is placed in Evaluation Category IV (Needs Improvement) or below shall be regarded as having been rated unsatisfactory and may be placed on a Professional Development Plan. The faculty member shall be referred to the department chair for appropriate application of UNT Policy 6.052: Review of Tenured Faculty.

2. Criteria for Reappointment, Promotion and Tenure

Department places the highest premium on peer-reviewed published journals and/or creative work appearing in artistically significant venues. The character of the phrase artistically significant can be evidenced by the location, size and type of theatrical/performance venue, the pool of applicants (dancers, choreographers, or designers), the status of the collaborators involved in the production, and the length of the production run. In addition, the production and/or the theatre's visibility in national and international media reviews contributes to the evaluation of substantial contribution to the artistic/public community. Given the unique interdisciplinary and collaborative nature of the performance / production process, consideration must be given to the individual's contribution in terms of level of responsibility, significance and the aesthetic perception of the completed work of art.

2A. General Procedures

1. The department's faculty is comprised of a diverse group of teaching artists with each member representing a unique specialty. The assessment of faculty achievements shall take into account the diversity of creative, scholarly, and pedagogical endeavor, as well as, teaching and service. Beyond providing the basic expectations for performance responsibilities, departmental self-assessment shall strongly consider the informed observation and subjective evaluation provided by outside experts, peers, and self-scrutiny.
2. The RPTC shall consist of 5 members with the following provisos: only Tenured Faculty shall serve on the Committee when evaluating probationary faculty and only Full Professors shall serve on the Committee when considering a candidate for Full Professor
3. All full time faculty shall be measured by the department's Tenure and Tenure Track Faculty Reappointment, Tenure, and Promotion.
4. The standards by which teaching, scholarly/creative research activity, and service are evaluated in the Department of Dance and Theatre shall be in alignment with those established in the "Policies of the University of North Texas—06.004 "Faculty

Reappointment, Tenure, and Promotion,” and 06.005 “Non-Tenure Track Faculty Reappointment and Promotion”; the “College of Liberal Arts and Social Sciences Guidelines for Documentation of Promotion and/or Tenure”; and finally, guidelines published by the Association for Theatre in Higher Education and the United States Institute for Theatre Technology.

5. Critical review of the quality and quantity of work will be taken into consideration for faculty evaluation. Quantity of work will not be valued above the quality of work. However, size and scope of the work will be taken into consideration.
6. Outstanding performances in all three areas of evaluation for tenure/tenure track faculty and the two areas of teaching and service for non-tenured faculty over several semesters shall be recognized as meritorious. It is expected that there be a balance of quality work in the three areas of teaching, research, and service for Tenure Track Faculty will be determined by the workload agreements signed by the faculty member and the department chair.
7. Faculty members seeking promotion and/or tenure shall submit a Self-Evaluation and/or Personal Narrative that articulates areas of his/her special responsibility (as outlined above in Item #6, non-tenured faculty shall not be held to creative and scholarly research requirements).
8. Context and documentation of all work shall be provided by the faculty member to the RPTC.
9. Each faculty member shall declare whether an artistic activity, or some portion of it, should be counted as teaching, research/creative activities, or service

2B. Areas of Evaluation

Candidates pursuing promotion to associate professor and candidates pursuing promotion to full professor will be evaluated according their accomplishments in the areas of teaching, creative/scholarly research, and service.

Teaching

Because teaching represents one of the most important functions of the Department, it is expected that each member of the faculty will excel in the area of teaching. Through student evaluations, peer reviews, awards, participation in departmental and/or college or university activities related to teaching, the faculty member must show clear excellence as a teacher in the classroom or studio, in student mentoring and/or academic advising (if applicable), and in the supervision of independent studies, teaching practicum, honors projects, and other forms of instruction involving students. The Department also recognizes the importance of alternative and emerging forms of instruction such as online teaching, service learning, study abroad, master

classes, as well as interdisciplinary and collaborative teaching.

1. Documentation:

Each faculty member shall maintain, keep current with each academic year and summer term and present for evaluation, documentation that may include but is not limited to:

- a. A statement of teaching philosophy.
- b. A syllabus for every course the faculty member teaches.
- c. Student evaluations of the faculty member's teaching in each course.
- d. Faculty peer evaluations of the faculty member's teaching.
- e. Other written evidence of successful teaching, such as pedagogical documents relative to production that involves the supervision / mentoring of students.
- f. Awards for teaching.

2. Criteria and outcomes for the evaluation of teaching:

- a. Student evaluations of a faculty member's teaching shall use the current student evaluation system administered to the University as a whole.
- b. Student evaluations using this form shall be made during each semester, shall be used for each organized course (i.e., one that is not an individual Special Problems Course or Independent Project) a faculty member teaches. Faculty scores are computed on a scale of 1 – 5 (5 being the highest) and ranked with reference to the Department Average of all Faculty.
- c. The Department PAC and RPTC review these comments to determine if a pattern of behavior can be discerned (positive or negative) and what recommendation /counseling, if any, may be needed.
- d. Consistent merit scores in Category IV (Needs Improvement) or below on Student Evaluation Standards Annual Review or a preponderance of negative student comments may lead to discussion with the member of the faculty about developing plans for improvement.
- e. Consistent merit scores in Category IV (Needs Improvement) or below on Student Evaluation Standards Annual Review or a preponderance of negative student comments for two consecutive semesters shall be used as part of the consideration of the faculty member for merit ranking, promotion, and/or tenure.
- f. Peer evaluations of faculty members by UNT faculty or colleagues outside the department may be completed at the request of individual faculty or as a recommendation from the Committee or the Department Chair.

- g. A faculty member's tutoring, supervision, and/or mentoring may be considered as a part of a faculty member's teaching and may be included as a part of the faculty narrative.
- h. Using the figures developed by the Student Evaluation of Instruction and the Peer Evaluation of Instruction, and other such documents as the faculty may devise, the Committee and the department chair shall place all faculty members' scores on these documents in a numerical order, and shall use this information to relate a faculty member's ranking to that of other faculty members of the department.

Research

The Department recognizes that because of the blend of various arts traditions in the department, the various methods utilized in the production of scholarship, and varied availability of publication outlets from one research focus to another, scholarly/creative research can take many forms.

Consequently, research in the area of dance may be evidenced by published scholarly research and creative activity.

Faculty who qualify for promotion (and tenure) on the basis of scholarly research may publish peer-reviewed book-length studies, articles, or chapters in recognized university, scholarly, or commercial presses or in high-quality, refereed journals.

Applied creative activity and practice as research are held to the same high standards as published forms of scholarship. Faculty who qualify for promotion (and tenure) on the basis of creative activity must be involved in professional dance production or a dance-related project that not only occurs and attracts recognition beyond the immediate community of the university but is acknowledged as significant at the national/international level.

It is important to note that establishing an absolute equation of significance between scholarly activity and creative efforts is not always possible. However, three factors should be borne in mind: the critical response and impact accorded the work; the professional level on which it was conducted; and, the presence of some form of peer-juried process or professional review conducted by a nationally-recognized expert(s) in the field of theatre. Any performance or dance-related product (e.g., costume design in dance) should be considered juried when another institution, granting agency, external production agent, or other (professional, educational, community, government) organization reviews a number of works and judges their merits before accepting the work for monetary support, public performance, or implementation. In addition, performance or dance-related work selected by organizations that offer opportunities to have work reviewed and selected for performance may also be equated with a juried publication.

With regard to performances and/or public presentations of a work, the department shall apply the appropriate industry standard as it relates to the performance venue, its exposure and its impact. Information about performance venues is a matter of public record and the candidate should include such information in the review process.

The significance of the candidate's creative activity will be assessed on the basis of the national/international prominence of the venue. In the case of live dance, work conducted in a nationally prominent venue carries the same weight regardless of the proximity of that venue to the university. For example, major centers of dance throughout the United States include, among others, Chicago, Houston, Minneapolis, Seattle, and Dallas. The Department also recognizes that some of the most respected and influential venues in the U.S. for the presentation of performance art and dance, especially work that is experimental in nature, are in smaller venues, and so the national prominence of each venue must be assessed on a case-by-case basis. National and international press and media attention that the work has attracted, and awards that the work has received, can all be factors in assessing the significance of professional production activity. In the case of media such as film or television, national distribution and/or presentation at prestigious national and international venues are key indicators of a work's significance.

2C. Three Pathways to Satisfying Research Expectations

Dance faculty in the department may pursue one of three paths toward satisfying the research expectations associated with promotion and tenure: 1) a focus on scholarly research; 2) a focus on applied creative activity and practice as research; or 3) a combined focus on practice as research and scholarship. However, candidates are expected to specify in writing the area of research as creative, scholarly, or a combination of creative and scholarly work. Overall excellence can be evaluated considering the productivity, quality and impact of the candidate's work. Creative scholarship and published scholarship are held to the same high standards and are of equal importance.

In addition to designating research as creative, scholarly or a combination of both, candidates for promotion and/or tenure in the Department should specify and demonstrate a cohesive focus for their scholarly/creative activity within an identified specialization that connects to their teaching and service, and should document the quality of his/her performance in all three areas.

Scholarly Research Activity

Examples of material recognized as scholarly research activity include:

Scholarly Writings

Peer-reviewed books or monographs published or distributed electronically by well-regarded academic or university presses

Peer-reviewed articles in journals sponsored by international or national professional associations or well-regarded academic or university presses, including nationally/internationally prominent e-journals

Peer-reviewed chapters appearing in edited collections published by scholarly presses or publishing houses

Creative works such as plays in edited collections by a well-regarded literary, academic, or university press
Published critique or adjudication of a theatrical or media production in a national or international festival or conference
Refereed papers as part of conference proceedings appearing in edited collections that include work only after rigorous peer review
Book reviews in high-quality, peer-reviewed publications
Encyclopedia entries
Production reviews in high-quality, peer-reviewed journals (including e-journals)
Government reports

Securing an internationally and nationally recognized research fellowship, visiting appointment, or selection at institutes for advanced study

External Funding: these include grants, contracts, scholarships, travel awards and development awards funded by external national or international agencies or organizations that support the candidate's scholarly research

Presentations at professional meetings: participation in programs at national or international meetings of professional associations, including presentations of papers, serving as panel leader or commentator, and organization of and participation in workshops. (The candidate should include short descriptions of activity, with titles, dates, and sponsors. The candidate should clarify the intellectual contribution of each of these activities.)

Scholarly contribution through professional activities that include: editing an entire volume of a scholarly journal; curation of exhibits, symposia, and conference programs for national/international organizations; and functioning as critic, juror/adjudicator, and/or consultant for professional organizations, juried screenings, or performances at national/international festivals or conferences. (The candidate should include short descriptions of activity, with titles, dates, and sponsors. The candidate should clarify the contribution of each of these activities.)

Recognition by national/international scholarly and professional associations, including awards, honors, and prizes.

The departmental expectation is that candidates for tenure and/or promotion whose research area is scholarly research, will present an accumulated body of original scholarly work in a coherent line of research, which defines and reflects the area of expertise. Productivity is essential and is defined as volume and consistency. Quality is more important than quantity, however there must be sufficient quantity to provide evidence of a significant level of productivity.

The cumulative body of work should be published in highly respected, refereed professional journals appropriate to the candidate's area of research, which may extend beyond discipline-specific publications (such as early childhood education, social sciences).

Judgement regarding quality and professional impact in creative research depends on a variety of industry benchmarks in the discipline of dance studies:

- 1) The candidate demonstrates the ability to place refereed articles in high-quality, respected journals, or in nationally or internationally prominent electronic media outlets.
- 2) Peer reviews of the published work(s) with substantial coverall in national or internationally prominent media outlets, or in high-quality, respected journals are an indicator of significant accomplishment.
- 3) Citations and references made of the candidate's work in other published literature or by other scholars are viewed as recognition and offer helpful testimony of scholarly accomplishment and impact. However, like peer reviews, citations and references are not equivalent to producing professional work.
- 4) The candidate demonstrates the ability to attract invitations to work in substantial venues of presentation.
- 5) Prizes, awards, or honors related to the work(s) offer helpful testimony of artistic accomplishment and impact.
- 6) Substantial awards of externally sponsored funding (grants) for scholarly research constitute important credentials.
- 7) Invitations to present papers or keynote addresses at prestigious national or international gatherings demonstrate a growing prominence in a field.
- 8) The candidate leads workshops, seminars, guest lectures, and master classes related to the area of scholarly activity conducted by the candidate at national conferences or by invitation at institutions such as peer or aspirational universities or at national and/or international festivals or conferences.
- 9) Collaboration that results in research and/or publication in any form (books, articles, chapters) is evaluated in the same way as a single-authored work with respect to the publishing venue. Faculty must specify the nature and extent of the work for which he or she was responsible. Absent a compelling case for alternative measures, however, the individual authors/editors receive a percentage of credit according to the number of authors/editors involved in the project. For example, each author or editor under review would receive 1/2 credit for a publication written or edited with one collaborator, 1/3 credit for a publication written or edited with two collaborators, and so on.
- 10) Scholarly work (in any form) published in a digital medium is valued equally to analogous work appearing in print. Faculty must indicate peer review and publication guidelines for the digital media.

Creative Research Activity

Creative research in dance which results in staged performances should be recognized as a temporal product. It exists at the moment of performance and should be evaluated at the performance site / venue. Although the documentation of such work may be provided through print / video / audio resources, it is the live performance in which the work is recognized as complete. In that dance in performance is a collaborative art form, it is essential to assess the contributing elements as a part of the completed work. Creative research in dance resulting in film, television, and video may be effectively adjudicated based on the product as broadcast.

Examples of material recognized as creative activity and practice as research include:

Professional activity as a theatre artist: Working in a principal position, such as director, designer, choreographer, principal dancer, artist-in-residence, stage manager, or movement specialist in a professional context off campus and with national/international impact constitutes the highest form of recognition. This activity may also include professional production of scripts and professional distribution or broadcast of films, interactive computer games, animations, and other forms of electronic media. Creative contribution through professional activities may also include: curation of exhibits, symposia, and conference programs for national/international organizations; and functioning as critic, juror/adjudicator, and/or consultant for professional organizations, juried screenings, or performances at national/international festivals or conferences. (The candidate should include short descriptions of activity, with titles, dates, and sponsors. The candidate should clarify the contribution of each of these activities.) Finally, significant contributions to professional projects off campus in supporting positions such as associate/assistant designing or art direction, assistant or associate directing, or assistant stage managing may constitute a Priority 1 contribution, as outlined in the section "Priorities for Creative Practice as Research," depending on the national/international prominence of the venue or project. In both instances of serving in a leading and supporting role, the candidate must provide supporting material to document the nature and extent of this activity.

Creative engagement with electronic modalities (digital/web/mobile media; film/video) to produce dance works of quality and significance, whether national/international

Securing an internationally and nationally recognized research fellowship, visiting appointment, or selection at institutes for advanced study

Invited performances, directing or design work at peer or aspirational universities or national/international institutions or organizations. Such invitations are evidence of the candidate's reputation as an expert beyond the university. The candidate must arrange for written assessments of such activities from the host school or organization to be sent directly to the department chair.

Workshops, seminars, and master classes conducted by the candidate at national/international conferences or by invitation at institutions such as professional theatres, professional organizations, peer/aspirational universities, or national or international festivals or conferences. The presentation of such seminars and classes at national/international venues is evidence of the candidate's recognition and continuing professional growth, though such activities are not equivalent to professional work outlined in Priority One, as outlined in the section "Priorities for Creative Practice as Research. Creating and presenting such workshops and masterclasses may be included with creative activity in evaluations for promotion and tenure. Since the nature of these workshops and the kind of participation the candidate might choose to undertake will vary, the candidate is responsible for documenting his or her precise involvement along with the significance of the organization as well as providing a statement about how the workshop impacts and furthers the development of the candidate's career objectives. Participation that is not contextualized may be listed by the

candidate but it shall not be considered on the same bases as that which is.

Significant creative activity conducted on campus. A high-quality production is vital to the instructional mission of a dance program and to its national reputation. Research might take place on, for example, a particular phase of a performance or rehearsal process, the observation and evaluation of a new strategy in a training specialization in a particular dance form or genre, or techniques and materials involved in design, the effect of a particular context, locale, or a particular approach on a performance process. The candidate conducting the research (serving as principal investigator or equivalent role), but working closely with the department chair and other faculty, determines the appropriate means by which such creative activity will be documented, notated, analyzed, and reviewed. To this end, the department may arrange for outside experts of appropriate professional stature to submit written assessments of the production. Invited experts serving as respondents should not have a close professional or personal connection with the candidate. This creative activity will also involve critique and assessment through post-mortems, public forums, talk-backs, panels and/or symposia involving professional or peer reviews and responses to the work.

Recognition by national/international scholarly and professional associations, including awards, honors, and prizes.

Judgement regarding quality and professional impact in creative research depends on a variety of industry benchmarks in the discipline of theatre studies:

- 1) The candidate has a history of selection of creative work for presentation at a national or international festival (selection is a form of peer/professional evaluation).
- 2) Published reviews of the work(s) appear in well-regarded university or scholarly presses, or in nationally or internationally prominent electronic media outlets. These reviews are viewed as recognition and are an indicator of significant accomplishment and impact. However, reviews are not equivalent to producing professional work.
- 3) Citations and references made of the candidate's work in other published literature or by other scholars are viewed as recognition and offer helpful testimony of scholarly accomplishment and impact. However, like peer reviews, citations and references are not equivalent to producing professional work.
- 4) The candidate demonstrates the ability to attract invitations to work in substantial venues of presentation.
- 5) Prizes, awards, or honors related to the work(s) offer helpful testimony of artistic accomplishment and impact.
- 6) Substantial awards of externally sponsored funding (grants) for creative research constitute important credentials.
- 7) Stature of other participants offer helpful testimony of artistic accomplishment and impact.
- 8) The candidate obtains invitations or commissions to create and/or restage a work in a substantial venue.
- 9) The candidate is selected or invited for performances at other universities and national organizations, festivals or events.
- 10) The candidate makes significant contributions to professional projects off campus in

supporting positions such as artist-in-residence, guest choreographer, movement and/or artistic collaborator.

11) The candidate leads workshops, seminars, and master classes related to the area of creative activity conducted by the candidate at national conferences or by invitation at institutions such as universities or at national and/or international festivals or conferences.

12) When a creative project is presented in a series (i.e., a multiple run), the project shall count only once in the evaluation for promotion and tenure. However, should the work be modified either by significant changes in venue, casting or major compositional modifications; it may be submitted for additional review with appropriate documentation as to the significance and importance of those changes. The trajectory or pattern of recognition and invitation for additional performances / presentations shall be viewed favorably as an indication of a valuable contribution to the profession.

13) The process by which an artist is chosen to produce (for example, a dancer's audition; a choreographer's portfolio presentation) is rigorously competitive in significant venues.

14) Repeated engagements in a substantial venue are a particularly noteworthy indicator of quality work.

15) Adjudication reports or reviews from national or international festivals written by professional experts in the field of dance studies are useful indicators of quality work.

16) Inclusion in competitions or exhibits, when those are juried, indicates growing reputation.

Candidates for promotion (and tenure) whose research area is creative research, will present an accumulative body of original creative research activities in a coherent line of research, which defines and reflects the area of expertise. Productivity is essential and refers to volume and consistency. The candidate must contextualize the breadth and depth of each project and define his/her role. Consideration is given to the differences in time required to produce different types of creative research. Complexity of works/projects may also be considered. Quality is more important than quantity. However, there must be sufficient quantity to provide evidence of a significant level of productivity. The cumulative body of work must clearly reflect a continued active involvement and engagement in creative research activities.

A Combination of Scholarly and Creative Research Activity

As stated previously, candidates may elect to combine creative and scholarly research. The candidate must maintain an appropriate amount of activity in each of the areas of scholarly and of creative research in order to meet the department criteria for tenure and/or promotion. The expectation is that engagement must be maintained and the cumulative body of work produced through the combination of research areas must be equivalent to the cumulative body of work in a single area (creative or scholarly). Evaluation and assessment of criteria in each of the areas of scholarly and of creative research is outlined in previous sections.

Research Priorities

With regard to the ranking of a faculty member's scholarly and creative research activities that have already been estimated by his or her peers, juries, or critics as being of first-class quality, and have met the criteria for being presented in a prestigious venue, the following priorities shall be followed (where necessary, a faculty member may be counted in more than one category). Activity under Priority 1 will be assigned greatest weight in promotion and tenure decisions.

Priorities for Scholarly Research

Priority 1

Peer-reviewed books or monographs (for full description, see previous section “Scholarly Research Activity”).

Research project, large-scale and off-campus, supported by a significant level of external funding.

Securing an internationally and nationally recognized research fellowship, guest lectureship, residency, visiting appointment, or selection at institutes for advanced study.

Priority 2

Peer-reviewed articles in journals, including e-journals

Peer-reviewed chapters appearing in edited collections published by scholarly presses

Published adjudication of a theatrical or media production in a national or international festival or conference

Refereed papers appearing as conference proceedings in edited collections that include work only after rigorous peer review;

Government reports

Book reviews

Production reviews

Scholarly contribution through professional activities that include:

Editing an entire volume of a scholarly journal

Curation of exhibits, symposia, and conference programs

Functioning as critic, juror/adjudicator, and/or consultant

Recognition by national/international scholarly and professional associations, including awards, honors, and prizes.

Priorities for Creative Activity and Practice as Research

Priority 1

Professional activity as a dance artist: Working in a principal position, such as artist-in-residence, director, designer, choreographer, principal dance actor, stage manager, or movement specialist in a professional context off campus and with national/international impact constitutes the highest form of recognition.

Invited performances, directing or design work at peer or aspirational universities or national/international institutions or organizations.

Securing an internationally and nationally recognized research fellowship, guest lectureship, residency, visiting appointment, or selection at institutes for advanced study.

Priority 2

Workshops, seminars, and master classes conducted by the candidate at national/international conferences or by invitation at institutions such as professional theatres, professional organizations, peer/aspirational universities, or national or international festivals or conferences.

Significant creative activity conducted on campus

Recognition by national/international scholarly and professional associations, including awards, honors, and prizes.

RESEARCH EXPECTATIONS FOR PROMOTION

Tenure and Promotion to Associate Professor

The department expects the candidate to produce the equivalent of 1-2 significant publications, performances or presentations of original work of national/international significance each year. The targets listed below are general guidelines. The intention of the guidelines is to ensure that the faculty member has achieved the level of national/international stature appropriate to the rank. The quality and impact of the scholarly and creative activity, not the quantity, is the most important consideration.

Pathway #1: Tenure and Promotion to Associate Professor in Scholarly Research

During the period leading to promotion and tenure, the candidate who qualifies for tenure and promotion to associate professor in scholarly research will complete or publish one project (e.g., a book) from Priority 1, or a completion of 4-5 significant projects from Priority 2.

Pathway #2: Tenure and Promotion to Associate Professor in Creative Research

During the period leading to promotion and tenure, the candidate who qualifies for tenure and promotion to associate professor in creative research will provide evidence of completion of one significant project in the category of Priority 1, or a completion of 4-5 significant projects from Priority 2.

Pathway #3: Tenure and Promotion to Associate Professor – Combination

Faculty may qualify for tenure and promotion to associate professor by fulfilling a combination of the priorities described above for scholarly and creative research. The candidate's

accomplishment, in aggregate, must be comparable in scope to the criteria defined above for scholarly and creative research separately. Candidates complete at least one major research project from Priority 1 in scholarly research (e.g., book-length study; principal investigator or equivalent role in large-scale sponsored research project with external funding) or a series of 4-5 significant projects from Priority 2 either for scholarly research or for creative research.

Refer to “Appendix A: Three Pathways to Promotion (and Tenure): A Chart.”

Promotion to Full Professor

The department expects the candidate to produce the equivalent of 1-2 significant publications, performances, or presentations of original work of national/international significance each year. Therefore, the research activity of a candidate seeking promotion to full professor should describe a history of distinction and sustained productivity over time. The record of accomplishment compiled prior to promotion to associate professor is counted in the review, but there is an expectation that the candidate’s record of accomplishment must exceed the criteria appropriate to the model under which he or she earned tenure and promotion to associate professor. Candidates must demonstrate high and consistent levels of research assessed in terms of quality and quantity by recognized leaders in the discipline. The overall record of accomplishment in the area of scholarly/creative research must surpass what is required from an assistant professor during the period leading to promotion and tenure, and it demonstrates that the candidate has become recognized nationally or internationally as an authority within his or her field of theatre. While the quantity of professional work (either scholarly or creative) does not by itself indicate quality or distinction (impact), lower than average quantity suggests a poor trajectory for later achievement. Finally, the candidate may continue on the same pathway chosen to achieve tenure and promotion to associate professor. The candidate may also choose to change pathways once tenure and promoted to associate professor. In both cases, candidates are expected to specify in writing the area of research as scholarly, creative or a combination of scholarly and creative activity immediately upon beginning the post-tenure period.

Pathway #1: Promotion to Full Professor in Scholarly Research

During the post-tenure period leading to promotion to full professor, the candidate who qualifies for promotion to full professor in scholarly research will complete a major research project from Priority 1 for scholarly research (e.g., book-length study; principal investigator or equivalent role in large-scale sponsored creative research project with external funding). If a research project from Priority 1 was completed for achieving promotion to associate professor, this implies an additional major research project from Priority 1. In the absence of activity from Priority 1, the candidate must complete a series of 8-10 significant projects from Priority 2 for scholarly research.

Pathway #2: Promotion to Full Professor in Creative Research

During the post-tenure period leading to promotion to full professor, the candidate who qualifies for promotion to full professor in creative research will complete or publish an additional 4-5 projects from Priority 1, and a completion of 4-5 significant projects from Priority 2.

Pathway #3: Promotion to Full Professor – Combination

Faculty may qualify for promotion to full professor by fulfilling a combination of the priorities described above for scholarly and creative research. The candidate’s accomplishment, in

aggregate, must be comparable in scope to the criteria defined above for scholarly and creative research separately. Candidates complete a major research project from Priority 1 for scholarly research (e.g., book-length study; principal investigator or equivalent role in large-scale sponsored creative research project with external funding). If a research project from Priority 1 was completed for achieving promotion to associate professor, this implies an additional major research project from Priority 1. In the absence of activity from Priority 1 for scholarly research during the post-tenure period, the candidate must complete a series of 4-5 significant projects from Priority 1 for creative research and a series of 4-5 significant projects from Priority 2 either for scholarly research or for creative research.

Refer to “Appendix A: Three Pathways to Promotion (and Tenure): A Chart.”

Service

Service refers to activities that utilize the academic and professional expertise of the faculty member with the ultimate purpose for the public or common good. Each member of the faculty is expected to render a reasonable amount of service to the Department, the College, the University, the profession, and to the public at large. Service is subordinate to the other two categories of activity, and no amount of service can compensate for a lack of skill in teaching or of creative and/or scholarly research. Service will be assessed according to the following:

1. Service for all faculty shall include, but shall not be limited to, faculty meetings, complying with administrative and personnel deadlines, and committee membership.
2. Dance management activities that involve the supervision of students in creative production staff positions (not enrolled in a class or Special Problems) such as MAC LAB or class/production student assistant shall be evaluated as "service."
3. Teaching, research, or creativity not included under previous categories shall be evaluated as "service."
4. When a faculty member's work includes activities which should be covered by a "classified staff member," and for which released time has not been assigned, such work shall be evaluated as "service."
5. Routine faculty service will include, but will not be limited to, faculty meetings, complying with administrative and personnel deadlines, following such policies as those regarding course syllabi.
6. With regard to the evaluation of a faculty member's service activities the following illustrative examples should be considered defining levels of service:
 - a. Service to the department above and beyond routine faculty governance activities; may include standing committee memberships in the department, college or university; ad hoc committee membership; participation in administrative activities.

- b. Routine faculty governance activities; documented, refereed, adjudicated, invited, or commissioned scholarly/creative activities by probationary tenure track faculty members, when they have been excused from most service activities in order to complete their scholarly/creative work.
- c. Prompt and willing participation in departmental, college, and university operations, as appropriate.
- d. Deliberate or frequent failure to comply with department, college, or university policies or assignments will result in a negative review of the component of service.

Probationary tenure-track faculty shall typically lower service expectations.

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Appendix A

The Three Pathways to Promotion (and Tenure) A Chart

Tenure and Promotion to Associate Professor

Pathway	Priority 1	Priority 2
#1: Scholarly	1	
		8-10
#2: Creative	4-5	
		8-10
#3: Combination	1 (scholarly or)	

	4-5 (creative)	
		8-10 from either Scholarly or Creative

Promotion to Full Professor

Pathway	Priority 1	Priority 2
#1: Scholarly	1 (additional)	
		14-16 from Scholarly
#2: Creative	4-5 (additional) and	4-5
		14-16 from Creative
#3: Combination	1 (additional scholarly or)	
	4-5 (additional creative) and	4-5 either from Scholarly or Creative
		14-16 from either Scholarly or Creative

Acknowledgments:

The Department of Dance and Theatre acknowledges the influence and guidance provided by tenure and promotion guidelines from the peer and aspirational programs at Arizona State University, Georgia State University, and the University of Texas – Austin, and the University of Wisconsin – Madison. The Department also acknowledges the gracious sharing of and the guidance provided by the reappointment, promotion and tenure documents from departments within UNT’s CLASS (particularly, English, Communication Studies, Media Arts, Economics, and History).

Department of Dance and Theatre
Theatre Area

Guidelines for Tenured/Tenure Track Faculty Reappointment, Tenure and Promotion

Revised – 10/30/2018 (not approved)
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Introduction

Within the College of Liberal Arts and Social Sciences, the Department of Dance and Theatre provides a unique representation of the Performing Arts and of faculty engaged in both creative endeavors as well as traditional research. It should be noted that within this Department, the disciplines of dance and theatre function independently in academic and creative processes. It is critical that the evaluation of faculty be specific to each discipline and to the theatre faculty specialization within those disciplines. With reference to the guidelines established by the National Associations of Schools of Theatre (NAST), the Association for Theatre in Higher Education (ATHE) and the United States Institute for Theatre Technology (USITT), the faculty of the Department of Dance and Theatre are provided with national standards for excellence. In that external review is a vital part of the evaluation process, these Standards provide a framework for evaluation.

[Note: According to national standards published by ATHE and USITT, there are currently 20 identified areas of specialization in Theatre and eight areas within Design Technology. Refer to Appendix A and B.]

Each faculty member is responsible for thoroughly acquainting herself or himself with the Department guidelines, policies, and procedures for reappointment, promotion and tenure. In addition, every faculty member is responsible for maintaining current awareness of the policies and procedures, for defining the trajectory of their careers, and to pursue advancement as outlined in the department's reappointment, promotion and tenure guidelines.

The Department evaluates the quality, quantity and significance of creative/scholarly research, the quality and effectiveness of teaching, and the significance of faculty service to the University, College, Department, and the profession. Primary responsibilities of tenured and tenure-track faculty are assigned in three areas: 1) teaching, 2) creative/scholarly research, and 3) service. For purposes of reappointment, promotion and tenure, a faculty member must demonstrate excellence in the faculty member's area(s) of assignment. While there is no standard workload assignment across the institution, the faculty workload assignment is usually a mix of time assigned to teaching, research (if applicable), and service, and must be taken into consideration when determining reappointment, promotion and/or tenure.

This document and the discipline-specific criteria delineated therein must be accepted by the faculty within the Department of Dance and Theatre, and must be reviewed and approved by the

Dean of the College. New faculty members must be provided with this document. All revisions and approval dates must be listed at the top and at the end of this document.

The process for reappointment, promotion and tenure must be fair, rigorous, and discipline-appropriate in order for the University and the Department to attract, retain, and recognize faculty excellence. The guidelines contained in this document will provide specific information on how reappointment, promotion and tenure will be conducted in the department, and on the criteria for promotion and tenure approved by the faculty.

Voting faculty, committee members, and department chair are to consider a candidate's qualifications against discipline-specific criteria developed by the candidate's academic unit.

1. Reappointment, Promotion and/or Tenure

Procedures for promotion and tenure represent a combination of the processes set forth in University policy 06.004 Faculty Reappointment, Tenure, and Promotion, University policy 06.005 Non-Tenure Track Faculty Reappointment and Promotion, and the CLASS "Guidelines for Documentation of Promotion and Tenure Cases."

In the Department of Dance and Theatre, responsibility for recommending annual reappointment, promotion, and tenure of probationary faculty begins with the Department's Reappointment, Promotion and Tenure Committee (RPTC).

1A. Tenure and Promotion: Assistant Professor to Associate Professor

For tenure and promotion to associate professor, candidates must show clear and convincing evidence of emerging stature as national and/or international authorities.

Consistent with the University's mission, the candidate is expected to demonstrate a commitment to excellence across all three areas of research/scholarship, teaching, and service. Primary emphasis shall be placed on research and scholarship excellence, which is most important for promotion and tenure.

Procedures

In keeping with university and college policy, the RPTC evaluates the progress of each second and third year probationary faculty person toward promotion and tenure.

As part of the evaluation, the Department RPTC makes a recommendation whether to reappoint the probationary faculty member. The evaluation is completed according to the timetable announced by the College at the beginning of each academic year. The RPTC will evaluate the faculty member's progress towards achieving excellence in teaching, scholarly/creative research, and service by the time the candidate goes up for tenure and promotion to associate professor.

The department chair prepares a separate recommendation for reappointment, taking into consideration the recommendation of the RPTC. Both recommendations are forwarded to the dean per the timetable at the beginning of each academic year.

At the third year and every year thereafter, all tenured faculty members will vote on reappointment. Per university tenure policy (06.004.II.C), “the third-year reappointment review is a more extensive and intensive review that includes the unit, the college, and Provost, but without external letters.” On the basis of this review, the RPTC will write a report that: 1) presents in detail its findings, 2) makes clear recommendations to the candidate concerning his or her progress towards promotion, and 3) addresses the question of whether the candidate is progressing in a satisfactory manner towards meeting departmental criteria for promotion and tenure. This report will be given to the department chair. If the RPTC is considering a negative recommendation, the RPTC must notify the candidate.

After reviewing the candidate’s dossier and the RPTC’s recommendation(s), the department chair makes an independent recommendation to the dean. If the department chair is considering a negative recommendation, the chair must notify the candidate as per policy.

The third-year review is then forwarded to the CLASS PAC (Personnel Affairs Committee) and dean for reappointment approval.

Annually, the department chair will meet with probationary faculty to discuss (1) the results of the evaluation completed by the RPTC and the chair, and (2) advise the faculty person on professional development areas needing additional effort. This joint meeting is normally conducted in the spring after the RPTC has completed its annual evaluations.

Teaching

The candidate must develop a consistent record of excellence in teaching that demonstrates a commitment to advancing the professional development of students through formal classroom instruction as well as through mentoring and advising activities outside the classroom. Any deficiencies in the area of teaching noted at any point in the probationary period must be resolved by the time of the tenure decision.

Scholarly/Creative Activity & Practice as Research

A high standard of research proficiency must be displayed through consistent, sustained, and significant contributions to scholarly and creative research.

Scholarly and/or creative activity and practice as research should clearly demonstrate high quality in these endeavors. High quality or excellence in creative and scholarly research is defined by the contribution of new knowledge or new perspectives to the field; contribution to an ongoing discourse with peers; depth, breadth, and innovation in the field; and emerging evidence for sustaining creative/scholarly work. Achievements may include any of a wide variety of activities, depending upon the field of specialization and the interests of the faculty member. The candidate’s research record should be sufficient in both quality and quantity to demonstrate excellence in the area of research. Published research and creative research are held to the same high standards and are of equal importance. It is the responsibility of the candidate to document the significance of each work relative to the goals of the department, the college and the university. Although the importance of scholarly and creative activities shall be determined on their merit (i.e., their status within a discipline) rather than its location, the department shall reward most highly those professional activities that contribute to the candidate’s national or international reputation.

Refer to “Priorities for Scholarly Research” and to “Priorities for Creative Activity and Practice as Research.” Both sections are listed below.

Service

Beyond the level of the kinds of service that related to instruction and research, service can be broadly interpreted to mean participation in activities that contribute to the life of the department, the discipline, the University, and the profession. Successful candidates for promotion and tenure must develop a consistent record of high-quality service aligned with the candidate’s workload assignments and attentive to departmental needs as determined by the department chair. The candidate is expected to take on limited service responsibilities on departmental committees, and, if asked to serve, limited service responsibilities on campus committees and governing bodies.

1B. Promotion to Full Professor

For tenure and promotion to full professor, candidates must show clear and convincing evidence of high levels of attainment in the criteria appropriate to their work assignments and academic unit. Only faculty members demonstrating showing a very strong and long-term scholarly/creative research record, as well as solid commitments to teaching and service, will be recommended for promotion to Full Professor. Candidates should demonstrate national and/or international recognition in their fields and the likelihood of maintaining that stature. Although the recommended probationary period for promotion to associate professor is five years, an associate professor may apply for promotion when, in consultation with department chair and the RPTC, the faculty member believes his or her record warrants consideration for promotion.

Teaching

The Department of Dance and Theatre is committed to quality instruction, which will be a critical element in promotion to full professor. The candidate must have demonstrated a commitment to teaching over the review period, and have created a record of quality instruction.

Scholarly/Creative Research

For promotion to full professor, candidates must demonstrate through clear and convincing evidence a level of achievement that exceeds the criteria appropriate to the model under which they earned tenure and promotion to associate professor. Candidates must demonstrate high and consistent levels of scholarly/creative research assessed in terms of quality and quantity by recognized leaders in the discipline. The overall record of accomplishment in the area of scholarly/creative research must surpass what is required from an assistant professor seeking promotion and tenure, and it demonstrates that the candidate has become recognized nationally or internationally as an authority within his or her field of theatre.

Refer to “Priorities for Scholarly Research” and to “Priorities for Creative Activity and Practice as Research.” Both sections are listed below.

Service

Successful candidates for promotion to professor will demonstrate active participation in the life of the department, the College, and the University by service on student, departmental, and/or college and university committees. They will show a record of participation in departmental activities. Beyond the kinds of service that involve instruction and research, service can be broadly interpreted to mean participation in activities that contribute to the life of the department, the discipline, the University, and the community. Leadership in professional organizations helps to meet these criteria.

1C. Post-Tenure Review

All faculty members are evaluated annually by the Department PAC in each of the three areas of performance for the three previous calendar years. As part of the merit evaluation process, the Department PAC rates every faculty member in each area of performance on a 10-point scale where 10 is the best possible composite score. The faculty receives a composite score that then places him or her in a particular evaluation category.

Any faculty member who is placed in Evaluation Category IV (Needs Improvement) or below shall be regarded as having been rated unsatisfactory and may be placed on a Professional Development Plan. The faculty member shall be referred to the department chair for appropriate application of UNT Policy 6.052: Review of Tenured Faculty.

2. Criteria for Reappointment, Promotion and Tenure

Department places the highest premium on peer-reviewed published journals and/or creative work appearing in artistically significant venues. The character of the phrase artistically significant can be evidenced by the location, size and type of theatrical/performance venues, the pool of applicants (performers, directors, and designers), the status of the collaborators involved in the production, and the length of the production run. In addition, the production and/or the theatre's visibility in national and international media reviews contributes to the evaluation of substantial contribution to the artistic/public community. Given the unique interdisciplinary and collaborative nature of the performance / production process, consideration must be given to the individual's contribution in terms of level of responsibility, significance and the aesthetic perception of the completed work of art.

2A. General Procedures

1. The department's faculty is comprised of a diverse group of teaching artists with each member representing a unique specialty. The assessment of faculty achievements shall take into account the diversity of creative, scholarly, and pedagogical endeavor, as well as, teaching and service. For reappointment of Non-Tenured Faculty, the emphasis is on teaching and service. Beyond providing the basic expectations for performance responsibilities, departmental self-assessment shall strongly consider the informed observation and subjective evaluation provided by outside experts, peers, and self-scrutiny.
2. The RPTC shall consist of 5 members with the following provisos, as

articulated in policy: only Tenured Faculty shall serve on the Committee when evaluating probationary faculty and only Full Professors shall serve on the Committee when considering a candidate for Full Professor

3. All full time faculty shall be measured by the department's Tenure and Tenure Track Faculty Reappointment, Tenure, and Promotion Guidelines.
4. The standards by which teaching, scholarly/creative research activity, and service are evaluated in the Department of Dance and Theatre shall be in alignment with those established in the “Policies of the University of North Texas—06.004 “Faculty Reappointment, Tenure, and Promotion,” and 06.005 “Non-Tenure Track Faculty Reappointment and Promotion”; the “College of Liberal Arts and Social Sciences Guidelines for Documentation of Promotion and/or Tenure”; and finally, guidelines published by the Association for Theatre in Higher Education and the United States Institute for Theatre Technology.
5. Critical review of the quality and quantity of work will be taken into consideration for faculty evaluation. Quantity of work will not be valued above the quality of work. However, size and scope of the work will be taken into consideration.
6. Outstanding performances in all three areas of evaluation for tenure/tenure track faculty and the two areas of teaching and service for non-tenured faculty over several semesters shall be recognized as meritorious. It is expected that there be a balance of quality work in the three areas of teaching, research, and service for Tenure Track Faculty Terms will be determined by the workload agreements signed by the faculty member and the department chair.
7. Faculty members seeking promotion and/or tenure shall submit a Self-Evaluation and/or Personal Narrative that articulates all areas of his/her special responsibility (as outlined above in Item #6, non-tenured faculty shall not be held to creative and scholarly research requirements).
8. Context and documentation of all work shall be provided by the faculty member seeking promotion and/or tenure to the RPTC.
9. Each faculty member shall declare whether an artistic activity, or some portion of it, should be counted as teaching, research/creative activities, or service

2B. Areas of Evaluation

Candidates pursuing promotion to associate professor and candidates pursuing promotion to full professor will be evaluated according their accomplishments in the areas of teaching, creative/scholarly research, and service.

Teaching

Because teaching represents one of the most important functions of the Department, it is expected that each member of the faculty will excel in the area of teaching. Through student evaluations, peer reviews, awards, participation in departmental and/or college or university activities related to teaching, the faculty member must show clear excellence as a teacher in the classroom or studio, in student mentoring and/or academic advising (if applicable), and in the supervision of independent studies, teaching practicum, honors projects, and other forms of instruction involving students. The Department also recognizes the importance of alternative and emerging forms of instruction such as online teaching, service learning, study abroad, master classes, as well as interdisciplinary and collaborative teaching.

1. Documentation:

Each faculty member shall maintain, keep current with each academic year and summer term and present for evaluation, documentation that may include but is not limited to:

- a. A statement of teaching philosophy.
- b. A syllabus for every course the faculty member teaches.
- c. Student evaluations of the faculty member's teaching in each course.
- d. Faculty peer evaluations of the faculty member's teaching.
- e. Other written evidence of successful teaching, such as pedagogical documents relative to production that involves the supervision / mentoring of students.
- f. Awards for teaching.

2. Criteria and outcomes for the evaluation of teaching:

- a. Student evaluations of a faculty member's teaching shall use the current student evaluation system administered to the University as a whole.
- b. Student evaluations using this form shall be made during each semester, shall be used for each organized course (i.e., one that is not an individual Special Problems Course or Independent Project) a faculty member teaches. Faculty scores are computed on a scale of 1 – 5 (5 being the highest) and ranked with reference to the Department Average of all Faculty.
- c. The Department PAC and RPTC review student comments to determine if a pattern of behavior can be discerned (positive or negative) and what recommendation /counseling, if any, may be needed.
- d. Consistent merit scores in Category IV (Needs Improvement) or below on Student Evaluation Standards Annual Review or a preponderance of negative student

- comments may lead to discussion with the member of the faculty about developing plans for improvement.
- e. Consistent merit scores in Category IV (Needs Improvement) or below on Student Evaluation Standards Annual Review or a preponderance of negative student comments for two consecutive semesters shall be used as part of the consideration of the faculty member for merit ranking, promotion, and/or tenure.
 - f. Peer evaluations of faculty members by UNT faculty or colleagues outside the department may be completed at the request of individual faculty or as a recommendation from the Committee or the Department Chair.
 - g. A faculty member's tutoring, supervision, and/or mentoring of students may be considered as a part of a faculty member's teaching and may be included as a part of the faculty narrative.
 - h. Using the figures developed by the Student Evaluation of Instruction and the Peer Evaluation of Instruction, and other such documents as the faculty may devise, the Committee and the department chair shall place all faculty members' scores on these documents in a numerical order, and shall use this information to relate a faculty member's ranking to that of other faculty members of the department.

Research

The Department recognizes that because of the blend of various arts traditions in the department, the various methods utilized in the production of scholarship, and varied availability of publication outlets from one research focus to another, scholarly/creative research can take many forms.

Consequently, research in the area of theatre may be evidenced by published scholarly research and creative activity.

Faculty who qualify for promotion (and tenure) on the basis of scholarly research may publish peer-reviewed book-length studies, articles, chapters, or full-length plays in recognized university, scholarly, or commercial presses or in high-quality, refereed journals.

Applied creative activity and practice as research are held to the same high standards as published forms of scholarship. The Department aligns with the position outlined in the Association for Theatre in Higher Education (ATHE) *Guidelines for Evaluating Teacher/Artists for Promotion and Tenure* in that “the actual production of theatrical performances, that is, the practical application of theatrical knowledge, can be significant scholarship.” Faculty who qualify for promotion (and tenure) on the basis of creative activity must be involved in professional theatre production or a theatre-related project (such as lead acting role in a film, voice-over work in a nationally-televised commercial) that not only occurs and attracts recognition beyond the immediate community of the university but is acknowledged as significant at the national/international level.

It is important to note that establishing an absolute equation of significance between scholarly activity and creative efforts is not always possible. However, three factors should be borne in mind: the critical response and impact accorded the work; the professional level on which it was conducted; and, the presence of some form of peer-juried process or professional review conducted by a nationally-recognized expert(s) in the field of theatre. Any performance or theatre-related product (e.g., costume design) should be considered juried when another institution, granting agency, external production agent, or other (professional, educational, community, government) organization reviews a number of works and judges their merits before accepting the work for monetary support, public performance, or implementation. In addition, performance or theatre-related work selected by organizations that offer opportunities to have work reviewed and selected for performance may also be equated with a juried publication.

With regard to performances and/or public presentations of a work, the department shall apply the appropriate industry standard as it relates to the performance venue, its exposure and its impact. Examples of standards are established by LORT (League of Regional Theatres); TCG (Theatre Communication Guild); the League of Broadway Theatre Owners and Producers; various Performance/Design Technology unions. Information about performance venues is a matter of public record and the candidate should include such information in the review process.

The significance of the candidate's creative activity will be assessed on the basis of the national/international prominence of the venue. In the case of live theatre, work conducted in a nationally prominent venue carries the same weight regardless of the proximity of that venue to the university. For example, major theatrical centers throughout the United States include, among others, Atlanta, Cleveland, Chicago, Houston, Minneapolis, Los Angeles, and Dallas. Regardless of a venue's location, in the U.S. a theatre's professional status is normally established through its use of Equity contracts. Note that the term "regional theatre" is recognized throughout the industry as denoting a professional theatre operating under Equity (union) contract in cities outside of New York City, and does not imply that it lacks any national or international significance. The Department also recognizes that some of the most respected and influential venues in the U.S. for the presentation of performance art and theatre, especially work that is experimental in nature, are not Equity theatres (the Wooster Group), and so the national prominence of each venue must be assessed on a case-by-case basis. National and international press and media attention that the work has attracted, and awards that the work has received, can all be factors in assessing the significance of professional production activity. In the case of media such as film or television, national distribution and/or presentation at prestigious national and international venues are key indicators of a work's significance.

2C. Three Pathways to Satisfying Research Expectations

Theatre faculty in the department may pursue one of three paths toward satisfying the research expectations associated with promotion and tenure: 1) a focus on scholarly research; 2) a focus on applied creative activity and practice as research; or 3) a combined focus on practice as research and scholarship. However, candidates are expected to specify in writing the area of research as scholarly, creative or a combination of scholarly and creative activity. Overall excellence can be evaluated considering the productivity, quality and impact of the candidate's

work. Creative scholarship and published scholarship are held to the same high standards and are of equal importance.

In addition to designating research as scholarly, creative or a combination of both, the candidates for promotion and/or tenure in the Department should specify and demonstrate a cohesive focus for their scholarly/creative activity within an identified specialization (e.g., acting; directing; playwriting; refer to Appendices A & B) that connects to their teaching and service, and should document the quality of their performance in all three areas.

Scholarly Research Activity

Examples of material that are recognized as scholarly research activity include:

Scholarly Writings

Peer-reviewed books or monographs published or distributed electronically by well-regarded academic or university presses

Creative works such as full-length plays or screenplays in edited collections or distributed electronically by a well-regarded academic or university press as well as those that are broadcast as a film/video product (e.g., mini-series, TV special, or TV film) by a major film studio or major independent film company that garner national and/or international attention.

Peer-reviewed articles in journals sponsored by national or international professional associations or well-regarded academic or university presses, including nationally/internationally prominent e-journals

Peer-reviewed chapters appearing in edited collections published by scholarly presses or publishing houses

Published critique or adjudication of a theatrical or media production in a national or international festival or conference

Refereed papers as part of conference proceedings appearing in edited collections that include work only after rigorous peer review

Book reviews in high-quality, peer-reviewed publications

Encyclopedia entries

Production reviews in high-quality, peer-reviewed journals (including e-journals)

Government reports

Securing an internationally and nationally recognized research fellowship, visiting appointment, or selection at institutes for advanced study

External Funding: these include grants, contracts, scholarships, travel awards and development awards funded by external national or international agencies or organizations that support the candidate's scholarly research

Presentations at professional meetings: participation in programs at national or international meetings of professional associations, including presentations of papers, serving as panel leader or commentator, and organization of and participation in workshops. (The candidate should include short descriptions of activity, with titles, dates,

and sponsors. The candidate should clarify the intellectual contribution of each of these activities.)

Scholarly contribution through professional activities that include: editing an entire volume of a scholarly journal; curation of exhibits, symposia, and conference programs for national/international organizations; and functioning as critic, juror/adjudicator, and/or consultant for professional organizations, juried screenings, or performances at national/international festivals or conferences. (The candidate should include short descriptions of activity, with titles, dates, and sponsors. The candidate should clarify the contribution of each of these activities.)

Recognition by national/international scholarly and professional associations, including awards, honors, and prizes.

The departmental expectation is that candidates for tenure and/or promotion whose research area is scholarly research, will present an accumulated body of original scholarly work in a coherent line of research, which defines and reflects the area of expertise. Productivity is essential and is defined as volume and consistency. Quality is more important than quantity, however there must be sufficient quantity to provide evidence of a significant level of productivity.

The cumulative body of work should be published in highly respected, refereed professional journals appropriate to the candidate's area of research, which may extend beyond discipline-specific publications (such as early childhood education, social sciences).

Judgement regarding quality and professional impact in creative research depends on a variety of ~~conventional~~ industry benchmarks in the discipline of theatre studies:

- 1) The candidate demonstrates the ability to place refereed articles in high-quality, respected journals, or in nationally or internationally prominent electronic media outlets.
- 2) Peer reviews of the published work(s) with substantial coverage in national or internationally prominent media outlets, or in high-quality, respected journals are viewed as recognition and are an indicator of significant accomplishment and impact. However, reviews are not equivalent to producing professional work.
- 3) Citations and references made of the candidate's work in other published literature or by other scholars are viewed as recognition and offer helpful testimony of scholarly accomplishment and impact. However, like peer reviews, citations and references are not equivalent to producing professional work.
- 4) The candidate demonstrates the ability to attract invitations to work in substantial venues of presentation.
- 5) Prizes, awards, or honors related to the work(s) offer helpful testimony of artistic accomplishment and impact.
- 6) Substantial awards of externally sponsored funding (grants) for scholarly research constitute important credentials.
- 7) Invitations to present papers or keynote addresses at prestigious national or international gatherings demonstrate a growing prominence in a field.
- 8) The candidate leads workshops, seminars, guest lectures, and master classes related to the area of scholarly activity conducted by the candidate at national conferences or by

invitation at institutions such as peer or aspirational universities or at national and/or international festivals or conferences.

9) Membership in a craft union, guild or professional organization that requires professional credentials for membership is evidence of the candidate's recognition, ability and competence, though mere membership is not equivalent to professional work. However, serving such an organization either as a member of a standing committee or in some other executive capacity shall be considered leadership in a professional organization (refer to “Priorities for Scholarly Research” below)

10) Repeated engagements in a substantial venue are a particularly noteworthy indicator of quality work.

11) Originality is the hallmark the Department seeks to reward in scholarly projects. Writing an original play, film, radio or television script or other kinds of original material shall be considered as a written activity along with books, articles, and the like.

12) Collaboration that results in research and/or publication in any form (books, articles, chapters) is evaluated in the same way as a single-authored work with respect to the publishing venue. Faculty must specify the nature and extent of the work for which he or she was responsible. Absent a compelling case for alternative measures, however, the individual authors/editors receive a percentage of credit according to the number of authors/editors involved in the project. For example, each author or editor under review would receive 1/2 credit for a publication written or edited with one collaborator, 1/3 credit for a publication written or edited with two collaborators, and so on.

13) Scholarly work (in any form) published in a digital medium is valued equally to analogous work appearing in print. Faculty must indicate peer review and publication guidelines for the digital media.

Creative Activity and Practice as Research

Creative activity and practice as research in theatre which results in staged performances should be recognized as a temporal product. It exists at the moment of performance and should be evaluated at the performance site / venue. Although the documentation of such work may be provided through print / video / audio resources, it is the live performance in which the work is recognized as complete. In that theatre in performance is a collaborative art form, it is essential to assess the contributing elements as a part of the completed work. Creative research in theatre resulting in film, television, and video may be effectively adjudicated based on the product as broadcast.

Examples of material that are recognized as creative activity and practice as research include:

Professional activity as a theatre artist: Working in a principal position, such as playwright, screenwriter, dramaturg, director, designer, choreographer, actor (in a principal role), artist-in-residence, stage manager, voice specialist, or movement specialist in a professional context off campus and with national/international impact constitutes the highest form of recognition. These roles are defined in accordance with the best practices of professional organizations such as the Association for Theatre in Higher Education (ATHE), the Voice and Speech Trainers Association (VASTA), the United States Institute for Theatre Technology (USITT), and the University Film and Video Association (UFVA) (for example, see Appendices A &

B). This activity may also include professional production of scripts and professional distribution or broadcast of films, interactive computer games, animations, and other forms of electronic media. Creative contribution through professional activities may include: curation of exhibits, symposia, and conference programs for national/international organizations; and functioning as critic, juror/adjudicator, and/or consultant for professional organizations, juried screenings, or performances at national/international festivals or conferences. (The candidate should include short descriptions of activity, with titles, dates, and sponsors. The candidate should clarify the contribution of each of these activities.) Finally, significant contributions to professional projects off campus in supporting positions such as associate/assistant designing or art direction, assistant or associate directing, or assistant stage managing may constitute a Priority 1 contribution, as outlined in the section “Priorities for Creative Practice as Research,” depending on the national/international prominence of the venue or project. In both instances of serving in a leading and supporting role, the candidate must provide supporting material to document the nature and extent of this activity.

Creative engagement with electronic modalities (digital/web/mobile media; film/video) to produce works of quality and significance, whether national/international

Securing an internationally and nationally recognized research fellowship, visiting appointment, or selection at institutes for advanced study

Invited performances, directing or design work at peer or aspirational universities or national/international institutions or organizations. Such invitations are evidence of the candidate’s reputation as an expert beyond the university. The candidate must arrange for written assessments of such activities from the host school or organization to be sent directly to the department chair.

Workshops, seminars, and master classes conducted by the candidate at national/international conferences or by invitation at institutions such as professional theatres, professional organizations, peer/aspirational universities, or national or international festivals or conferences. The presentation of such seminars and classes at national/international venues is evidence of the candidate's recognition and continuing professional growth, though such activities are not equivalent to professional work outlined in Priority One, as outlined in the section “Priorities for Creative Practice as Research. Creating and presenting such workshops and masterclasses may be included with creative activity in evaluations for promotion and tenure. Since the nature of these workshops and the kind of participation the candidate might choose to undertake will vary, the candidate is responsible for documenting his or her precise involvement along with the significance of the organization as well as providing a statement about how the workshop impacts and furthers the development of the candidate’s career objectives. Participation that is not contextualized may be listed by the candidate but it shall not be considered on the same bases as that which is.

Significant creative activity conducted on campus. A high-quality production is vital to the instructional mission of a theatre program and to its national reputation. The department follows *ATHE Guidelines* in acknowledging a candidate’s contributions to an on-campus

production to the extent that a rigorous process is in place to assess the quality, contextualization, and impact of such practice as research. Research might take place on, for example, a particular phase of a performance or rehearsal process, the observation and evaluation of a new strategy in a training specialization in acting, voice, movement, or techniques and materials involved in design, the effect of a particular context, locale, or a particular approach on a performance process. The candidate conducting the research (serving as principal investigator or equivalent role), but working closely with the department chair and other faculty, determines the appropriate means by which such creative activity will be documented, notated, analyzed, and reviewed. To this end, the department may arrange for outside experts of appropriate professional stature to submit written assessments of the production. Invited experts serving as respondents should not have a close professional or personal connection with the candidate. This creative activity will also involve critique and assessment through post-mortems, public forums, talk-backs, panels and/or symposia involving professional or peer reviews and responses to the work.

Recognition by national/international scholarly and professional associations, including awards, honors, and prizes.

Judgement regarding quality and professional impact in creative research depends on a variety of industry benchmarks in the discipline of theatre studies:

- 1) The candidate has a history of selection of creative work for presentation at a national or international festival (selection is a form of peer/professional evaluation).
- 2) Published reviews of the work(s) appear in well-regarded university or scholarly presses, or in nationally or internationally prominent electronic media outlets. These reviews are viewed as recognition and are an indicator of significant accomplishment and impact. However, reviews are not equivalent to producing professional work.
- 3) Citations and references made of the candidate's work in other published literature or by other scholars are viewed as recognition and offer helpful testimony of scholarly accomplishment and impact. However, like peer reviews, citations and references are not equivalent to producing professional work.
- 4) The candidate demonstrates the ability to attract invitations to work in substantial venues of presentation.
- 5) Prizes, awards, or honors related to the work(s) offer helpful testimony of artistic accomplishment and impact.
- 6) Substantial awards of externally sponsored funding (grants) for creative research constitute important credentials.
- 7) Stature of other participants offer helpful testimony of artistic accomplishment and impact.
- 8) The candidate obtains invitations or commissions to create and/or restage a work in a substantial venue.
- 9) The candidate is selected or invited for performances at other universities and national organizations, festivals or events.
- 10) The candidate makes significant contributions to professional projects off campus in supporting positions such as artist-in-residence, guest choreographer, movement and/or vocal coach, artistic collaborator.
- 11) The candidate leads workshops, seminars, and master classes related to the area of

creative activity conducted by the candidate at national conferences or by invitation at institutions such as universities or at national and/or international festivals or conferences.

12) When a creative project is presented in a series (i.e., a multiple run), the project shall count only once in the evaluation for promotion and tenure. However, should the work be modified either by significant changes in venue, casting or major compositional modifications; it may be submitted for additional review with appropriate documentation as to the significance and importance of those changes. The trajectory or pattern of recognition and invitation for additional performances / presentations shall be viewed favorably as an indication of a valuable contribution to the profession.

13) Membership in a craft union, guild or professional organization that requires professional credentials for membership is evidence of the candidate's recognition, ability and competence, though mere membership is not equivalent to professional work. However, serving such an organization either as a member of a standing committee or in some other executive capacity shall be considered leadership in a professional organization and as a service activity.

14) The process by which an artist is chosen to produce (for example, an actor's audition, or a designer's portfolio presentation) is rigorously competitive in significant venues.

15) Repeated engagements in a substantial venue are a particularly noteworthy indicator of quality work.

16) Adjudication reports or reviews from national or international festivals written by professional experts in the field of theatre studies are useful indicators of quality work.

17) Inclusion in competitions or exhibits, when those are juried, indicates growing reputation.

Candidates for promotion (and tenure) whose research area is creative research, will present an accumulative body of original creative research activities in a coherent line of research, which defines and reflects the area of expertise. Productivity is essential and refers to volume and consistency. The candidate must contextualize the breadth and depth of each project and define his/her role. Consideration is given to the differences in time required to produce different types of creative research. Complexity of works/projects may also be considered. Quality is more important than quantity. However, there must be sufficient quantity to provide evidence of a significant level of productivity. The cumulative body of work must clearly reflect a continued active involvement and engagement in creative research activities.

A Combination of Scholarly and Creative Research

As stated previously, candidates may elect to combine creative and scholarly research. The candidate must maintain an appropriate amount of activity in each of the areas of scholarly and of creative research in order to meet the department criteria for tenure and/or promotion. The expectation is that engagement must be maintained and the cumulative body of work produced through the combination of research areas must be equivalent to the cumulative body of work in a single area (creative or scholarly). Evaluation and assessment of criteria in each of the areas of scholarly and of creative research is outlined in previous sections.

Research Priorities

With regard to the ranking of a faculty member's scholarly and creative research activities that have already been estimated by his or her peers, juries, or critics as being of first-class quality,

and have met the criteria for being presented in a prestigious venue, the following priorities shall be followed. Activity under Priority 1 will be assigned greatest weight in promotion and tenure decisions.

Priorities for Scholarly Research

Priority 1

Peer-reviewed books or monographs (for full description, see previous section “Scholarly Research Activity”)

Creative works such as full-length plays or screenplays in edited collections or distributed electronically as well as those that are broadcast as a film/video product (e.g., mini-series, TV special, or TV film)

Research project, large-scale and off-campus, supported by a significant level of external funding

Securing an internationally and nationally recognized research fellowship, guest lectureship, residency, visiting appointment, or selection at institutes for advanced study

Priority 2

Peer-reviewed articles in journals, including e-journals (for full description, see previous section “Scholarly Research Activity”)

Peer-reviewed chapters appearing in edited collections published by scholarly presses

Published adjudication of a theatrical or media production in a national or international festival or conference

Refereed papers appearing as conference proceedings in edited collections that include work only after rigorous peer review;

Government reports

Book reviews

Production reviews

Presentations at professional meetings: including paper presentations, serving as panel leader or commentator, and organization of and participation in workshops

Scholarly contribution through professional activities that include:

Editing an entire volume of a scholarly journal

Curation of exhibits, symposia, and conference programs

Functioning as critic, juror/adjudicator, and/or consultant

Recognition by national/international scholarly and professional associations, including awards, honors, and prizes.

Priorities for Creative Activity and Practice as Research

Priority 1

Professional activity as a theatre artist: Working in a principal position, such as playwright, screenwriter, artist-in-residence, director, dramaturg, designer, choreographer, actor (in a principal role), artist-in-residence, stage manager, voice specialist, or movement specialist in a professional context off campus and with national/international impact constitutes the highest form of recognition (for full description, see previous section “Scholarly Research Activity”).

Creative engagement with electronic modalities (digital/web/mobile media; film/video) to create works of quality and significance, whether national/international.

Invited performances, directing or design work at peer or aspirational universities or national/international institutions or organizations.

Securing an internationally and nationally recognized research fellowship, guest lectureship, residency, visiting appointment, or selection at institutes for advanced study.

Priority 2

Workshops, seminars, and master classes conducted by the candidate at national/international conferences or by invitation at institutions such as professional theatres, professional organizations, peer/aspirational universities, or national or international festivals or conferences.

Significant creative activity conducted on campus.

Recognition by national/international scholarly and professional associations, including awards, honors, and prizes.

RESEARCH EXPECTATIONS FOR PROMOTION/RETENTION

Tenure and Promotion to Associate Professor

The department expects the candidate to produce the equivalent of 1-2 significant publications, performances, or presentations of original work of national/international significance each year. The numerical targets listed below are general guidelines. The intention of the guidelines is to ensure that the faculty member has achieved the level of national/international stature appropriate to the rank. The quality and impact of the scholarly and creative activity, not the quantity, is the most important consideration.

Pathway #1: Tenure and Promotion to Associate Professor in Scholarly Research

During the period leading to promotion and tenure, the candidate who qualifies for *tenure and*

promotion to associate professor in scholarly research will complete or publish one project (e.g., a book) from Priority 1, or in the absence of activity from Priority 1, a completion of 8-10 significant projects from Priority 2.

Pathway #2: Tenure and Promotion to Associate Professor in Creative Research

During the period leading to promotion and tenure, the candidate who qualifies for *tenure and promotion to associate professor in creative research* will provide evidence of completion of 4-5 significant projects in the category of Priority 1 or, in the absence of any activity from Priority 1, a completion of 8-10 significant projects from Priority 2.

Pathway #3: Tenure and Promotion to Associate Professor – Combination

Faculty may qualify for *tenure and promotion to associate professor by fulfilling a combination of the priorities* described above for scholarly and creative research. The candidate's accomplishment, in aggregate, must be comparable in scope to the criteria defined above for scholarly and creative research separately. Candidates complete at least one major research project from Priority 1 in scholarly research (e.g., book-length study; principal investigator or equivalent role in large-scale sponsored research project with external funding) or a series of 4-5 significant projects from Priority 1. In the absence of any activity from Priority 1 either for scholarly research or for creative research, the candidates must complete a combined set of 8-10 projects from Priority 2 either for scholarly research or for creative research.

Refer to “Appendix C: Three Pathways to Promotion (and Tenure): A Chart.”

Promotion to Full Professor

The department expects the candidate to produce the equivalent of 1-2 significant publications, performances, or presentations of original work of national/international significance each year. Therefore, the research activity of a candidate seeking promotion to full professor should describe a history of distinction and sustained productivity over time. The record of accomplishment compiled prior to promotion to associate professor is counted in the review, but there is an expectation that the candidate's record of accomplishment must exceed the criteria appropriate to the model under which he or she earned tenure and promotion to associate professor. Candidates must demonstrate high and consistent levels of research assessed in terms of quality and quantity by recognized leaders in the discipline. The overall record of accomplishment in the area of scholarly/creative research must surpass what is required from an assistant professor during the period leading to promotion and tenure, and it demonstrates that the candidate has become recognized nationally or internationally as an authority within his or her field of theatre. While the quantity of professional work (either scholarly or creative) does not by itself indicate quality or distinction (impact), lower than average quantity suggests a poor trajectory for later achievement. Finally, the candidate may continue on the same pathway chosen to achieve tenure and promotion to associate professor. The candidate may also chose to change pathways once tenure and promoted to associate professor. In both cases, candidates are expected to specify in writing the area of research as scholarly, creative or a combination of scholarly and creative activity immediately upon beginning the post-tenure period.

Pathway #1: Promotion to Full Professor in Scholarly Research

During the post-tenure period leading to promotion to full professor, the candidate who qualifies for *promotion to full professor in scholarly research* will complete a major research project from

Priority 1 for scholarly research (e.g., book-length study; principal investigator or equivalent role in large-scale sponsored creative research project with external funding). If a research project from Priority 1 was completed for achieving promotion to associate professor, this implies an additional major research project from Priority 1. In the absence of any activity from Priority 1 during the post-tenure period, the candidate must complete a new series of 14-16 significant projects from Priority 2 for scholarly research.

Pathway #2: Promotion to Full Professor in Creative Research

During the post-tenure period leading to promotion to full professor, the candidate who qualifies for *promotion to full professor in creative research* will complete or publish an additional 4-5 projects from Priority 1, and a completion of 4-5 significant projects from Priority 2. In the absence of any activity from Priority 1 during the post-tenure period, the candidate must complete a new series of 14-16 significant projects from Priority 2.

Pathway #3: Promotion to Full Professor – Combination

Faculty may qualify for *promotion to full professor by fulfilling a combination of the priorities* described above for scholarly and creative research. The candidate's accomplishment, in aggregate, must be comparable in scope to the criteria defined above for scholarly and creative research separately. Candidates complete a new major research project from Priority 1 for scholarly research (e.g., book-length study; principal investigator or equivalent role in large-scale sponsored creative research project with external funding). If a research project from Priority 1 for scholarly research was completed for achieving promotion to associate professor, this implies an additional major research project from Priority 1 for scholarly research. Or, candidates complete a new set of 4-5 major projects from Priority 1 for creative research. If creative research projects from Priority 1 for creative research were completed for achieving promotion to associate professor, this implies an additional 4-5 projects from Priority 1 for scholarly research. In addition, the candidate must complete a combined set of 4-5 projects from Priority 2 either for scholarly research or for creative research. In the absence of any activity from Priority 1 for scholarly or creative research during the post-tenure period, the candidate must complete a new set of 14-16 significant projects from Priority 2 either for scholarly research or for creative research.

Refer to “Appendix C: Three Pathways to Promotion (and Tenure): A Chart.”

Service

Service refers to activities that utilize the academic and professional expertise of the faculty member with the ultimate purpose for the public or common good. Each member of the faculty is expected to render a reasonable amount of service to the Department, the College, the University, the profession, and to the public at large. Service is subordinate to the other two categories of activity, and no amount of service can compensate for a lack of skill in teaching or of creative and/or scholarly research. Service will be assessed according to the following:

1. Service for all faculty shall include, but shall not be limited to, faculty meetings, complying with administrative and personnel deadlines, and committee membership.
2. Teaching, research, or creativity not included under previous categories shall be

evaluated as service.

3. When a faculty member's work includes activities which should be covered by a "classified staff member," and for which released time has not been assigned, such work shall be evaluated as "service."
4. Probationary Tenure-track faculty shall be protected from an excess of service so they may concentrate on teaching, research, and creative activity.
5. Routine faculty service will include, but will not be limited to, faculty meetings, complying with administrative and personnel deadlines, following such policies as those regarding course syllabi.
6. With regard to the evaluation of a faculty member's service activities the following illustrative example should be considered the defining level of service:
 - a. Service to the department above and beyond routine faculty governance activities; may include standing committee memberships in the department, college or university; ad hoc committee membership; participation in administrative activities.
 - b. Prompt and willing participation in departmental, college, and university operations, as appropriate.
 - c. Deliberate or frequent failure to comply with department, college, or university policies or assignments will result in a negative review of the component of service.

Probationary tenure-track faculty shall typically lower service expectations.

Revised – 10/30/2018 (not approved)

Revised – 11/5/2018 (not approved)

Revised – 11/12/2018 (not approved)

Revised – 11/26/2018 (not approved)

Revised – 01/23/2019 (not approved)

Revised – 02/25/2019 (not approved)

Appendix A: Association for Theatre in Higher Education

A. Theatre Specialist Areas

1. Actor
2. Arts Administrator
3. Designers
 - a.) Costume Designer
 - b.) Lighting Designer
 - c.) Scenic Designer
 - d.) Sound Designer
4. Director
5. Dramaturg / Theatre Critic
6. Movement Specialist / Fight Director
7. Musical Theatre Specialists
 - a.) Musical Theatre Director / Actor
 - b.) Choreographer
 - c.) Vocal Coach / Conductor of Music Director
8. Playwright
9. Stage Manager / Production Manager
10. Technical Director
11. Theatre Educator / Youth Theatre Specialist
12. Theatre Historian / Theorist
13. Voice Specialist

Referenced from:

ATHE

1000 Westgate Dr. Ste. 252

St. Paul, MN 55114

www.athe.org

Appendix B: United States Institute for Theatre Technology, Inc.
(USITT) Tenure & Promotion Guidelines

1. Costume Designers
2. Costume Technicians/Technologists
3. Projection and Media Designers
4. Scenic Designers
5. Stage and Production Managers
6. Technical Directors
7. Sound Designers
8. Lighting Designers

Referenced from:

USITT

315 South Crouse Avenue, Suite 200

Syracuse, NY 13210

info@usitt.org

Appendix C
The Three Pathways to Promotion (and Tenure)
A Chart

Tenure and Promotion to Associate Professor

Pathway	Priority 1	Priority 2
#1: Scholarly	1	
		8-10
#2: Creative	4-5	
		8-10
#3: Combination	1 (scholarly or)	
	4-5 (creative)	
		8-10 from either Scholarly or Creative

Promotion to Full Professor

Pathway	Priority 1	Priority 2
#1: Scholarly	1 (additional)	
		14-16 from Scholarly
#2: Creative	4-5 (additional) and	4-5
		14-16 from Creative
#3: Combination	1 (additional scholarly or)	
	4-5 (additional creative) and	4-5 either from Scholarly or Creative
		14-16 from either Scholarly or Creative

Acknowledgments:

The Department of Dance and Theatre acknowledges the influence and guidance provided by tenure and promotion guidelines from the peer and aspirational programs at Arizona State University, Georgia State University, and the University of Texas – Austin, and the University of Wisconsin – Madison. The Department also acknowledges the gracious sharing of and the guidance provided by the reappointment, promotion and tenure documents from departments within UNT's CLASS (particularly, English, Communication Studies, Media Arts, Economics, and History).

Annual Faculty Evaluation Policies and Criteria

Adopted October 2, 2006

Approved unanimously by faculty vote

Revised May 8, 2007

Nomenclature Changed from Department to School

And editorial changes to reflect School Bylaws adopted in 2010

Revised June 25, 2010

Revised May 4, 2012

Revised February 6, 2015

Revised Sept. 1, 2017 to reflect UNT policies 06.004 Faculty Reappointment, Tenure and Promotion, and UNT policy 06.007, Annual Review. Also reflects the new position of Associate Dean that replaced Director and aligns with Mayborn School bylaws passed September 1, 2017.

Revised November, 3, 2017 to align with updated university policies.

INTRODUCTION

The following guidelines are designed to assist in the assessment of the qualifications of faculty members for continuing probationary appointment, tenure, promotion and merit increases in the Frank W. and Sue Mayborn School of Journalism. These guidelines also apply, when appropriate, to UNT's policy for all levels of full-time lecturer positions.

The Mayborn School of Journalism has a history of following the basic core values, strategic goals and key themes of the University. Therefore, the School's evaluation criteria for faculty have been and will be closely aligned with the University.

Because the Mayborn School of Journalism is a nationally accredited professional and academic unit, the School's criteria take into account both professional and academic activities expected of its faculty.

SCHOOL PROCEDURES FOR ANNUAL EVALUATION

Committee membership

The Mayborn School's Personnel Affairs Committee (PAC) will provide peer evaluations of faculty. The committee structure is outlined in the School Bylaws.

Faculty to be evaluated

All full-time faculty members on continuing appointments will be evaluated annually. All PAC evaluations will be provided to the Associate Dean and/or appropriate unit administrator, who will write formal faculty evaluations. These will be shared with the Dean and individual faculty members for review and discussion.

PAC Chair: The PAC will provide an evaluation of the PAC chair to be written by a committee member selected by the PAC. This narrative will be sent to the Associate Dean and/or appropriate unit administrator, who will write the PAC chair's formal evaluation.

Evaluation of new faculty and faculty on leave

Evaluation of faculty members who have not taught for one of the two semesters in a given year's evaluation period will be evaluated only for the semester in which they were in residence. This includes newly hired faculty, faculty on sabbatical, or those on paid or unpaid leave.

Faculty workloads

At the beginning of the fall semester, the Associate Dean and/or appropriate unit administrator will provide the PAC chair with a complete list of faculty to be evaluated and the workload percentages for these faculty. Workload percentages are developed in consultation with the Associate Dean and/or appropriate unit administrator and the individual faculty members. Either the faculty member, Associate Dean, and/or appropriate unit administrator, or Dean may propose changes in workload percentages. The Associate Dean and/or appropriate unit administrator must approve any workload changes.

System for providing faculty evaluation

Each faculty member is responsible for submitting materials for evaluation in the Faculty Information System (FIS) by the deadline set by the PAC. Those materials will include activities for the year in the FIS and an optional accompanying summary not to exceed 500 words. The review is conducted annually, but reflects a cumulative three-year window record as stated in UNT policy 06.007 Annual Review, Section I.

That analysis will be divided into teaching, research/creative work and service. Faculty members must submit documentation for publication, presentations, awards, workshops, training, interviews, consulting work, major course revisions, or any other claims for substantial work. Such documentation could include links to articles or copies of conference programs that show the faculty member's presentation. If it is not possible to provide documentation for work, the faculty member should provide a clear narrative statement explaining the nature

of the work. The PAC will not count work that is not documented or explained. All faculty members are expected to provide accurate information each year.

Use of evaluations for salary increases

School administrators may use faculty evaluations as one tool in requesting salary increases, including merit raises and market adjustment raises.

Time period of evaluations

The evaluations will be based on the most recent three-year window of time at the University beginning January 1 through December 31.

For new faculty, that three-year window will build in the first three years at the University.

Appealing an evaluation

A faculty member wishing to appeal an annual evaluation from the Personnel Affairs Committee should contact the PAC chair and the Associate Dean and/or appropriate unit administrator in writing with a statement of what is being questioned or challenged within 10 working days of receiving his or her annual evaluation. The PAC and the Associate Dean and/or appropriate unit administrator will respond to the faculty member within 10 working days.

The faculty member is also permitted to write a response to his/her final evaluation, which will be shared with the PAC, Associate Dean, and/or appropriate unit administrator, and Dean, and placed in the faculty member's permanent file. These responses must then be included in any dossiers for tenure and/or promotion.

Review of annual faculty evaluation criteria

This document will be reviewed annually and revised as needed.

Note: This document is in no way at variance with policies of the University of North Texas. It is understood that the University of North Texas policies supersede the policies of the Mayborn School of Journalism.

TEACHING

Guidelines for Evaluating Teaching

The Mayborn School of Journalism and UNT expect that each faculty member will demonstrate excellent capabilities as a teacher. Strength in other functions will not compensate for indifferent teaching, although it is recognized that a new teacher may at first display a somewhat irregular pattern of performance, depending on the person's prior experience and subject expertise.

For continuing appointment, the full-time faculty member should demonstrate sufficient strength in the classroom to indicate potential for consistent, excellent teaching. There should also be evidence that the faculty member is capable of developing curricular materials, organizing and presenting course content effectively, working competently and harmoniously with students, faculty, and staff, and showing promise for supervising research efforts of both graduate and undergraduate students.

UNT policy 06.007 Annual Review, pp. 3-4, gives criteria of what constitutes evidence of excellent teaching.

Sources of Evidence. The following documentation may serve as the basis for evaluating the teaching function of a faculty member in the Mayborn School:

1. Curriculum vita, showing educational and experiential preparation for teaching in assigned areas and documenting appropriate continuing education experiences.
2. Course files, including syllabi and/or materials indicating the objectives of each course, the organizational structure, assignments, bibliography, examinations and assessment tools used in each course.
3. Records of evaluations submitted by students in each course, as summarized by the Associate Dean and/or appropriate unit administrator.
4. Statements concerning numbers of interns, graduate assistants and research projects supervised, usually drawn from the faculty member's annual update.
5. Personnel Affairs Committee statements showing the annual evaluation of the faculty member in terms of teaching and related activities.
6. Peer reviews of teaching by members of the Personnel Affairs Committee (by request of the faculty member).
7. Additional statements submitted by students, alumni or members of the community relating to the teaching and advising abilities of the faculty member.
8. A teaching performance summary submitted by the faculty member.
9. A written teaching philosophy.

Annual Evaluation Criteria for Teaching

For a faculty member to meet expectations in teaching, she or he must:

- Fulfill teaching load as specified in a professional manner (e.g., meeting and being on time for classes, returning work in a timely manner).
- Provide documented efforts to improve and/or enhance teaching (e.g., participation in seminars, webinars, teaching workshops at UNT or elsewhere, including teaching workshops at AEJMC and other such conferences; introducing new teaching methods or technologies).
- Incorporate an understanding of diversity issues into coursework.

Activities that can help a faculty member exceed expectations in teaching:

- Receive a teaching award.
- Nomination for a teaching award.
- New course preparation or extensive revision. This must be documented with an original and revised syllabus or other appropriate material. This is not intended to reflect the updates that all faculty members are expected to do to keep their material current.
- Chair a thesis committee. List student name, title of work, and semester.
- Serve on a thesis or dissertation committee. List student name, title of work, and semester.
- Supervise research for undergraduate students. List student name, title of work, and semester.
- Supervise research for graduate students. List student name, title of work, and semester.
- Have an advisee's article accepted for publication or conference presentation.
- Publish instructional materials for use at institutions outside the University of North Texas.
- Receive an optional acceptable peer evaluation at least once a year by request from a member of the PAC.
- Teach extra classes during the long semesters, based on faculty workload assignment.
- Supervise/coordinate multi-section courses (e.g., the Introduction to Media Writing class). This does not mean teaching multiple sections of the same class.
- Teach courses in the University's Honors College.
- Guide student work that receives an award. (The faculty member must provide documentation and an explanation of the extent of the supervision. This is not intended to reflect the advice and consultation that faculty members are expected to provide to students.)
- Have an advisee's article accepted for publication or conference presentation. (Faculty members may not take credit for such work if they are also claiming it under Research.)
- Teach a distance-learning or web-based course.
- Teach at another UNT campus or another location other than the Denton campus.
- Guest lecture in classes at other institutions.
- Guest or substitute lecture at UNT, including within the Mayborn.
- Scholar-in-residence programs due to teaching expertise.
- Incorporate international aspects into coursework (first time only).
- Internship supervision. List name, organization and semester.
- Application for external grant for teaching projects.
- Receipt of external grant for teaching projects (more weight than application).
- Application for internal grant for teaching projects.
- Receipt of internal grant for teaching projects (more weight than application).
- Evidence of creating learning opportunities for students (e.g., field trips, professional workshops, projects or other professional/creative work).

RESEARCH AND CREATIVE WORK

Guidelines for Evaluating Research, Scholarly, Creative and Professional Activities

The Mayborn School and UNT expect that each tenured and tenure-track faculty member (or lecturer who has chosen to do research/creative work and has it built into his or her workload) will demonstrate continuing growth and development through research or writing or other creative activities as well as through participation in professional activities appropriate to the many disciplines within journalism. Effective teaching, while desirable in every faculty member, will not compensate for a lack of scholarly or professional

accomplishments manifesting the individual's continuing professional growth and development. In the Mayborn School and the Mayborn Graduate Institute, a tenured or tenure-track faculty member is expected to demonstrate scholarly, professional, and/or creative activity during his or her career.

For continuing appointment, the full-time faculty member should demonstrate sufficient strength in the areas of scholarly publication, professional publication, and/or creative work to indicate a pattern of commitment to growth in these areas. It is expected that each person will show evidence of scholarly publication, professional publication, and/or creative progress during the probationary period. It is further expected that a faculty member's research or creative activities will give promise of leading to publication in a recognized scholarly journal, communication or mass media publication, or a publication/presentation related to one's academic specialty.

The faculty member's scholarly, professional, or creative record should demonstrate continued productivity in areas appropriate to the faculty member's expertise and teaching responsibilities.

UNT policy 06.007 Annual Review, pp. 4-5, outlines what is expected to achieve excellence in scholarship/creative work.

The following documentation shall serve as the basis for evaluating the research, publication and professional activities of a faculty member in the Mayborn School of Journalism.

1. List of research and/or creative projects undertaken and completed, describing title or topic, funding (if any), and brief summary for each.
2. List of academic activities that demonstrate a contribution to the discipline, such as international initiatives, originality of the work, grant writing and other similar evidence of creative and research contributions.
3. List of scholarly publications, showing title, date, where published and specifying those considered to be of major importance. Emphasis is on academic journals, books, and book chapters that have major importance in the field, such as those affiliated with major associations or organizations, those with low acceptance rates, those with high impact factors, and/or those from major and/or academic publishers (See Appendix A).
4. List of research reports, creative efforts, articles, videos, documentaries, photos, books, and other professional contributions appropriate to the faculty member's areas of expertise.
5. Other documentation associated with this function (e.g., letters of commendation, honors received).
6. Juried, invited, or refereed showings or exhibits of creative work.

Annual Evaluation Criteria for Research/Creative Work

The Mayborn School and Graduate Institute support creative activity in addition to academic research. This is most often articulated in annual faculty evaluations as well as in dossiers for promotion and tenure.

While it is necessary to assess faculty on an annual basis, it is the intent of the PAC to assess research and creative work holistically in three-year periods. Any one year should not be solely indicative of a faculty member's success. Faculty members may claim work in progress for major projects as long as they provide clear documentation. Minimum expectations are at least one peer-reviewed published work or one significant creative/professional work per year. It is incumbent on faculty members to demonstrate the significance of their work to the field.

Examples of the types of research and creative publications and projects faculty members are expected to complete:

Peer-reviewed scholarly work may include the following:

- Journal article.
- Paper, presentation or panel at regional, national or international conference.
- Scholarly, analytical, critical and/or interpretive books.
- Edited books.
- Encyclopedia entries.
- Book chapter.
- Monographs.
- Textbooks.
- Work in press (faculty members must provide documentation from publisher that work has been accepted for publication).
- Recipient of outstanding research award (provide complete citation and date).

Scholarly, professional and creative work may include the following:

- Articles, reviews, research reports and commentaries in professional publications.
- Juried work in creative activities.
- Invited creative presentations or publications.
- Publications in non-refereed but recognized professional and other journals.
- Presentations at non-academic professional meetings.
- Invited book chapters.
- Invited lectures and presentations in symposia, conferences and professional (mass communications) meetings.
- Published reports and studies for not-for-profit or for-profit organizations.
- Professional writing, designing, and producing, such as radio, television, film, video, or photographic productions.
- Books for general audiences.
- Presentations, workshops or lectures based on creative activity.
- Published reviews of scholarly works.
- Articles published by the mass media or professional/academic newsletters.
- Analyses and critical reviews of professional topics.
- Non-refereed textbooks.
- Work of an original nature that advances the state of the art in any of the professional fields represented on the faculty (e.g. scripts, screenplays, films, photos, video).
- Performances, presentations, speeches or consulting related to faculty member's creative work.
- Distribution contracts for creative work.

Other:

- Documented efforts to keep current on research (e.g., attending seminars, webinars, workshops or conferences).
- Application for internal grant for research projects.
- Receipt of internal grant for research projects (more weight than application).
- Application for external grant for research projects.
- Receipt of external grant for research projects (more weight than application).
- Awards for creative or professional work.

SERVICE

Guidelines for Evaluating Service

Service to the Mayborn School, the Mayborn Graduate Institute and to UNT is required of all faculty members. Exceptional service that leads to major outcomes that further the academic enterprise may be a factor for recommending continuing appointment and/or the award of tenure or promotion. Service to the communities appropriate to the faculty member's area of expertise will be considered in recommending continuing appointments as well as in tenure and promotion decisions.

For continuing appointment, the full-time faculty member should at a minimum give evidence of having attended and participated regularly in faculty meetings and meetings of the Mayborn School and the Mayborn Graduate Institute committees to which he/she is elected or appointed. Evidence may include minutes of meetings or confirmation of attendance by committee chair.

The faculty member may also provide documentation concerning service to UNT (e.g., appointment or election to a UNT committee or organization) and community service activities associated with the faculty member's field.

Sources of Evidence. The following documentation shall serve as the basis for evaluating the service function of a faculty member in the Mayborn School and the Mayborn Graduate Institute:

1. Annual Faculty Information System (FIS) updates, showing service on the Mayborn School and the Mayborn Graduate Institute committees and University bodies, with specification of each office or appointment and date(s).
2. List of professional activities with type of function performed, organizations served, and dates for each.
3. List of academic activities that demonstrate a contribution to the discipline, such as regional and national/international initiatives, elected officer appointments, grant writing and fundraising efforts, consulting that demonstrates excellence in the field, and similar evidence of service contributions.
4. Other documentation (e.g., letters of commendation, awards, notes, or letters from students) relating to the Mayborn School, the Mayborn Graduate Institute and UNT, as well as community service.

UNT policy 06.007 Annual Review, pp. 5-6, outlines what is expected of a faculty member to reach excellence in the area of service and engagement.

Annual Evaluation Criteria for Service

An accumulation of activities such as the following, especially those showing leadership and/or initiative in the Mayborn School, on the university level, in the professional community, the academic community, or the community in general, including national and international service activities, will contribute to a faculty member's ranking of "exceeds expectations" in service.

Examples of leadership in service:

- Chair of a standing school committee (e.g., PAC; Undergraduate Curriculum; Advancement, Alumni and Marketing; Graduate).
- Chair of search committee (list job and semester).
- Elected officer on a professional or academic committee (international, national, or regional). This means a position such as president, secretary, newsletter editor, or similar.
- Program chair for an international, national or regional conference.
- Planning and coordination of international, national or regional workshops/seminars.
- Adviser to student media for the University, such as NT Daily, SWOOP, Gravitass, NT Daily TV, NT Daily Radio, Hatch Visuals.
- Chair of standing or ad hoc committee for the university.

- Conducting workshops, colloquia, or seminars for professionals, other academics or students (outside of regular teaching activities).
- Serving on the editorial board of a journal.
- Elected officer on a professional or academic committee.
- Research or program chair for international, national or regional conference.
- Award for outstanding professional service to the community or public at large.
- Officer of the Faculty Senate.
- Member of the Faculty Senate.
- Application for an external grant for service projects.
- Receipt of an external grant for service projects ((more weight than application).
- Application for an internal grant for service projects.
- Receipt of an internal grant for service projects (more weight than application).

Examples of expected faculty service roles:

- Member of a Mayborn school committee.
- Member of a university committee.
- Reviewer of journal article.
- Reviewer for a set of conference papers. This means faculty member read and commented on the papers.
- Reviewer of manuscript/grant proposal.
- Reviewer of tenure and/or promotion dossiers for other universities.
- Reviewer or jury member for professional or scholarly creative work.
- Judging professional or academic competitions (provide summary and date).
- Coordination of homecoming, Celebrate Mayborn, or other school event.
- Adviser to a formally recognized journalism student organization.
- Adviser to a formally recognized student club outside of the Mayborn School of Journalism.
- Member of a governmental commission, task force, board, or similar entity.
- Consultant for an outside business or organization.
- Fundraising efforts that contribute to the school, including scholarships, or other aspect of the university.
- Interview source for media (provide name of media and date).
- Expert witness testimony before governmental and legal entities (provide summary and date).
- Service based on professional/academic expertise outside the school/university to the community (provide documentation).
- Moderator, discussant or timekeeper for a session at a conference.
- Regular support of student media through documented volunteer assistance.

TENURE AND PROMOTION

The University's tenure process is outlined in UNT policy 06.004, Faculty Reappointment, Tenure and Promotion. Please refer to this policy for any information not included in this School document.

TEACHING: For consideration for the award of tenure, the faculty member should — in addition to demonstrating sustained, excellent teaching — demonstrate an ability to revise course content and/or develop new courses appropriate to Mayborn School programs, work cooperatively with a variety of constituents, and stimulate student outreach, research, and investigation. See specific examples in the previous section, *School Procedures for Annual Evaluation*.

UNT policy 06.007 Annual Review, pp. 3-4, gives criteria of what is expected to achieve excellence in teaching.

Because at UNT the decision concerning award of tenure is, except in unusual cases, made concurrently with a recommendation for promotion, the qualifications required for promotion to the rank of Associate Professor will normally be the same as those required for the award of tenure.

For promotion to the rank of Professor, the teaching record of the faculty member should continue to evidence all of the characteristics that made that person previously eligible for tenure and, in addition, indicate that the faculty member has been improving his/her teaching and mentoring skills since the time that tenure was awarded.

RESEARCH/CREATIVE WORK: Faculty members are expected to demonstrate sustained excellence in scholarship/creative work to achieve tenure. Scholarly work should include publishing in high quality, peer-reviewed journals and/or respected invited publications, distribution outlets, or venues. It is incumbent on the faculty member to demonstrate the publication's impact or reputation by providing information such as acceptance rate, ranking, and reputation of publisher. Appendix A contains a list of scholarly journals considered high quality.

It is suggested that the faculty member discuss the journal or publication with the Associate Dean and/or appropriate unit administrator, and/or PAC members before submitting to that publication to determine whether it is considered high quality. With creative work, faculty members are expected to create peer-reviewed, juried, refereed, invited, or other high-profile work. The faculty member should demonstrate ability to create original work that is accepted as high quality within his or her field.

RESEARCH PUBLICATIONS. The fields of journalism and mass communication and computer-mediated mass communication intersect with many topics (e.g., health, gender, race, culture, sports, history, politics), each of which entails diverse methodological and theoretical approaches (e.g., post-positivist, cultural, critical, feminist and more). The list of academic journals provided in Appendix A, which is certainly not exhaustive, shows some examples of reputable journals in these fields. We recognize that our scholars make contributions to various disciplines. Additionally, many publication outlets that have a large impact within these fields are not currently ranked by social scientific indices. Therefore, it is ultimately each faculty member's responsibility to demonstrate the journals that have published their work are of high quality. For example, faculty members should make every effort to find and report common measures (e.g., acceptance/rejection rates, number of citations, impact factor, reputation of the editorial board, etc.) in their curriculum vitae. See Appendix A for examples of journals we consider high quality.

CREATIVE WORK. Creative work may appear in print, broadcast, public exhibitions or screenings, or even live performance. Peer-review of creative publications remains an important indicator of the quality of a creative publication. However, while peer-review remains the gold standard for traditional academic research, the Mayborn School of Journalism recognizes that much of the most valuable creative publication in

journalism, public relations, and advertising occurs in publication venues where the discretion of editors, programmers, or curators, not peer-review, -is the norm. The value of those publications should be assessed according to the prestige of the publication venue, the exclusivity of the publication venue, the audience reach (size), the audience scope (international, national, regional, or local), and the impact of the publication.

It is incumbent on the faculty member to substantiate the significance of a publication or creative work. The use of metrics such as rates of acceptance, viewership or readership statistics, broadcast range, awards or other indicators are encouraged. A publication's significance may be demonstrated by citation metrics or other indicators of external validation such as awards or acquisition into prestigious archives or collections, such as museums or historical archive collections. It is incumbent upon the faculty member to demonstrate that work is high quality or high profile by providing such evidence as rankings, awards, audience reach, impact, and/or reputation. See specific examples in the previous section, *School Procedures for Annual Evaluation*.

UNT policy 06.007 Annual Review, pp. 4-5, outlines what is expected to achieve excellence in scholarship/creative work.

To encourage collaboration, all references to research/creative work publications and presentations are given equal weight whether a single author, co-author or other collaboration. However, tenure-track faculty must demonstrate an ability to do single-author and/or first-author (in the case of collaborative work) research. Tenure-track and creative/professional faculty must demonstrate an ability to continue high-quality, high-profile work.

SERVICE: Faculty members should demonstrate sustained effectiveness in service by completing activities at the school, graduate institute, or university level as needed. The PAC must consider workload and special service when making this determination. Junior faculty members are encouraged to minimize university service outside the Mayborn School or the Mayborn Graduate Institute. See specific examples in the previous section, *School Procedures for Annual Evaluation*.

UNT policy 06.007 Annual Review, pp. 5-6, outlines what is expected of a faculty member to reach excellence in the area of service and engagement.

For consideration for the award of tenure, the faculty member should, in addition to meeting the criteria for continuing appointment, show evidence of consistent and valuable contributions to the Mayborn School and the Mayborn Graduate Institute faculty meetings and committees. Appropriate contributions to community activities in the area of journalism and mass communication (e.g., service on a local board), providing continuing education or in-service training activities for local, regional or national/international organizations will strengthen the case for recommending tenure and promotion, including promotion to Professor .

To be considered for promotion to full professor: The *Annual Faculty Evaluation Policies and Criteria* require faculty to demonstrate sustained excellence in three areas: scholarship, teaching, and service. For promotion to the rank of Professor, the faculty member should maintain continued strength and growth in all three areas as a participating member of the Mayborn School, the Mayborn Graduate Institute and UNT and as a contributor to journalism activities in the local, regional, or national/international communities. In considering faculty for all distinguished service recognitions (such as professor emeritus), procedures will be consistent with current UNT policy. See specific examples in the previous section, *School Procedures for Annual Evaluation*.

REVIEW OF TENURED FACULTY

Tenured faculty members are expected to meet the minimum requirements for tenure in teaching, research/creative, and service listed in the Mayborn School's Promotion and Tenure Guidelines. A faculty member who received a single overall review of unsatisfactory or below expectations may be placed on a Professional Development Plan, per **UNT Policy 06.052 Review of Tenured Faculty**. Tenured faculty who do not meet the minimum requirements in two or more of the categories in any annual review or who do not meet the minimum requirements in two or more of the categories over a rolling three-year period are required to be placed on a Professional Development Plan.. See **UNT Policy 06.052 Review of Tenured Faculty** for details.

GUIDELINES FOR HIRING, EVALUATING, AND PROMOTING LECTURERS

Adopted March 2, 2012, and updated February 6, 2015 and September 1, 2017 and November 3, 2017.

Responsibilities/Expectations

Lecturers are primarily responsible for teaching courses and maintaining currency in their field of instruction. Depending on the needs of the School, their duties may also include, but are not limited to, program development, service, professional development, student advising, and/or meeting other student-related responsibilities. Lecturers are appointed to one of the following classifications: lecturer, senior lecturer, or principal lecturer. Lecturers are eligible to serve on any undergraduate committee as elected and/or appointed members. Lecturers are eligible to serve on search committees and vote on the hiring of faculty, including tenure-track faculty. Lecturers are not eligible to participate in the university's tenure system, to vote in tenure decisions, or the promotion of tenure-track or tenured faculty, nor are they eligible to serve on the Promotion and Tenure Committee. Visiting lecturers have faculty voting rights. Adjunct faculty members do not have voting rights. According to University policy 06.002, Academic Appointments and Titles, p. 4, visiting lecturers are limited to a two-year appointment.

- **Lecturer:** To be eligible for the classification of lecturer, the faculty member must demonstrate effectiveness in teaching. Lecturers may be appointed to an initial term of up to three years and are renewed annually. See University policy 06.005, Non-Tenure Track Faculty Reappointment and Promotion, p. 2.
- **Senior Lecturer:** To be eligible for the classification of senior lecturer, the faculty member must have a record of substantial and continued effectiveness in teaching and have the equivalent of three consecutive years (six semesters of full-time teaching at UNT) of college-level teaching and/or equivalent professional experience. Full-time senior lecturers may be eligible to apply for development leave and certain travel funds and grants if they meet university and college requirements. Senior lecturers may be appointed to a term of up to five years and are renewed annually. See University policy 06.005, p. 2.
- **Principal Lecturer:** To be eligible for the classification of principal lecturer, the faculty member must have a record of sustained excellence in teaching and have the equivalent of five consecutive years (10 semesters of full-time teaching at UNT) of college-level teaching including at least three years (six semesters of full-time teaching) qualified at the senior lecturer rank, and/or the equivalent professional experience. Full-time principal lecturers may be eligible to apply for development leave and certain travel funds and grants if they meet university and college requirements. Principal lecturers may be appointed to a term of up to five years and are renewed annually. See University policy 06.005, p. 2.

Qualifications

At a minimum, lecturers must meet the Southern Association of Colleges and Schools (SACS) requirements of an earned master's degree with a minimum of 18 graduate semester hours in the discipline in which they are to teach, and/or certification, licensing, or equivalent professional experience, such as APR for public relations. Depending on the appointment or teaching needs, terminal degrees may be required by the university or program.

Evaluation Procedures

Lecturers will be evaluated annually by the Personnel Affairs Committee (PAC) with recommendations for renewal made to the Associate Dean and/or appropriate unit administrator. The evaluation process will be based on the school's "Annual Faculty Evaluation Policies and Criteria" and "Criteria for Professional and Creative Activity" documents. Lecturers must meet the minimum standards under the categories that reflect their workloads in order to earn consideration for renewal of their contracts.

Promotion

Lecturers seeking promotion must submit their intention in writing to the PAC and the Associate Dean and/or appropriate unit administrator by the date listed in the school's promotion and tenure calendar. Candidates for promotion must turn in their dossier to the PAC and the Associate Dean and/or appropriate unit administrator by the date listed in the school's promotion and tenure calendar.

Candidates should consult with PAC members or other senior faculty or the Associate Dean and/or appropriate unit administrator on the development of their dossier.

To be considered for promotion from Lecturer to Senior Lecturer a candidate must:

Teaching:

- Have served at least three consecutive years at the rank of Lecturer at UNT.
- Lecturers seeking promotion to this rank must show a demonstrated improvement in all aspects of their teaching effectiveness, and must demonstrate the characteristics of an excellent teacher, which include intellectual honesty, command of the subject, organization of material for effective presentation, ability to arouse students' curiosity, stimulation of independent learning and creative work, high standards, and thoughtful academic mentoring.
- Show evidence of teaching effectiveness during that time at the rank of Lecturer that exceeds expectations in its annual evaluations. Evidence of teaching effectiveness can include, but is not limited to:
 - Peer teaching evaluations
 - A statistical summary of student evaluations
 - Sample learning objectives and assessment of student learning
 - Sample course syllabi
 - Sample lesson plans, such as an outline or example of class exercise
 - Sample rubrics
 - Teaching awards
 - Teaching grant applications
- Participation in seminars on teaching strategies and technology, and other supporting documents.
- Show evidence of on-going instructional development such as revising or developing new courses, applying for teaching grants, and/or supervising independent study or school activities.

Service:

- Must show evidence of consistent and continuous service to the school, university, and profession during the time in rank as Lecturer that exceeds the minimum standards listed in the school's Promotion and Tenure Guidelines.
- Evidence could include, but is not limited to, service awards, policies and programs developed by the candidate or a committee the candidate chaired, and the work of individual students or student groups. Such student work must be in addition to the candidate's teaching load, not part of a class project. Additional evidence may include advising student organizations, recruiting students, and mentoring students.
- Lecturers should also provide evidence of interaction with the professional and academic communities to assist students and enhance the reputation and knowledge of the school's programs.
- The candidate should show leadership within the School, such as chairing committees, organizing workshops or seminars, or other initiatives.
- Show a sustained record of contributing to the School in ways that go beyond the university community, e.g. participation in local, regional, national or international organizations, seminars and/or conferences that contribute to the development of students, faculty and the industry (e.g., AEJMC, SPI, AAAA, PRSA, BEA).

Creative/professional work may be included in the Teaching or Service category, depending on its nature. Creative/professional work is not required for lecturers but will help a candidate reach the "exceeds expectations" ranking in the faculty evaluation:

While lecturers are expected to devote most of their time on teaching and service duties, they are encouraged to improve the practice and analysis of the professions affiliated with the Mayborn School of Journalism.

Creative work shall include but is not limited to the creation, either in whole or in part, of any one of the following literary, narrative, artistic or dramatic works:

- Screenplay or theatrical play
- Documentary or docudrama
- Film production
- Fiction or nonfiction book
- Photography
- Magazine, newspaper or digital article
- Computer game or computer program
- Advertisement
- Website design
- Newsletter (digital or print)
- Podcast
- Publications discussing or analyzing professional practice in the candidate's field (e.g., articles published in the *Public Relations Strategist* or *Nieman Reports*)
- Creation of online training modules to be used by both students and professionals in the candidate's field (e.g., courses for Poynter's NewsU or PRSA Webinars)
- Publications discussing or analyzing societal trends as they relate to democracy, pluralism, and the First Amendment (e.g., articles published in *The New York Times* or *The New Yorker*)
- Academic/scholarly research project, presentation or publication.

To be considered for promotion from Senior Lecturer to Principal Lecturer a candidate must:

Teaching:

- Have served at least five consecutive years of college-level teaching, including at least three consecutive years in the rank of Senior Lecturer at UNT and/or the equivalent professional teaching experience.
- Senior lecturers seeking promotion to this rank must show outstanding improvement and development in all aspects of their teaching effectiveness, and must demonstrate the characteristics of an excellent teacher, which include intellectual honesty, command of the subject, organization of material for effective presentation, ability to arouse students' curiosity, stimulation of independent learning and creative work, high standards, and thoughtful academic mentoring.
- Show evidence of teaching effectiveness during that time at the rank of Lecturer that exceeds the minimum expectations listed in the school's Promotion and Tenure Guidelines and exceed expectations in each of its annual evaluations. Evidence of teaching effectiveness can include, but is not limited to:
 - Peer teaching evaluations
 - A statistical summary of student evaluations
 - Sample learning objectives and assessment of student learning
 - Sample course syllabi
 - Sample lesson plans
 - Sample rubrics
 - Teaching awards
 - Teaching grant applications
 - Receipt of teaching grant (more weight than application)
- Demonstration of innovative teaching methods
- Demonstrated significant impact on the teaching and practice of the field of study
- Demonstrated opportunities of interdisciplinary teaching
- Participation in seminars on teaching strategies and technology, and other supporting documents.
- Show evidence of leadership and innovation in instructional development and teaching including, but not limited to, chairing committees, creating new courses and developing policies and programs.

Service:

- Must show evidence of consistent and continuous service to the school, university, and profession during the time in rank as Lecturer that exceeds the minimum standards listed in the school's Promotion and Tenure Guidelines.
- Evidence could include, but is not limited to, service awards, policies and programs developed by the candidate or a committee the candidate chaired, and the work of individual students or student groups. Such student work must be in addition to the candidate's teaching load, not part of a class project. Additional evidence may include advising student organizations, recruiting students, and mentoring students.
- Candidates should also provide evidence of interaction with the professional and academic communities to assist students and enhance the reputation and knowledge of the school's programs.
- The candidate should show leadership within the School, such as chairing committees, organizing workshops or seminars, or other initiatives.

Examples of leadership in service:

- Show a sustained record of contributing to the School in ways that go beyond the university community, e.g. participation in local, regional, national or international organizations, seminars and/or conferences that contribute to the development of students, faculty and the industry (e.g., AEJMC, SPJ, AAAA, PRSA, BEA).
- Show leadership by coordinating a student-led project that is published or aired locally, nationally or internationally and/or coordinating a student-led competition that receives local, national or international recognition; e.g. articles or essays published in *The Dallas Morning News*, *Denton Record Chronicle*, *HuffingtonPost*; broadcast packages aired on KERA, NPR, WFAA, CNN; public relations and/or advertising campaigns or competitions, e.g. PRSA, Gravitas, AAF; documentaries or other professional/creative work.
- Show leadership by leading a group of students on an extended learning experience nationally or internationally, e.g. study abroad program; chaperoning a group to a major national conference, e.g. NAB, NABEF, BEA, ASNE, PRSA, PRSSA, AAF, AEJMC, NABJ, NAHJ, AAJA, ONA, IRE.

Creative/professional work may be included in the Teaching or Service category, depending on its nature. Creative/professional work is not required for lecturers but will help a candidate reach the "exceeds expectations" ranking in the faculty evaluation:

While lecturers are expected to devote most of their time on teaching and service duties, they are encouraged to improve the practice and analysis of the professions affiliated with the Mayborn School of Journalism.

Creative work shall include but is not limited to the creation, either in whole or in part, of any one of the following literary, narrative, artistic or dramatic works:

- Screenplay or theatrical play
- Documentary or docudrama
- Film production
- Fiction or nonfiction book
- Photography
- Magazine, newspaper or digital article
- Computer game or computer program
- Advertisement
- Website design
- Newsletter (digital or print)
- Podcast
- Publications discussing or analyzing professional practice in the candidate's field (e.g., articles published in the *Public Relations Strategist* or *Nieman Reports*)
- Creation of online training modules to be used by both students and professionals in the candidate's field (e.g., courses for Poynter's NewsU or PRSA Webinars)

- Publications discussing or analyzing societal trends as they relate to democracy, pluralism, and the First Amendment (e.g., articles published in *The New York Times* or *The New Yorker*)
- Academic/scholarly research project, presentation or publication.

Appendix A: List of High-Quality Journals

This list is not exhaustive of high-quality academic journals in the fields of journalism and mass communication, and computer-mediated mass communication. They have been identified based on (1) major journalism/mass communication/communication associations (i.e., Association for Education in Journalism and Mass Communication, National Communication Association, International Communication Association), as well as major journal publishers (i.e., Taylor & Francis, Sage, Elsevier, Emerald, Springer, Walter de Gruyter GmbH, Oxford University Press, Cambridge University Press), (2) regional and state journalism/mass communication/communication associations, (3) the National Communication Association’s journal list (<https://www.natcom.org/academic-professional-resources/research-and-publishing-resource-center/journals-publishing>), and (4) other online resources. Although not perfectly accurate, “Beall’s List of Predatory Journals and Publishers” (<https://beallist.weebly.com/>; <https://beallist.weebly.com/standalone-journals.html>) and “Stop Predatory Journals” (<https://predatoryjournals.com/journals/>) were consulted to make sure the list contains no low-quality journals, which lack a peer-review process and/or require a payment for publication.

International and National

- *Communication Methods and Measures* (AEJMC)
- *Communication Law and Policy* (AEJMC)
- *Community Journalism* (AEJMC)
- *Electronic News* (AEJMC)
- *International Communication Research Journal* (AEJMC)
- *Journal of Advertising Education* (AEJMC)
- *Journal of Communication Inquiry* (AEJMC)
- *Journal of Magazine Media* (AEJMC)
- *Journal of Media and Religion* (AEJMC)
- *Journal of Media Ethics* (formerly *Journal of Mass Media Ethics*) (AEJMC)
- *Journal of Public Relations Education* (AEJMC)

- *Journal of Public Relations Research* (AEJMC)
- *Journal of Sports Media* (AEJMC)
- *Journalism & Communication Monographs* (AEJMC)
- *Journalism & Mass Communication Educator* (AEJMC)
- *Journalism & Mass Communication Quarterly* (AEJMC)
- *Journalism History* (AEJMC)
- *Mass Communication and Society* (AEJMC)
- *Newspaper Research Journal* (AEJMC)
- *Teaching Journalism and Mass Communication* (AEJMC)
- *Visual Communication Quarterly* (AEJMC)
- *Communication and Critical/Cultural Studies* (NCA)
- *Communication Education* (NCA)
- *Communication Monographs* (NCA)
- *Communication Teacher* (NCA)
- *Critical Studies in Media Communication* (NCA)
- *First Amendment Studies* (formerly *Free Speech Yearbook*) (NCA)
- *Journal of Applied Communication Research* (NCA)
- *Journal of International and Intercultural Communication* (NCA)
- *Quarterly Journal of Speech* (NCA)
- *Review of Communication* (NCA)
- *Text and Performance Quarterly* (NCA)
- *Annals of the International Communication Association* (formerly *Communication Yearbook*) (ICA)
- *Communication, Culture, & Critique* (ICA)
- *Communication Theory* (ICA)
- *Human Communication Research* (ICA)
- *Journal of Communication* (ICA)
- *Journal of Computer-Mediated Communication* (ICA)
- *Advances in the History of Rhetoric* (Taylor & Francis)
- *African and Black Diaspora* (Taylor & Francis)
- *African Journalism Studies* (Taylor & Francis)
- *Agenda* (Taylor & Francis)
- *American Journalism* (Taylor & Francis)
- *American Journal of Political Science* (Wiley)
- *American Politics Research* (Sage)
- *Applied Environmental Education & Communication* (Taylor & Francis)
- *Asia Pacific Translation and Intercultural Studies* (Taylor & Francis)
- *Asian Ethnicity* (Taylor & Francis)
- *Asian Journal of Communication* (Taylor & Francis)
- *Asian Journal of Comparative Politics* (Sage)
- *Australian Feminist Studies* (Taylor & Francis)
- *Behaviour & Information Technology* (Taylor & Francis)
- *Celebrity Studies* (Taylor & Francis)
- *Chinese Journal of Communication* (Taylor & Francis)
- *Comedy Studies* (Taylor & Francis)
- *Communication* (Taylor & Francis)
- *Continuum: Journal of Media & Cultural Studies* (Taylor & Francis)
- *Critical Arts* (Taylor & Francis)
- *Critical Discourse Studies* (Taylor & Francis)
- *Cultural Studies* (Taylor & Francis)

- *Cultural Trends* (Taylor & Francis)
- *Culture and Organization* (Taylor & Francis)
- *Culture, Health & Sexuality* (Taylor & Francis)
- *Culture, Theory and Critique* (Taylor & Francis)
- *Digital Creativity* (Taylor & Francis)
- *Digital Journalism* (Taylor & Francis)
- *Discourse Processes* (Taylor & Francis)
- *Early Popular Visual Culture* (Taylor & Francis)
- *Environmental Communication* (Taylor & Francis)
- *Ecquid Novi: African Journalism Studies* (Taylor & Francis)
- *Feminist Media Studies* (Taylor & Francis)
- *Folklore* (Taylor & Francis)
- *Gender & Development* (Taylor & Francis)
- *Geomatics, Natural Hazards and Risk* (Taylor & Francis)
- *Health Communication* (Taylor & Francis)
- *Health Marketing Quarterly* (Taylor & Francis)
- *Health, Risk, & Society* (Taylor & Francis)
- *Historical Journal of Film, Radio and Television* (Taylor & Francis)
- *Howard Journal of Communications* (Taylor & Francis)
- *Information, Communication & Society* (Taylor & Francis)
- *International Journal of Advertising* (Taylor & Francis)
- *International Journal of Health Promotion and Education* (Taylor & Francis)
- *International Journal of Listening* (Taylor & Francis)
- *International Journal of Strategic Communication* (Taylor & Francis)
- *International Journal on Media Management* (Taylor & Francis)
- *Inter-Asia Cultural Studies* (Taylor & Francis)
- *Italian Culture* (Taylor & Francis)
- *Italian Studies* (Taylor & Francis)
- *Javnost — The Public* (Taylor & Francis)
- *Jazz Perspectives* (Taylor & Francis)
- *Jewish Culture and History* (Taylor & Francis)
- *Journal for Cultural Research* (Taylor & Francis)
- *Journal of Advertising* (Taylor & Francis)
- *Journal of African Cultural Studies* (Taylor & Francis)
- *Journal of Broadcasting & Electronic Media* (Taylor & Francis)
- *Journal of Children and Media* (Taylor & Francis)
- *Journal of Chinese Cinemas* (Taylor & Francis)
- *Journal of Communication in Healthcare* (Taylor & Francis)
- *Journal of Family Communication* (Taylor & Francis)
- *Journal of Gender Studies* (Taylor & Francis)
- *Journal of Graphic Novels and Comics* (Taylor & Francis)
- *Journal of Health Communication* (Taylor & Francis)
- *Journal of Interactive Advertising* (Taylor & Francis)
- *Journal of Intercultural Communication Research* (Taylor & Francis)
- *Journal of International and Intercultural Communication* (Taylor & Francis)
- *Journal of International Communication* (Taylor & Francis)
- *Journal of Japanese and Korean Cinema* (Taylor & Francis)
- *Journal of Media Business Studies* (Taylor & Francis)
- *Journal of Media Economics* (Taylor & Francis)

- *Journal of Muslim Minority Affairs* (Taylor & Francis)
- *Journal of Political Marketing* (Taylor & Francis)
- *Journal of Popular Film and Television* (Taylor & Francis)
- *Journal of Race, Ethnicity, and Politics* (Cambridge)
- *Journal of Radio & Audio Media* (formerly *Journal of Radio Studies*) (Taylor & Francis)
- *Journal of Risk Research* (Taylor & Francis)
- *Journal of Visual Literacy* (Taylor & Francis)
- *Journal of Women, Politics & Policy* (Taylor & Francis)
- *Journalism Practice* (Taylor & Francis)
- *Journalism Studies* (Taylor & Francis)
- *Language and Intercultural Communication* (Taylor & Francis)
- *Media History* (Taylor & Francis)
- *Media Practice and Education* (formerly *Journal of Media Practice*) (Taylor & Francis)
- *Media Psychology* (Taylor & Francis)
- *M obilities* (Taylor & Francis)
- *New Review of Film and Television Studies* (Taylor & Francis)
- *New Review of Hypermedia and Multimedia* (Taylor & Francis)
- *NORA — Nordic Journal of Feminist and Gender Research* (Taylor & Francis)
- *Parallax* (Taylor & Francis)
- *photographies* (Taylor & Francis)
- *Political Communication* (Taylor & Francis)
- *Politics and Gender* (Cambridge)
- *Politics, Groups, and Identities* (Taylor & Francis)
- *Political Research Quarterly* (Sage)
- *Popular Communication* (Taylor & Francis)
- *Popular Music and Society* (Taylor & Francis)
- *PS: Political Science & Politics* (Cambridge University Press)
- *Psychology & Sexuality* (Taylor & Francis)
- *Quarterly Review of Film and Video* (Taylor & Francis)
- *Research on Language & Social Interaction* (Taylor & Francis)
- *Rock Music Studies* (Taylor & Francis)
- *Russian Journal of Communication* (Taylor & Francis)
- *Social Influence* (Taylor & Francis)
- *Social Problems* (Oxford)
- *Social Semiotics* (Taylor & Francis)
- *South Asian Diaspora* (Taylor & Francis)
- *South Asian Popular Culture* (Taylor & Francis)
- *Studies in Australasian Cinema* (Taylor & Francis)
- *Studies in Documentary Film* (Taylor & Francis)
- *Studies in Eastern European Cinema* (Taylor & Francis)
- *Studies in European Cinema* (Taylor & Francis)
- *Studies in French Cinema* (Taylor & Francis)
- *Studies in Gender and Sexuality* (Taylor & Francis)
- *Studies in Russian and Soviet Cinema* (Taylor & Francis)
- *Technical Communication Quarterly* (Taylor & Francis)
- *Terrae Incognitae* (Taylor & Francis)
- *The Black Scholar* (Taylor & Francis)
- *The Communication Review* (Taylor & Francis)
- *The Information Society* (Taylor & Francis)

- *The Italianist* (Taylor & Francis)
- *The Journal of International Communication* (Taylor & Francis)
- *The Journal of Politics* (University of Chicago Press)
- *The Translator* (Taylor & Francis)
- *Transnational Cinemas* (Taylor & Francis)
- *Visual Culture in Britain* (Taylor & Francis)
- *Voice and Speech Review* (Taylor & Francis)
- *Women: A Cultural Review* (Taylor & Francis)
- *Women & Performance* (Taylor & Francis)
- *Women's History Review* (Taylor & Francis)
- *Women's Studies in Communication* (Taylor & Francis)
- *American Journal of Health Promotion* (Sage)
- *Animation* (Sage)
- *Asia Pacific Media Educator* (Sage)
- *Big Data & Society* (Sage)
- *BioScope: South Asian Screen Studies* (Sage)
- *British Journalism Review* (Sage)
- *Business and Professional Communication Quarterly* (Sage)
- *Communication and Sport* (Sage)
- *Communication & the Public* (Sage)
- *Communication Research* (Sage)
- *Convergence* (Sage)
- *Crime, Media, Culture* (Sage)
- *Critical Studies in Television* (Sage)
- *Discourse & Communication* (Sage)
- *Discourse & Society* (Sage)
- *Discourse Studies* (Sage)
- *European Journal of Communication* (Sage)
- *European Journal of Cultural Studies* (Sage)
- *Games and Culture* (Sage)
- *Global Media and China* (Sage)
- *Global Media and Communication* (Sage)
- *Health Promotion Practice* (Sage)
- *Information Visualization* (Sage)
- *International Communication Gazette* (Sage)
- *International Journal of Business Communication* (Sage)
- *International Journal of Cultural Studies* (Sage)
- *International Journal of Press/Politics* (Sage)
- *Journal of Business and Technical Communication* (Sage)
- *Journal of Creative Communications* (Sage)
- *Journal of Information Technology* (Sage)
- *Journal of Language and Social Psychology* (Sage)
- *Journal of Social and Personal Relationships* (Sage)
- *Journal of Technical Writing and Communication* (Sage)
- *Journal of Visual Culture* (Sage)
- *Journalism* (Sage)
- *Management Communication Quarterly* (Sage)
- *Media International Australia* (Sage)
- *Media, Culture & Society* (Sage)

- *Media, War & Conflict* (Sage)
- *Mobile Media & Communication* (Sage)
- *New Media & Society* (Sage)
- *Nineteenth Century Theatre and Film* (Sage)
- *Public Relations Inquiry* (Sage)
- *Public Understanding of Science* (Sage)
- *Qualitative Health Research* (Sage)
- *Science Communication* (Sage)
- *Sexualization, Media, & Society* (Sage)
- *Social Media + Society* (Sage)
- *Television & New Media* (Sage)
- *Theory, Culture & Society* (Sage)
- *Visual Communication* (Sage)
- *Written Communication* (Sage)
- *American Journal of Infection Control* (Elsevier)
- *Discourse, Context & Media* (Elsevier)
- *Gastrointestinal Endoscopy* (Elsevier)
- *Information Economics and Policy* (Elsevier)
- *Journal of Interactive Marketing* (Elsevier)
- *Journal of Visual Communication and Image Representation* (Elsevier)
- *Language & Communication* (Elsevier)
- *Public Relations Review* (Elsevier)
- *Speech Communication* (Elsevier)
- *Sport Management Review* (Elsevier)
- *Studies in Communication Sciences* (Elsevier)
- *Telecommunications Policy* (Elsevier)
- *Tourism Management* (Elsevier)
- *Tourism Management Perspectives* (Elsevier)
- *Women's Studies International Forum* (Elsevier)
- *Women's Studies International Quarterly* (Elsevier)
- *Corporate Communications* (Emerald)
- *Direct Marketing: An International Journal* (Emerald)
- *International Journal of Contemporary Hospitality Management* (Emerald)
- *International Journal of Sports Marketing and Sponsorship* (Emerald)
- *Internet Research* (Emerald)
- *Journal of Communication Management* (Emerald)
- *Journal of Information, Communication and Ethics in Society* (Emerald)
- *Asian Journal of Sustainability and Social Responsibility* (Springer)
- *Corporate Reputation Review* (Springer)
- *Gender Issues* (Springer)
- *International Journal of Corporate Social Responsibility* (Springer)
- *International Review on Public and Nonprofit Marketing* (Springer)
- *Journal of Brand Management* (Springer)
- *Journal of Perinatal Education* (Springer)
- *Journal of Primary Prevention* (Springer)
- *Sex Roles* (Springer)
- *Communications: The European Journal of Communication Research* (Walter de Gruyter GmbH)
- *HUMOR* (Walter de Gruyter GmbH)
- *Open Cultural Studies* (Walter de Gruyter GmbH)

- *Semiotica* (Walter de Gruyter GmbH)
- *Text & Talk* (Walter de Gruyter GmbH)
- *International Journal of Public Opinion Research* (Oxford)
- *Public Opinion Quarterly* (Oxford)
- *Journal of Advertising Research* (Cambridge)
- *Journal for Specialists in Pediatric Nursing* (Wiley)

Other

- *Camera Obscura*
- *Canadian Journal of Communication*
- *Case Studies in Strategic Communication*
- *Cinema: Journal of Philosophy and the Moving Image*
- *Communications: The European Journal of Communication Research*
- *Discourse: Journal for Theoretical Studies in Media and Culture*
- *European Journal of Humour Research*
- *Explorations in Media Ecology*
- *Film International*
- *Film Quarterly*
- *Health Communication*
- *International Journal of Communication*
- *International Journal of Health and Communication*
- *International Journal of Sport Communication*
- *International Journal of Sport Management and Marketing*
- *International Journal of Sports Marketing and Sponsorship*
- *Journal of Applied Journalism and Media Studies* (Intellect Ltd.)
- *Journal of Asian Pacific Communication*
- *Journal of Cinema and Media Studies* (formerly *Cinema Journal*)
- *Journal of Communication in Healthcare*
- *Journal of Contingencies & Crisis Management*
- *Journal of Electronic Communication*
- *Journal of Film and Video*
- *Journal of Healthcare Communications*
- *Journal of International Students*
- *Journal of Medical Internet Research*
- *Journal of Popular Culture*
- *Journal of Religion and Film*
- *Journal of Religion, Media and Digital Culture* (Brill Publishers)
- *Journal of Research on Women and Gender*
- *Journal of Social Media in Society*
- *Journal of Sport Management*
- *Journal of Student Affairs Research and Practice*
- *Middle East Journal of Culture and Communication*
- *Narrative Inquiry*
- *Nordicom Review*
- *October*
- *Projections: The Journal for Movies and Mind*
- *Public Relations Journal*
- *Quarterly Review of Film and Video*

- *Rhetoric & Public Affairs*
- *Rhetoric of Health & Medicine*
- *Screen*
- *Sport Management Review*
- *Studies in American Humor*
- *Women & Language*
- *Women's Studies in Communication*
- *Women in Sport and Physical Activity Journal*

Regional

- *Communication Quarterly* (Eastern Communication Association [ECA])
- *Communication Reports* (Western States Communication Association [WSCA])
- *Communication Research Reports* (ECA)
- *Communication Studies* (Central States Communication Association [CSCA])
- *Journal of Communication Pedagogy* (CSCA)
- *Qualitative Research Reports in Communication* (ECA)
- *Southern Communication Journal* (Southern States Communication Association [SSCA])
- *Southwestern Mass Communication Journal* (Southwest Education Council for Journalism and Mass Communication [SWECJMC])
- *Western Journal of Communication* (WSCA)

State

- *Atlantic Journal of Communication* (New Jersey Communication Association)
- *Carolinas Communication Annual* (Carolinas Communication Association)
- *Discourse: The Journal of the Speech Communication Association of South Dakota*
- *Florida Communication Journal* (Florida Communication Association)
- *Iowa Journal of Communication* (Iowa Communication Association)
- *Kentucky Journal of Communication* (Kentucky Communication Association)
- *Louisiana Speaks: The Journal of the Louisiana Communication Association*
- *Ohio Communication Journal* (Ohio Communication Association)
- *Pennsylvania Communication Annual* (Pennsylvania Communication Association)
- *Texas Speech Communication Journal* (Texas Speech Communication Association)



Policy Chapter:	Chapter 6 Academic Affairs
Policy Number and Title:	06.004 Faculty Reappointment, Tenure, Promotion, and Reduced Appointments

I. Policy Statement

UNT is committed to recognizing and rewarding faculty whose work demonstrates sustained excellence in teaching, scholarship, and service through the tenure and promotion process. This policy provides the framework for the development and implementation of unit-level criteria, procedures, and communication processes that support reappointment, tenure, and promotion.

II. Application of Policy

Tenure-Track and Tenured Faculty Members

III. Policy Definitions

A. Abstain

“Abstain,” in this policy, is a voluntary decision not to cast an aye or nay vote. Abstentions are considered non-votes.

B. Academic Administrator

“Academic administrator,” in this policy, means a UNT official in the position of unit administrator, associate dean, dean, provost, or that official’s designee.

C. Advocate

“Advocate,” in this policy, means a tenured UNT faculty member who is well-versed with UNT tenure and promotion processes. The role of the advocate is to clarify aspects of the tenure and promotion process and/or answer questions regarding the candidate’s case. An advocate is preferably an expert in the candidate’s field. Academic administrators cannot serve as advocates.

D. Business Day

“Business day,” in this policy, means Monday through Friday during regular university business hours (8:00 a.m. - 5:00 p.m.), when university offices are open.

E. College Review Committee

“College review committee,” in this policy, means a group of faculty members who review the tenure and promotion personnel actions within a college.

F. Eligible Faculty Member

“Eligible faculty member,” in this policy, means a faculty member who may vote on faculty reappointment, tenure and promotion personnel actions in years 4, 5, and 6 of the tenure-track. Faculty are eligible to vote on personnel actions of faculty with the same or lesser rank, e.g., an associate professor can vote on tenure/promotion personnel actions involving

associate/assistant professors and non-tenured faculty members. The term does not include a person who holds faculty rank but who spends the majority of time engaged in managerial or supervisory activities (for example the provost, a dean, unit administrator, or person in an associate or assistant academic administrator position), or a student who teaches as part of an educational program.

G. *Electronic Dossier*

“Electronic dossier,” in this policy, is a collection of digital tenure and promotion documents housed in the university’s faculty information system.

H. *Expedited Tenure*

“Expedited tenure,” in this policy, means a tenure review that takes place out-of- cycle for hiring or counter-offer purposes.

I. *Faculty Member*

“Faculty member,” in this policy, means a person employed by UNT as a member of the university's tenure/tenure-track faculty, whose duties include teaching, scholarship, and service. The term does not include a person who holds faculty rank but who spends the majority of time engaged in managerial or supervisory activities (e.g., provost, dean, unit administrator, or associate/assistant academic administrator positions), or a student who teaches as part of an educational program.

J. *Faculty Information System*

“Faculty Information System” and “FIS,” in this policy, mean the electronic system that officially houses faculty productivity information, including teaching, research, and service production. FIS data is used to facilitate personnel actions such as tenure, promotion, and annual review processes.

K. *Full-time Faculty Member*

“Full-Time faculty member,” in this policy, is a faculty member who works a 100% workload in time and effort.

L. *Mandatory Fifth-Year Review*

“Mandatory fifth-year review,” in this policy, is an additional review period for a tenure-track faculty member that did not fully meet their unit’s tenure and promotion criteria in one of the three (3) domains (teaching, scholarship, service) during their midterm review. Mandatory fifth-year review requires the faculty member to repeat the full midterm review process in the fifth year in place of the regular fifth-year reappointment review.

M. *Maximum Probationary Period*

“Maximum probationary period,” in this policy, means the maximum amount of time a faculty member may be appointed in probationary ranks at UNT.

N. *Midterm Reappointment Review*

“Midterm reappointment,” in this policy, means the fourth-year reappointment review of tenure-track faculty.

O. *Part-time Faculty Member*

“Part-Time faculty member,” in this policy, is a faculty member who works less than a 100% workload in time and effort.

P. *Personnel Affairs Committee*

“Personnel affairs committee,” in this policy, means an elected group of faculty who make recommendations regarding unit decisions, such as annual merit, to the unit administrator and/or dean.

Q. *Simple Majority*

“Simple majority,” in this policy, means 51% of the committee must vote aye or nay for a tenure/promotion candidate to receive the corresponding affirmative or negative recommendation. A tie is not a simple majority and yields a negative recommendation.

R. *Stop-the-Clock Period*

“Stop-the-Clock period,” in this policy, means a one-year extension of the tenure-track probationary period for qualifying circumstances.

S. *Tenure-Track Appointment*

“Tenure-track appointment,” in this policy, means an appointment that includes a period of probationary employment preceding determination of tenure status. Appointment may be made to the rank of assistant professor or, in some cases, associate professor without tenure.

T. *Tenured Appointment*

“Tenured appointment,” in this policy, means an appointment awarded to a faculty member after successful completion of the probationary period during which stated criteria are met. Appointment may be made to the rank of associate professor or full professor.

U. *Terminal Contract*

“Terminal contract,” in this policy, means a contract constituting notice that employment ends at the conclusion of the contract period and that continued employment will not be offered at the end of the contract year. A terminal contract can be issued at the end of the first, second, third, midterm (fourth), fifth, or sixth year of the tenure-track.

V. *Unit*

“Unit,” in this policy, means an academic department/division under the administration of a UNT official with responsibilities for personnel actions.

W. Unit Administrator

“Unit administrator,” in this policy, means the person responsible for the unit and the personnel actions within the unit. A department chair is an example of a unit administrator.

X. Unit Review Committee

“Unit review committee,” in this policy, means a group of faculty members who review the tenure and promotion personnel actions within an academic unit.

IV. Policy Responsibilities

A. Probationary Periods for Tenure-Track Appointments

The probationary period for a tenure-track appointment allows UNT to consider carefully whether a faculty member is able to meet the teaching, scholarship, and service expectations of the job. During the probationary period, a faculty member does not have tenure. This policy outlines the specific guidelines for the initiation, duration, and extension of the probationary period.

1. Initiation of Probationary Period

The probationary period begins at the start of the fall semester of the appointment. For a faculty member appointed for the spring semester, the probationary period begins in the fall semester of the following academic year.

2. Length of Probationary Period for Assistant Professors

The maximum probationary period for a faculty member appointed as an assistant professor is the equivalent of six (6) years of full-time service. The fourth year normally will be the midterm review year. The sixth year normally will be the mandatory tenure-review year. If deemed appropriate by the unit administrator and dean, or as noted in a candidate’s offer letter, a candidate for tenure and promotion may be reviewed early in the probationary period. If the early review process is unsuccessful, the candidate may be reviewed again during the sixth year.

3. Length of Probationary Period for Associate Professors

The maximum probationary period for a faculty member appointed at the rank of associate professor, but without tenure, is equivalent of five (5) years of full-time service. The third year normally will be the midterm review year. The fifth year normally will be the mandatory tenure review year. If deemed appropriate by the unit administrator and dean, or as noted in a candidate’s offer letter, a candidate for tenure may be reviewed early in the probationary period. If the early review process is unsuccessful, the candidate may be reviewed again during the fifth year.

4. Extending the Probationary Period

In qualifying circumstances, a tenure-track faculty member may request that the probationary period be extended, also referred to as stopping the clock. With the exception of assigned teaching workload, the stop-the-clock period will be excluded

from the probationary period and the probationary period will be extended accordingly. A request to extend the probationary period during the year in which a mandatory review is required will not be granted except when required to comply with other university policies.

a. Qualifying Circumstances

Circumstances that may warrant extending the probationary period include, but are not limited to: (a) the birth/adoption of a child; (b) responsibility for managing the illness/disability of a family member; (c) serious, persistent personal health issues; (d) death of a spouse/domestic partner or child; (e) military service; and (f) significant delays in fulfillment of UNT resources committed in an appointment letter. Not having met teaching, scholarship, and service expectations during a previous review period does not qualify as an extenuating circumstance for extension of the probationary period.

b. Length of Extension

A typical extension is one (1) year. In extraordinary circumstances, the dean and provost may grant a second one-year extension of the probationary period.

c. Timing

Faculty members who intend to request an extension of the probationary period are encouraged to do so as early as the qualifying circumstance arises. Except under extraordinary circumstances, extension requests will be made no later than: a) prior to the beginning of the fifth year of the probationary period for assistant professors; b) prior to the beginning of the fourth year for associate professors; and c) during the year preceding the extension year for all other cases.

d. Performance Criteria and Evaluation

The faculty member with the extension of the probationary period will be evaluated using the same tenure criteria as those faculty members who were evaluated following the standard probationary periods. Teaching, scholarship, and/or service activities/products resulting during the stop-the-clock period will be counted towards tenure. A faculty member will not be penalized for lack of progress towards scholarship and service activities during the stop-the-clock period.

e. Faculty Responsibilities

Resources allocated by UNT for scholarship and/or service activities/products that have deadlines for use within the stop-the-clock period will have their deadlines for use extended as well, within UNT policy.

f. Approval Process

The faculty member is responsible for providing appropriate documentation to demonstrate why the stop-the-clock request should be granted. To initiate the process, the faculty member must complete and forward the [Stop-the-Clock Form](#)

to the faculty member's unit administrator. Upon receipt of stop-the-clock request, the unit administrator will submit a written recommendation to the dean, including the reasons for supporting or not supporting the request. The dean will review the stop-the-clock request provided by the unit administrator and make a written recommendation to the provost, who may approve or deny the request. The provost will document in writing the reasons for approval or denial of the request. The provost's decision is final. The evaluation of the request will be based on the individual case recognizing that each case is unique.

B. General Guidelines for Review

Tenured and tenure-track faculty members are responsible for developing clear unit criteria and applying these criteria in a review process that maintains high standards in teaching, scholarship, and service and ensures a fair and comprehensive review of candidates. Tenure and promotion personnel actions are facilitated electronically through the university's FIS. The university's tenure and promotion review guidelines apply to all UNT academic units.

1. Unit Criteria

The tenured and tenure-track faculty of each unit, in collaboration with the unit administrator, will develop clearly written criteria and procedures for reappointment, tenure, and promotion. The unit's procedures must be consistent with those of the college and the university. The dean and provost must approve all unit performance criteria and procedures. The dean will make these criteria and procedures publicly available and provide said criteria/ procedures to each faculty member at the time of appointment. The unit administrator and dean are responsible for ensuring that the criteria/procedures are followed.

a. Choice of Unit-Level Tenure Criteria

A faculty member on a tenure-track appointment may, unless otherwise specified in writing at the time of appointment, choose the unit-level tenure guidelines in effect at the time of initial appointment or the unit-level guidelines at the time when the candidate prepares the tenure dossier.

2. Reappointment Review and Eligible Faculty Vote

- a. Each unit administrator must provide a reappointment review (separate from annual review) annually to all tenure-track faculty members during their probationary period. This written review provides an evaluation of the areas of teaching, scholarship, and service; and specifically addresses progress toward tenure. Reappointment reviews are based on contributions that are documented and/or can be verified. Further, the reappointment review must provide an explicit statement of the quality of the faculty member's achievements, not simply an enumeration of the documented accomplishments of that faculty member. The unit administrator will provide a written reappointment review to the faculty member and discuss the evaluation as a part of the mentoring process.

b. Unit eligible faculty members vote on the reappointment recommendation of probationary faculty members in the fourth (midterm), fifth, and sixth years of the tenure-track. Eligible faculty members are responsible for reviewing the candidate's electronic dossier before voting. The unit administrator will record each year's eligible faculty reappointment vote and note the votes in the fourth (midterm) and sixth-year electronic dossiers. Faculty on development leave, other types of leave, or modified service are not permitted to vote on reappointment actions. The eligible faculty vote is separate from the unit review committee vote. Academic administrators who have a formal role in the reappointment, tenure, and promotion process do not participate in the eligible faculty vote and the reason for the absence of their vote should be noted in the unit administrator's recommendation letter.

c. The yearly reappointment review process for tenure-track faculty is as follows:

i. First-, Second-, and Third-Year Reappointment Review

The basis of the first-, second-, and third-year reappointment review is the annual review. The annual review of first, second, and third year tenure-track faculty members is used by the: (a) Personnel Affairs Committee (PAC) to write the annual review PAC recommendation, (b) unit review committee to write the unit review committee reappointment recommendation, and (c) unit administrator to write the annual and reappointment reviews. The unit review committee votes on first, second, and third year reappointment reviews. College review committee and dean recommendations are only required if the unit review committee and/or unit administrator confer a negative reappointment recommendation. If the dean makes a negative decision, the faculty member may request review by the provost in accordance with the grievance policy. A negative decision by the provost is final. The outcome of a first-, second-, and third- year reappointment review is either an affirmative or negative reappointment.

ii. Midterm Reappointment Review

The midterm reappointment review begins at the end of the spring semester in the third year of the tenure- track and uses the same criteria of evaluation as the sixth-year tenure and promotion review (further elaborated on in section V.), minus the external review letter process. The eligible faculty vote will be facilitated by the unit administrator. The outcome of a midterm reappointment review is either an affirmative or negative reappointment or a mandatory fifth-year review. Midterm faculty members participate in the annual review process in addition to the midterm reappointment review process.

iii. Fifth-Year Reappointment Review

The basis of the fifth-year reappointment review is the annual review. The annual review of fifth-year faculty members is used by the: (a) PAC to write

the annual review PAC recommendation, (b) unit review committee to write the unit review committee reappointment recommendation, and (c) unit administrator to write the annual review and the reappointment review. The eligible faculty vote is facilitated by the unit administrator for fifth-year reviews. College review committee and dean recommendations are only required if the unit review committee and/or unit administrator confer a negative reappointment recommendation. If the dean confers a negative recommendation, a provost's recommendation is required. The outcome of a fifth-year review is either an affirmative or negative reappointment.

iv. Sixth-Year Tenure and Promotion Review

The sixth-year review process (further elaborated on in section V.), includes receipt of external review letters. The eligible faculty vote will be facilitated by the unit administrator. The outcome of a sixth-year tenure and promotion review is either an affirmative or negative tenure and promotion decision. Sixth-year faculty participate in the annual review process in addition to the sixth-year review process.

3. Mentoring and Support

UNT is committed to a culture of mentoring and support for faculty throughout the reappointment, tenure, and promotion process as evidenced by the following activities.

a. *Annual Workshops*

To communicate and provide guidance on tenure and promotion policies and procedures, the Office of the Provost will conduct annual workshops for tenure-track faculty.

b. *Mentors*

The candidate, in consultation with the unit administrator, will select a mentor as early as the appointment date, but no later than the end of the first semester of the probationary period. A unit administrator cannot serve as a mentor for a faculty member within their unit.

c. *Advocates*

Sixth-year candidates may select an advocate up to the dossier deadline date. The candidate may request the assistance of the Office of the Provost, dean, or unit administrator in the selection of an advocate. The role of the advocate is to clarify aspects of the tenure and promotion process and/or answer questions regarding the candidate's case. An advocate is preferably an expert in the candidate's field. Academic administrators cannot serve as advocates.

C. Review Committees

Units will establish review committees for the purpose of reappointment, tenure, and promotion. The following guidelines apply to both unit and college review committees.

1. Composition

Committees must consist of no fewer than five (5) and no more than all eligible faculty members within the unit. Only tenured faculty members may serve on the committee when evaluating probationary candidates. Only full professors may serve on the committee when considering candidates for promotion to full professor.

2. Request for Committee Member Exclusion

Sixth-year tenure and all promotion candidates have the right to request, in writing to the dean, that a limited number of individuals whom they believe are not able to provide a fair and unbiased assessment, be excluded from service as reviewers. The candidate must also list the reasons for the requested exclusion(s). The dean, in consultation with the unit review committee and unit administrator, will make the final decision.

3. Exceptions for Smaller Units

Units that do not have the sufficient number of members for a unit review committee will identify, with assistance from and consent of the dean, tenured faculty from outside of the academic unit to serve on the unit review committee. External members serve one-year terms. Depending upon unit need and with mutual agreement between the external review committee member and the academic unit, the one-year term may be renewed twice.

4. Exceptions for Smaller Colleges

For smaller colleges, a college review committee may be used rather than a unit review committee. The college review committee shall be composed of no fewer than five (5) eligible tenured faculty members from the college. With consent of the dean, faculty members can be from outside of the college. If possible, the committee chair should be from the tenure/promotion candidate's home academic unit.

5. Recusal

Faculty members who serve on a tenure/promotion candidate's unit and college review committee must recuse themselves from voting on one of the committees. Committee members also participate in the eligible faculty vote within their unit.

6. Votes

Committee members have three (3) voting options: (a) aye, (b) nay, and (c) abstain. A simple majority of votes is required for a tenure/promotion candidate to receive an affirmative recommendation.

D. Criteria for Promotion and Granting of Tenure

UNT is committed to supporting a strong faculty dedicated to the mission and strategic goals of the institution through the tenure and promotion process. The diligent application of unit-level criteria should result in a strong reputation of academic excellence and national

prominence. In addition to the criteria listed below, faculty members are expected to conduct teaching, scholarship, and service activities in accordance with UNT Policy 06.035, Academic Freedom and Academic Responsibility; and UNT Policy 06.007, Annual Review.

1. Criteria for Granting Tenure and Promotion from Assistant to Associate Professor

a. Overarching University Criteria

Tenure and promotion to the rank of associate professor requires evidence of sustained excellence in the domains of teaching and scholarship along with evidence of sustained effectiveness in the domain of service. Local units are responsible for defining the discipline-specific standards of excellence and effectiveness. Sustained excellence or extraordinary quality in any one domain does not compensate for lack of sustained excellence and/or sustained effectiveness in other domains. A recommendation for tenure will consider evidence in the context of, and consistent with, levels expected at peer and/or aspirational peer programs. Any recommendation for tenure, based on evidence of excellence, also should be based, so far as possible, on compelling indications that the individual will continue to grow and develop professionally.

b. Scope of Review

Evaluations and recommendations will place emphasis on academic work accomplished during the probationary period at UNT, although previous achievements will be considered in the course of a holistic review, as stated in one's employment offer letter.

c. Concurrence of Granting of Tenure and Promotion

Assistant professors will be promoted to the rank of associate professor concurrent with the granting of tenure. Assistant professors may not be awarded tenure without also being awarded promotion.

2. Criteria for Granting Tenure and Promotion for Associate Professors Hired Without Tenure

a. Overarching University Criteria

The granting of tenure for associate professors hired without tenure requires evidence of sustained excellence in the domains of teaching and scholarship along with evidence of sustained effectiveness in the domain of service. The granting of tenure and promotion to full professor requires sustained excellence in the domains of teaching, scholarship, and service. A recommendation for tenure will consider evidence in the context of, and consistent with, levels expected at peer and/or aspirational peer programs.

b. Scope of Review

Evaluation and recommendations will emphasize academic work accomplished during the appointment at UNT, focusing primarily on accomplishments during the

time as associate professor. However, previous accomplishments as an associate professor at other institutions may also be considered in the holistic review, as stated in one's employment offer letter.

c. Timing

An associate professor will submit the electronic dossier by the date stipulated in the appointment letter.

d. Approval Exception

Tenure may be recommended without departmental approval in very extraordinary circumstances when institutional priorities outweigh departmental priorities, as long as the faculty member meets the tenure criteria for that department. The provost must approve exceptions.

3. Criteria for Promotion from Associate Professor to Full Professor

a. Overarching University Criteria

Promotion to the rank of full professor requires evidence of sustained excellence in each of the three (3) domains of teaching, scholarship, and service consistent with criteria outlined in this policy for attainment of tenure. Balance among teaching, scholarship, and service is expected to vary somewhat from one discipline to another and as a matter of departmental need. Contributions exclusively in one area do not qualify an individual for promotion. Sustained excellence or extraordinary quality in any one domain does not compensate for lack of sustained excellence in any other domain. Any recommendation for promotion, based on evidence of excellence, should also be based, so far as possible, on compelling indications that the individual will continue to grow and develop professionally.

b. Scope of Review

Evaluation and recommendations will emphasize academic work accomplished during the appointment at UNT, focusing primarily on accomplishments during the time as associate professor. However, previous accomplishments as an associate professor at other institutions may be considered in the holistic review, as stated in one's employment offer letter.

c. Timing

An associate professor may undergo the promotion process when, in consultation with the unit administrator and/or unit review committee chair, the faculty member believes their record warrants consideration for promotion. If unsuccessful, the faculty member may repeat the process without prejudice.

E. Midterm Reappointment, Tenure and Promotion, and Promotion-to-Full-Professor Processes

This section serves as a guide for the processing of midterm reappointment, tenure and

promotion, and promotion-to-full-professor documents. The Office of Academic Resources oversees the FIS and sets the deadlines for the annual tenure and promotion cycle. The tenure/promotion candidate in consultation with the unit administrator is responsible for preparing the electronic dossier. All participants in the process share the responsibility of meeting specified tenure and promotion deadlines.

1. The Dossier

- a. Midterm reappointment, sixth-year tenure and promotion, and promotion-to-full-professor reviews involve review of an official, electronic dossier. Additionally, individual units or colleges may require supplemental materials stipulated at the time of appointment to be included within the dossier. The dean must stipulate these materials in written, publicly available unit/college guidelines. Tenure and promotion candidates may include additional unit/college supplemental documentation in support of their dossier.
- b. Any additions to or deletions from the dossier, as it moves through the electronic review process, will be communicated to the tenure/promotion candidate by the Office of Academic Resources, in writing, at the time when such additions/ deletions are made.
- c. The electronic dossier for midterm reappointment, tenure and promotion in the sixth-year, and promotion to full professor must contain:
 - i. Complete, current CV (*provided by the candidate*): The candidate provides a CV that is formatted as specified by the unit. In addition to published/accepted works, the CV should include items that are in *submitted for review* status.
 - ii. Self-evaluation, personal narrative (*provided by the candidate*): The candidate's opportunity to evaluate and put into context their contributions over the specified timeframe. This evaluation may include, but is not limited to: (a) goal/objective achievement, (b) course development/instruction, (c) scholarly activity, (d) community relations/service, and (e) future career direction. The self-evaluation, personal narrative is restricted to 750 words.
 - iii. Unit tenure and promotion criteria (*provided by the candidate*).
 - iv. Results of annual evaluations (*provided by the candidate*): The candidate provides their annual evaluations for the reporting timeframe.
 - v. Evidence of mentoring and support throughout the reappointment, tenure, and promotion process (for sixth-year faculty ONLY, *provided by the candidate*): The candidate's opportunity to note any mentoring activities that they participated in over the reporting timeframe in the domains of teaching, scholarship, and service. Mentoring can be in the form of formal or informal activities.
 - vi. Reappointment reviews (for sixth-year faculty ONLY, *provided by the candidate*): The candidate provides their reappointment reviews for the reporting timeframe.

- vii. Quantitative student evaluation of teaching results summary (*provided by the Office of Academic Affairs*): The Office of Academic Affairs provides a summary table of the candidate's quantitative, university-approved student evaluations of teaching scores for the specified timeframe. For comparison purposes, average student evaluations of teaching scores for the unit's faculty are also provided.
- viii. External reviewer information (sixth-year and promotion-to-full-professor candidates, *provided by the unit administrator*). The unit administrator provides the VPAA-172, External Reviewer Form for Tenure and/or Promotion Reviews, and external reviewer CVs.
- ix. External referee letters (sixth-year and promotion-to-full-professor candidates, *provided to the unit administrator by the external reviewer*). External review letters should be on the official letterhead of the reviewer's institution or organization.
- x. Recommendation of the unit review committee and unit review committee vote (*provided by the unit review committee chair*): The recommendation shall include the names of the committee members. Committee member signatures on the recommendation are not required.
- xi. Recommendation of the unit administrator, including eligible faculty reappointment vote for fourth- (midterm), fifth-, and sixth-year candidates (*provided by the unit administrator*).
- xii. Recommendation of college review committee and college review committee vote (*provided by the college review committee chair*): The recommendation shall include the names of the committee members. Committee member signatures on the recommendation are not required.
- xiii. Recommendation of dean (*provided by the dean*).
- xiv. Dissenting Recommendation, if applicable (*provided by the applicable committee member(s)*): Dissenting recommendation must name the author(s) of the dissenting opinion(s).

2. External Reviewers

External reviewers provide an independent assessment of the tenure/promotion candidate's scholarship, creative activity, and professional standing. This policy section includes the requirements, timing sequence, selection process, and qualifications for external reviewers.

a. Requirements

For sixth-year and promotion-to-full-professor reviews, the dossier will contain a minimum of five (5) letters from separate external reviewers. The unit administrator will ask the reviewers to provide a professional assessment of the

candidate for tenure and/or promotion purposes. The unit will include all duly solicited external letters that are received in the dossier. Under extraordinary circumstances, and with prior approval of the dean and provost, fewer letters may be accepted. To the extent possible, provided by Texas state law, UNT will attempt to protect the reviewers' identities.

b. Timing

Prior to the candidate's tenure/promotion year, the unit administrator will distribute the dossier to the external reviewers with the goal of having the external review letters received by the end of the summer semester. For assistant professors, this is the spring before the sixth year. For associate professors without tenure, this is the spring before the fifth year.

c. Selection Process

The candidate will provide a list of up to five (5) potential external reviewers to the unit administrator and the unit review committee chair. External reviewers cannot have been a past mentor, dissertation advisor, or a frequent or current collaborator in the last five (5) years, nor have a personal relationship with the candidate. External reviewers are to be from peer or aspirational peer institutions. In collaboration, the unit administrator and unit review committee chair will select no more than three (3) of the external reviewers from the candidate's list and identify/select the remaining reviewers. Sixth-year and promotion-to-full-professor candidates have the right to request in writing to the unit administrator that certain individuals be excluded from service as reviewers whom they believe are not able to provide a fair and unbiased assessment, along with the reasons for the requested exclusion. With dean approval, the unit administrator's external reviewer list is final.

d. Qualifications

An external reviewer must hold the rank at or above the rank to which the candidate aspires, or have demonstrably equivalent qualifications and a position in a non-academic organization. External reviewers should be experts in the candidate's discipline. For each external reviewer, an explanation must be given regarding the: (a) author's relevant expertise to serve as a reviewer, and (b) author's relationship, if any, to the candidate under review.

e. Documentation

At a minimum, external reviewers will receive the unit's tenure and promotion criteria and the candidate's CV, scholarly work sample(s), and self-evaluation narrative. Units may require additional documentation in addition to the aforementioned University-required documentation.

3. Deadlines

The Office of Academic Affairs will publish tenure and promotion deadlines approxi-

mately six (6) months in advance of the reappointment, tenure, and promotion cycle. Deviation from a published deadline must be approved by the provost.

4. Internal Review of Dossier

For each tenure/promotion candidate, the unit review committee, unit administrator, college review committee, dean, and provost must (a) complete a comprehensive review of the electronic dossier, (b) yield a professional judgment, and (c) make a recommendation regarding a candidate's electronic dossier. With concurrence from the president, the Board of Regents awards tenure and promotion.

5. Dossier Closure

For sixth-year candidates and candidates for promotion to full professor, the dossier is considered closed once it has been sent to the external reviewers. For midterm candidates, the dossier is considered closed on the candidate's midterm submission deadline. Additional information can be added to a closed dossier if the unit administrator and vice provost for academic resources, with unit tenure and promotion criteria in mind, deem the following criteria have been met: (a) the scholarly/creative work was submitted for review prior to the closing of the dossier and the work was listed in the tenure/promotion candidate's CV, (b) the scholarly/creative work received unconditional acceptance and such acceptance has the potential to change a tenure and/or promotion recommendation from negative to affirmative, and (c) the provost has yet to render a recommendation. If new material is added to a dossier, all internal reviewers will reconsider any prior recommendation, based upon the new material. At every level, in the event of a negative recommendation, the tenure/promotion candidate may decide to have the dossier moved to the next level or to withdraw the dossier from consideration, accepting that withdrawal from consideration means that tenure and/or promotion will not transpire.

6. Candidate Dossier Access After Dossier Submission

With the exception of external reviews, tenure/promotion candidates have access to each electronic dossier recommendation and accompanying documentation after each tenure/promotion recommendation submission. If a candidate receives a negative recommendation from the provost, the candidate may upon request, review their external review letters. During the review process, external review letters will be redacted of all information that could potentially be used to identify the external reviewer before providing the letters to the candidate.

7. Review of the Dossier by the Unit Review Committee

- a. The unit review committee will review the tenure/promotion candidate's electronic dossier and prepare a written recommendation to the unit administrator. The unit review committee will not merely review/summarize the dossier but must speak to the value, impact, and importance of the contributions made by the faculty member. The recommendation and unit review committee vote, as determined by simple majority vote, will be added to the electronic dossier by the unit review

committee chair. Said recommendation must provide a succinct rationale for their professional judgment. The unit review committee recommendation may include a dissenting opinion report.

- b. If the unit review committee is considering writing a negative recommendation, the unit review committee chair must notify the candidate within ten (10) business days of the start of the unit review committee's step in the tenure/promotion schedule. The candidate has a right to meet with the unit review committee chair within five (5) business days of the notification to discuss the negative recommendation consideration. A faculty advocate may accompany the candidate to this meeting. Any person present at this meeting may request that it be recorded with the approval of all participants present. Responsibility for arranging the recording of the meeting lies with the party making the request. Any recordings made during the meeting are official university records and must be maintained in accordance with the record-retention policy.
- c. The meeting between the candidate and the unit review committee chair provides the candidate the opportunity to clarify their dossier's content. If the information provided at the meeting does not address the unit review committee's concerns, a negative recommendation will be transmitted. The candidate may write a response to the unit review committee disputing the negative recommendation and this response will be added to the candidate's electronic dossier by the unit review committee chair. The candidate's deadline to submit this response to the unit review committee chair is three (3) business days before the dossier moves to the unit administrator.

8. Review of the Dossier by the Unit Administrator

- a. The unit administrator will review the tenure/promotion candidate's electronic dossier, including the recommendation from the unit review committee and the candidate's response to a negative consideration (if applicable). The unit administrator must speak to the value, impact, and importance of the contributions made by the faculty member. Based on the electronic dossier, the unit administrator will make a written affirmative or negative recommendation to the college review committee. This recommendation will provide a succinct rationale for the unit administrator's professional judgment regarding the recommendation.
- b. If the unit administrator is considering writing a negative recommendation, the unit administrator must notify the candidate within ten (10) business days of the start of the unit administrator's step in the tenure/promotion schedule. The candidate has a right to meet with the unit administrator within five (5) business days of the notification to discuss the negative recommendation consideration. A faculty advocate may accompany the candidate to this meeting. Any party present at this meeting may request that it be recorded with the approval of all parties present. Responsibility for arranging the recording of the meeting lies with the party making the request. Any recordings made during the meeting are official university records and must be maintained in accordance with the record-retention policy.

- c. The meeting between the candidate and the unit administrator provides the candidate the opportunity to clarify their dossier's content. If the unit administrator's concerns are not addressed at the meeting, a negative recommendation will be transmitted. The candidate may write a response to the unit administrator disputing the negative recommendation and this response will be added to the candidate's electronic dossier by the unit administrator. The candidate's deadline to submit this response to the unit administrator is three (3) business days before the dossier moves to the college review committee.
9. Review of the Dossier by the College Review Committee
 - a. The college review committee will review the tenure/promotion candidate's electronic dossier, including the recommendations from the unit review committee and unit administrator, and any faculty responses to negative considerations. The college review committee will write a recommendation to the dean. The college review committee will not merely review/summarize the dossier, but must speak to the value, impact, and importance of the contributions made by the faculty member. The college review committee recommendation and vote, as determined by simple majority vote, will be added to the electronic dossier by the college review committee chair. This recommendation must provide a succinct and evidence-based rationale for their professional judgment. The college review committee recommendation may include a dissenting opinion report in addition to the majority recommendation.
 - b. If the college review committee is considering writing a negative recommendation, the college review committee chair must notify the candidate within ten (10) business days of the start of the college review committee's step in the tenure/promotion schedule. The candidate has a right to meet with the college review committee chair within five (5) business days of the notification to discuss the negative recommendation consideration. A faculty advocate may accompany the candidate to this meeting. Any party present at this meeting may request that it be recorded with the approval of all parties present. Responsibility for arranging the recording of the meeting lies with the party making the request. Any recordings made during the meeting are official university records and must be maintained in accordance with the record-retention policy.
 - c. The meeting between the candidate and the college review committee chair provides the candidate an opportunity to clarify their dossier's content. If the information provided at the meeting does not address the college review committee's concerns, a negative recommendation will be transmitted. The candidate may write a response to the college review committee disputing the negative recommendation and this response will be added to the candidate's electronic dossier. The candidate's deadline to submit this response to the college review committee chair is three (3) business days before the dossier moves to the dean.

10. Review of the Dossier by the Dean

- a. The dean will review the tenure/promotion candidate's electronic dossier, including the recommendations from the unit review committee, unit administrator, and college review committee; and, if appropriate, candidate dispute responses. The dean will not merely review the dossier but must speak to the value, impact, and importance of the contributions made by the faculty member. Based on the electronic dossier, the dean writes a recommendation to the provost and adds the recommendation to the candidate's electronic dossier. Said recommendation must provide a succinct and evidence-based rationale for their professional judgment. If the dean does not concur with previous recommendations, the reasons for non-concurrence must be stated in the recommendation.
- b. If the dean is considering writing a negative recommendation, the dean must notify the candidate within ten (10) business days of the start of the dean's step in the tenure/promotion schedule. The candidate has a right to meet with the dean within five (5) business days of the notification to discuss the negative recommendation consideration. A faculty advocate may accompany the candidate to this meeting. Any party present at this meeting may request that it be recorded with the approval of all parties present. Responsibility for arranging the recording of the meeting lies with the party making the request. Any recordings made during the meeting are official university records and must be maintained in accordance with the record retention policy.
- c. The meeting between the candidate and the dean provides the candidate an opportunity to clarify their dossier's content. If the dean's concerns are not addressed at the meeting, a negative recommendation will be transmitted. The candidate may write a response to the dean disputing the negative recommendation and this response will be added to the candidate's electronic dossier by the dean. The candidate's deadline to submit this response to the dean is three (3) business days before the dossier moves to the provost.

11. Review of Dossier by the Provost

- a. The provost will review the electronic dossier of midterm, sixth-year, and promotion-to-full professor candidates, reviewing each deliberative body as having an independent input to the decision-making process. The provost will make a decision on whether to recommend: (a) reappointment for a midterm candidate, (b) tenure and promotion for a sixth-year candidate, (c) tenure for an associate professor without tenure candidate, or (d) promotion for a tenured associate professor candidate. The provost may request a meeting with the dean and/or request further information about aspects of the faculty member's dossier before making a decision.
- b. If the provost is considering writing a negative recommendation, the provost must notify the candidate within ten (10) business days of the start of the

provost's step in the tenure/promotion schedule. The candidate has a right to meet with the provost within five (5) business days of the notification to discuss the negative recommendation consideration. A faculty advocate may accompany the candidate to this meeting. Any party present at this meeting may request that it be recorded with the approval of all parties present. Responsibility for arranging the recording of the meeting lies with the party making the request. Any recordings made during the meeting are official university records and must be maintained in accordance with the record retention policy.

- c. The meeting between the candidate and the provost provides the candidate an opportunity to clarify the candidate's dossier's content. If the provost's concerns are not addressed at the meeting, a negative recommendation will be transmitted. The candidate may write a response to the provost disputing the negative recommendation and this response will be added to the candidate's electronic dossier by the provost. The candidate's deadline to submit this response to the provost is three (3) business days after the meeting with the provost.
- d. In cases where midterm, sixth-year, and promotion-to-full candidates have received negative recommendations at any previous level, the provost may commission an ad hoc advisory committee of five (5) tenured faculty to review said dossiers and provide an affirmative or negative recommendation to the provost.
- e. If the provost does not concur with previous recommendations, the reasons for non-concurrence must be stated in the recommendation. If the provost's recommendation is negative, the recommendation must indicate the reasons for this recommendation. The provost must notify candidates of tenure/promotion outcomes.

12. Review of the Dossier by the President

The president reviews tenure and promotion dossiers of fourth-year (midterm) and sixth-year candidates, and candidates for promotion to full professor. Affirmative sixth-year tenure candidate recommendations are sent to the Board of Regents. The award of tenure is official upon affirmative action by the Board of Regents and tenure and promotion by the president is effective at the beginning of the academic year following approval. Negative candidate tenure and promotion recommendations follow the negative decision for granting tenure and promotion guidelines.

F. Guidelines for Negative Decisions

The process for appealing negative decisions and issuing terminal contracts are outlined below.

1. Negative Decision for Reappointment for Tenure-Track Faculty in Years 1, 2, 3, and 5

a. Due Process

In the event of a decision by the dean not to renew a probationary appointment in years 1, 2, 3, and 5 of the tenure-track, the faculty member will be informed of the decision in writing and be advised of the reasons. The faculty member may request a review of the decision by a college-level faculty grievance committee. The faculty member must submit the request to the committee, in writing, no later than ten (10) business days after written receipt of the dean's decision for review in accordance with the college/school bylaws. The dean will review the committee's recommendation in reconsidering the original decision. In the event of a negative decision, the dean's decision and the committee's recommendation will be forwarded to the provost for a final decision

b. Terminal Contract

In the event of a decision not to renew a probationary appointment, the faculty member will receive a terminal contract for the academic year immediately following the academic year in which the review was conducted.

2. Negative Decision for Midterm Reappointment and the Granting of Tenure and Promotion

a. Due Process

i. Upon notification by the provost of a negative recommendation regarding midterm reappointment or tenure and promotion, the candidate may grieve the recommendation to the president. The faculty member must submit the grievance to the president, in writing, no later than ten (10) business days after written receipt of the recommendation.

ii. Pursuant to UNT Policy 06.051, the president shall forward grievances related to processes and procedures to the University Faculty Grievance Committee (UFGC) for a recommendation. The UFGC's recommendation will be communicated in writing to the president, with a copy provided to the provost and the faculty member.

iii. The president reviews the: (a) recommendation of the provost, (b) dossier, (c) the UFGC recommendation (if applicable), and (d) any information the president deems necessary. The president may call a committee of senior tenured faculty members or other qualified consultants to provide advice. The candidate will have the opportunity to respond to any new information or advice considered by the president.

iv. The president must notify the candidate in writing of the decision, with a copy to the provost, within 30 days. A negative decision by the president is final.

a) Terminal Contract

A faculty member receiving a final negative decision on tenure will receive a terminal contract for the academic year immediately following the decision on any appeal.

G. Expedited Tenure

On rare occasions, the university may need to expedite the tenure/promotion process for a candidate. Examples of said occasions include: (a) an incoming faculty member/administrator who holds tenure or has held tenure at a peer or aspirant university, (b) an incoming faculty member/administrator who has not held tenure at a peer or aspirant university but whose record and reputation warrant tenure, or (c) in cases of counteroffers when the faculty member has been offered tenure/promotion at a peer or aspirant university. The expedited tenure process includes:

1. The relevant department notifies the dean of its intention to make an offer of employment (or retention in the case of a counter-offer) to a candidate using the expedited review process.
2. With dean approval, a request is made to the provost for an expedited review.
3. With provost approval, an internal faculty offer letter is created.
4. In cases where the candidate has not previously held tenure at a peer or aspirant university, five (5) external letters shall be obtained. External letters are not required for candidates that have held tenure at a peer or aspirant university.
5. In cases of expedited promotion, external letters are not required.
6. The department's unit review committee votes on the tenure/promotion action and provides a written recommendation.
7. The unit administrator provides a written recommendation.
8. The college review committee votes on the tenure/promotion action and provides a written recommendation.
9. The dean provides a written recommendation.
10. All recommendations are to accompany the offer letter and be forwarded to the provost who reviews the documentation and makes a recommendation to the president.
11. In cases of tenure, if the candidate has held tenure at a peer or aspirant university, and receives a positive recommendation from the president, the action is forwarded to the Board of Regents as a consent agenda item. If the candidate has not held tenure previously at a peer or aspirant university and receives a positive recommendation from the president, the action is forwarded to the Board of Regents as an action item.

12. Promotion requests receive approval from the provost and are not forwarded to the president or Board of Regents for approval.

H. Reduced Appointments

1. If a full-time faculty member desires a temporary or permanently reduced appointment (less than full-time but not less than 50%), the faculty member must obtain approval from their unit administrator and dean for the FTE reduction. Faculty compensation will be reduced proportionate to the FTE reduction. If a faculty member reduces their appointment, an appointment increase back to 100% will be unit-need dependent. Tenured faculty members who fall below 50% FTE will lose tenure. A reduction in FTE does not involve an automatic extension of the probationary period. A probationary faculty member, whose appointment is less than full-time but not less than 50%, may request an extension of the probationary period in accordance with this policy.
2. A reduction in FTE will have a corresponding reduction in sick leave hours accrued each month (i.e., a 75% FTE appointment will accrue 6 hours of sick leave per month). In addition, a reduction in FTE below 75% will result in an increase in insurance premiums for those individuals enrolled in ERS health insurance. It is recommended that faculty consult with Human Resources to determine the increase amount. Faculty who have an FTE reduction below 50% will no longer be eligible for ERS health insurance, sick leave, or retirement.

V. Resources/Forms/Tools

[Stop-the-Clock Form](#)
[VPAA-172, External Reviewer Form for Tenure and/or Promotion Reviews](#)

VI. References and Cross-References

[Texas Education Code § 51.948](#)
[UNT Policy 06.007, Annual Review](#)
[UNT Policy 06.027, Academic Workload](#)
[UNT Policy 06.035, Academic Freedom and Academic Responsibility](#)
[UNT Policy 06.051, University Faculty Grievance](#)

VII. Revision History

Policy Contact:	Policy Director, Office of the Provost and VP for Academic Affairs
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Policy Chapter: Chapter 6 Faculty Affairs

Policy Number and Title: 06.025 Faculty Misconduct and Discipline

I. Policy Statement

As members of the community of scholars, we recognize that faculty members have an obligation to perform their duties in a responsible manner and with intellectual honesty. Misconduct may occur when a faculty member significantly, repeatedly, and/or deliberately does not fulfill their duties and responsibilities as described in UNT Policy. At the University of North Texas (UNT), the faculty and administration take an active role in developing an atmosphere that promotes academic freedom, protects faculty rights, and affirms disciplinary action in the rare cases when it is determined that a faculty member engages in misconduct. This document outlines the procedures that will be followed when addressing alleged faculty misconduct.

A. Exclusions

Certain misconduct allegations are adjudicated under the auspices of a different policy and/or process. These include research misconduct as defined in UNT Policy 13.006, fraud or other criminal acts, findings or sanctions related to Title IX and sexual misconduct as described in UNT Policy 16.005, and discrimination and retaliation as described in UNT Policy 16.004.

II. Application of Policy

All Faculty, including Administrators with Faculty Appointments

III. Policy Definitions

B. Business Day

“Business day,” in this policy, means Monday through Friday during regular university business hours (8:00 a.m. - 5:00 p.m.), when university offices are open.

C. Conflict of Interest

“Conflict of interest,” in this policy, means an inconsistency between one’s personal or professional interests and the best interests of the University. Direct involvement with the substance of the allegation also constitutes a conflict of interest.

D. Faculty Advocate

“Faculty Advocate,” in this policy, means a UNT faculty member whose role is to clarify aspects of the misconduct process and/or answer questions regarding the accused faculty member’s case.

E. Faculty Member

“Faculty Member,” in this policy, means a person who is employed by UNT in a faculty appointment, whose duties include teaching, research, and/or administration, including professional librarianship.

F. Grievance

As described in UNT Policy 06.051, "Grievance," in this policy, means a faculty member's formal expression of disagreement or dissatisfaction (through written notice to the appropriate academic administrator) with employment-related concerns, such as working conditions, hours of work, compensation, environment, relationships with supervisors or other employees, or negative personnel decisions. A grievance may be made at any level during the process.

G. Response

"Response," in this policy, means an expression in writing by a faculty member or a representative the faculty member delegates concerning an allegation that the faculty member engaged in misconduct resulting in a recommendation of corrective action.

H. Unit Administrator

"Unit Administrator," in this policy, means an individual with unit supervisory responsibilities. Unit administrators include, but are not limited to directors, chairs, associate deans, and deans.

IV. Policy Responsibilities

A. Misconduct

Misconduct refers to behavior that significantly impairs the functions of teaching, research, creative activity, or service. Examples of faculty misconduct include, but are not limited to, the following:

1. Gross Neglect & Failure to Perform

Gross neglect of duty or failure to perform the terms of employment for reasons other than documented illness or injury.

2. Violation of Rules, Policy, or Law

Violation of the Board of Regents rules, university policies, or state or federal law.

3. Violation of Conduct Related to Resource Use

Violation of professional and personal conduct related to resource use. Examples may include, but are not limited to, unauthorized use of university resources, failure to report potential conflicts of interest, misuse of university documents or identification, and unauthorized entry to a facility or property.

4. Actions that Impair or Create Clear & Present Danger

Action(s) that impair or prevent other members of the university community from fulfilling their responsibilities or that create a clear and present danger to members of the university community.

B. Administrators with Faculty Appointments

Any violation of this policy or related policy by an administrator with a faculty appointment shall be investigated as alleged faculty misconduct.

C. Administrative Procedures

The following administrative procedures must be followed when a faculty member is alleged to have engaged in behavior or conduct that warrants corrective action or when a unit administrator otherwise learns of faculty misconduct. Resolution of the matter may occur at any point in the process. Administrative procedures shall be used in a manner that is consistent with the protection of academic freedom. The faculty member has the right to present evidence on their own behalf and may seek advice and assistance from a faculty advocate or other representative, including their personal counsel.

D. Sequence of Disciplinary Procedures for Faculty Members

Corrective actions stemming from findings of misconduct investigated under the auspices of the policies listed under Exclusions shall be imposed under the procedures defined in this policy. The duty to recuse in the case of a conflict of interest shall extend to all decision-makers at any stage of the process.

1. Pending of Corrective Action

If a faculty member chooses to grieve a finding of misconduct and corrective action, no corrective action shall be taken until the conclusion of the grievance process. However, faculty and administrators with faculty appointments may be placed on leave during an investigation, pursuant to UNT Policy 05.066. Unit administrators may make workload adjustments during the investigative process.

2. Departmental-Level Procedures

Within ten (10) business days of learning of an allegation, other credible evidence of faculty misconduct, or a finding of misconduct under the auspices of different policy/process, the unit administrator notifies the faculty member in writing of the misconduct allegation or finding. In the case of an allegation, the notification must clearly identify, with supporting evidence, which policies/procedures may have been violated. The unit administrator may consult with the Office of General Counsel. The faculty member and other knowledgeable parties may provide the Unit Administrator with additional information. Additional Information received by the Unit Administrator shall be shared with the faculty member.

a. *Right to Respond*

The faculty member has the right to request a meeting with the unit administrator and respond both orally and in writing to the allegations/findings and any evidence presented. If the faculty member chooses to issue a response, the response must be presented to the unit administrator within thirty (30) calendar days of being notified of the alleged misconduct/finding.

b. Unit Administrator Review

Within ten (10) business days of the completion of the faculty member's response period, the unit administrator reviews the faculty member's response (if any was made) and gathers any additional information needed prior to determining if corrective action is warranted.

c. Unit Administrator Response

In the case of a prior finding of misconduct, the unit administrator shall take one of the following steps:

1) No Corrective Action

If the unit administrator determines no corrective action within their purview is warranted, the determination is reported to the faculty member and the matter is forwarded to the dean for additional review. The dean may consider corrective action.

2) Corrective Action

If the unit administrator determines corrective action within their purview is warranted, the decision is reported to the dean and faculty member. The faculty member has the right to grieve this decision at the departmental level. The dean may consider additional corrective action.

d. Unit Administrator Reporting

In the case of an allegation of misconduct, the unit administrator shall take one or more of the following steps:

1) No Misconduct

If the unit administrator determines no misconduct has occurred, the decision is reported to the dean and faculty member, and the matter is closed.

2) Misconduct Occurred & Corrective Action Warranted

If the unit administrator determines that misconduct has occurred and corrective action within their purview is warranted, the decision is reported to the dean and faculty member. The faculty member has the right to grieve this decision at the departmental level. The dean may take additional corrective action.

3) Misconduct Occurred & Corrective Action Recommended

If the unit administrator determines that misconduct has occurred and corrective action is warranted by the dean, provost, or president, the unit administrator makes that recommendation known to the faculty member. The faculty member may provide a written response to the recommendation within ten (10) business days. The unit administrator's recommendation is

reported to the dean and faculty member, accompanied by the faculty member's response and all other materials related to the allegation.

3. Dean-Level Procedures

When the unit administrator forwards material related to a finding of misconduct, the dean shall review the finding(s), unit administrator's recommendation, the faculty member's response, and all other related materials. The dean may accept, reject, or modify the recommendation of the unit administrator, as described below. The dean may consult with the Office of General Counsel. The faculty member, unit administrator, and other knowledgeable parties may provide the dean with additional information. Additional information received by the dean shall be shared with both the unit administrator and the faculty member.

Within ten (10) business days of receiving the referral from the unit administrator, the dean shall take one or more of the following steps.

a. No Corrective Action

If the dean determines no corrective action within their purview is warranted, the decision is reported to the provost, unit administrator, and faculty member. The provost may consider corrective action.

b. Corrective Action by Dean

If the dean determines corrective action within their purview is warranted, the decision as to corrective action is reported to the provost, unit administrator, and faculty member. The faculty member has the right to grieve this decision at the college-level. The provost may take additional corrective action.

c. Corrective Action Recommendation

If the dean recommends corrective action by the provost or president, the dean makes that recommendation known to the faculty member and the unit administrator. The faculty member may provide a written response to that recommendation within thirty (30) calendar days. The dean's recommendation, the faculty member's response, and all other materials are reported to the provost, unit administrator, and faculty member.

4. Provost-Level Procedures

When the dean forwards material related to a finding of misconduct, the provost shall review the finding(s) and recommendations, as well as all faculty member responses and all materials collected during disciplinary process. The provost may accept, reject, or modify the recommendations of the unit administrator and/or dean, as described below. The provost may consult with the Office of General Counsel. The faculty member, unit administrator, dean, and other knowledgeable parties may provide the provost with additional information. Additional information received by the provost shall be shared with the unit administrator, dean, and the faculty member.

Within ten (10) business days of receiving the referral from the dean, the provost shall take one or more of the following steps.

a. No Corrective Action

If the provost determines no corrective action by the provost or president is warranted, the decision is reported to the dean, unit administrator, and faculty member, and the matter is closed.

b. Corrective Action

If the provost determines corrective action is warranted by the provost or president, the provost makes that determination known to the president, faculty member, dean, and the unit administrator. The faculty member has the right to grieve this decision at the university-level.

E. Corrective Actions

In cases of faculty misconduct, a range of corrective actions may be taken.

Depending on the severity of the alleged misconduct, the President or the President's designee may immediately place a faculty member on administrative leave pending further investigation of the alleged misconduct. The leave pending investigation shall commence immediately upon the President or designee providing the faculty member with a written notice of reasons for the leave.

Corrective actions may include, but are not limited to, the list below. Actions taken shall only be those within the purview of the administrator taking the actions, as defined by Regents Rules; UNT and System policy; and unit and college charters, bylaws, and procedures. The corrective actions listed do not appear in order of importance and may be taken in combination. The type of misconduct may determine the specific corrective actions, which may include:

1. oral reprimand;
2. written reprimand;
3. mandatory counseling;
4. reduction in contract period to the extent permissible by law;
5. loss of summer teaching employment;
6. reassignment to other duties;
7. reassignment of department;
8. placement of the faculty member under direct supervision of the unit administrator with a specific plan for remediation for a specific period of time;
9. loss of merit raise(s) for a specified period;

10. suspension with or without pay;
11. restitution;
12. loss of privileges of rank for a stated period;
13. reduction in salary for a stated period (the reduction would take place with the next academic year); and/or
14. revocation of tenure and termination.

F. Sequence of Disciplinary Procedures for Administrators in Faculty Roles

When an academic administrator or any faculty member with assigned administrative duties is alleged to have engaged in misconduct, the procedures listed above will be followed. The supervisor of the academic administrator is responsible for ensuring that the disciplinary procedures are followed.

G. Record Retention

Records will be retained in accordance with the university’s records retention policy and procedures. The University complies with Texas Government Code Title 5, Open Government; Ethics, Subtitle A. Open government, Chapter 552. Public Information. Subchapter A. General Provisions.

V. References and Cross-References

- [Texas Government Code, Ch. 552, Public Information, Subchapter A. General Provisions](#)
- [Texas Education Code § 51.101\(3\), Faculty Member](#)
- [UNT Policy 05.066, Emergency, Administrative Leave and Leave During an Investigation](#)
- [UNT Policy 06.035, Academic Freedom and Academic Responsibility](#)
- [UNT Policy 06.051, University Faculty Grievance](#)
- [UNT Policy 13.006, Research Misconduct](#)
- [UNT Policy 16.004, Prohibition of Discrimination, Harassment, and Retaliation](#)
- [UNT Policy 16.005, Prohibition Against Sexual Misconduct and Retaliation](#)

VI. Revision History

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Approved Date:	10/01/2001
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Policy Chapter: Chapter 6 Faculty Affairs

Policy Number and Title: 06.051 Faculty Grievance

I. Policy Statement

Faculty members at the University of North Texas (UNT) have the right to present a grievance related to reappointment, tenure, promotion (RTP), or a term or condition of employment to an academic administrator as set out in this policy.

II. Application of Policy

All Faculty Members

III. Policy Definitions

A. Academic Administrator

“Academic administrator,” in this policy, means a UNT official in the position of unit administrator, dean, provost, or that official’s designee.

B. Advocate

“Advocate,” in this policy, means a tenured UNT faculty member who has experience with UNT tenure and promotion processes and assists a faculty member with the grievance process. Academic administrators cannot serve as advocates.

C. Business Day

“Business day,” in this policy, means Monday through Friday during regular university business hours (8:00 am – 5:00 pm), when university offices are open.

D. Dismissal for Adequate Cause

“Dismissal for adequate cause,” in this policy, means dismissal of a tenured or non-tenured faculty member for reasons that may include, but is not limited to:

1. professional incompetence;
2. continuing or repeated failure to perform duties or meet responsibilities to UNT, the UNT System, students, or associates;
3. failure to successfully complete a post-tenure review professional development program;
4. conduct adversely affecting the performance of duties or the meeting of responsibilities to UNT, students, or associates;
5. violation of UNT or UNT System policies or regulations, or laws substantially related to performance of faculty duties;
6. conviction of a crime substantially related to the duties and responsibilities associated with teaching, research, professional service, and/or administration, or failure to

disclose/misrepresentation of criminal history background information;

7. unprofessional conduct adversely affecting to a material and substantial degree the performance of duties or the meeting of responsibilities to UNT or the UNT System, or to students or associates; or
8. falsification of academic credentials.

E. Faculty Member

“Faculty member,” in this policy, means a person employed by UNT as a member of the university's faculty, whose duties include teaching, research, administration, or the performance of professional services, including professional librarians. The term does not include a person who holds faculty rank but who spends the majority of time engaged in managerial or supervisory activities (for example the provost, a dean, unit administrator, or person in an associate or assistant academic administrator position), or a student who teaches as part of an educational program.

F. Grievance

“Grievance,” in this policy, means a faculty member’s formal expression of disagreement or dissatisfaction (through written notice to the appropriate academic administrator) with employment-related concerns, such as working conditions, hours of work, compensation, environment, relationships with supervisors or other employees, or negative personnel decisions. For the purposes of this policy, grievance does not include a decision concerning the declaration of financial exigency or discontinuation of a program, and actions by university officials who are not in academic administrator positions, including but not limited to, decisions related to:

1. equal opportunity,
2. harassment,
3. retaliation and compliance violations,
4. health and safety inspections, and
5. policy decisions and interpretations (except as to application to an action directly affecting the faculty member).

The University Faculty Grievance Committee (UFGC) only accepts grievances where the UFGC believes a process/procedural error occurred at the unit- or college-level.

G. Grievant

“Grievant,” in this policy, means a faculty member who files a grievance.

H. Hearing

“Hearing,” in this policy, means a proceeding before the UFGC where a faculty member presents a grievance and the UNT academic administrator whose decision is being challenged

has an opportunity to respond.

I. Professional Faculty

“Professional faculty,” in this policy, means faculty members with a professional faculty appointment.

J. Professional Faculty Appointment

“Professional faculty appointment,” in this policy, means an appointment of a fixed duration, in which the individual is part of the faculty of a unit. Such an appointment is not eligible for tenure and may be for a partial semester, a semester, an academic year, or for multiple years as fits the needs of the institution. Professional faculty appointment titles are maintained by the Office of Academic Resources.

K. Part-time Faculty Member

“Part-time faculty member,” in this policy, means a faculty member that works less than a 100% workload in time and effort.

L. Preliminary Review

“Preliminary review,” in this policy, means an initial UFGC assessment of a grievance for the purposes of: (a) verifying that there was a grievance process/procedural error at the unit- or college-level, (b) determining if there is sufficient evidence to support the grievance, and (c) evaluating if the requested outcome matches the grievance request.

M. Quorum

“Quorum,” in this policy, means the minimum number of members that must be present at a meeting or hearing to make the proceedings of that meeting valid. For the purposes of this policy, a quorum is 50% plus one (1).

N. Respondent

“Respondent,” in this policy, means the person(s) against whom the grievance is filed.

O. Tenure-Track Appointment

“Tenure-track appointment,” in this policy, means an appointment that includes a period of probationary employment preceding determination of tenure status.

P. Tenured Appointment

“Tenured appointment,” in this policy, means an appointment awarded to a faculty member after successful completion of the probationary period during which stated criteria are met.

Q. Unit

“Unit,” in this policy, means an academic department/division under the administration of a UNT official with responsibilities for personnel actions.

IV. Policy Responsibilities

A. Generally

1. Faculty members are required to attempt to resolve disagreements by discussing them with the person(s) who took the disputed action prior to filing a grievance, except in cases where a faculty member believes they have been subjected to discrimination, harassment, or retaliation in violation of university policy, in which case the individual should report the conduct to the UNT Office of Equal Opportunity or the Office of Institutional Compliance, as appropriate.
2. Each unit and college will have a grievance committee and grievants must exhaust all unit- and college-level grievance procedures before requesting that a grievance be heard by the UFGC. The UFGC does not hear grievances regarding non-tenured faculty member reappointment or those made by part-time faculty. Non-tenured faculty member reappointment and part-time faculty grievances are heard at the unit- and college/school-levels, and end at the appropriate academic administrator.
3. The academic administrator with final decision authority for university grievances involving reappointment of tenure-track faculty, tenure and promotion ("RTP") decisions is the UNT president. The academic administrator with final decision authority for university grievances other than RTP is the UNT provost. The academic administrator with final decision authority for non-tenured faculty reappointment grievances or part-time faculty grievances is the dean.

B. UFGC Composition

The university shall have a committee comprised of tenured, non-tenured, and non-academic administrator faculty members to consider grievances filed pursuant to this policy and make recommendations to the appropriate university official concerning such grievances. The committee is a standing committee of the faculty senate (FS) and is referred to as the University Faculty Grievance Committee (UFGC) or as otherwise named by the FS. FS establishes UFGC operational procedures.

1. Composition

The UFGC shall be comprised of fifteen (15) full-time faculty members that are elected by UNT's full-time faculty. The UFGC will include: (a) one (1) tenured professor from each of the eight (8) FS voting groups, (b) five (5) tenured faculty members from any of the FS voting groups, and (c) two (2) non-tenure-system faculty members from any of the FS voting groups. Effort shall be made to balance the tenured UFGC membership between full and associate professors. The UFGC shall elect a chair and a vice chair from the thirteen (13) elected tenured faculty members at the first fall meeting of each academic year. The chair and vice chair must have served on the UFGC a minimum of one (1) year before the election. The vice chair shall preside in the absence of the chair. Non-tenure-system UFGC members may not vote when the grievant is a tenured or tenure-track faculty member.

2. Terms

One-third of the UFGC members shall be elected each year. Lots shall be drawn for terms of 1, 2, or 3 years as needed to maintain regular rotation due to departures. Members may serve no more than two (2) full terms in succession.

3. Meetings

The UFGC shall meet at least once each fall and spring semesters in order to address any issues that may arise. These meetings may be facilitated online, if appropriate. The UFGC may conduct official business at meetings as long as a quorum of members are present.

4. Recusal

UFGC members must recuse themselves from grievance participation if the grievant is from the UFGC member's home academic unit or if they participated in any part of the decision process(es) at the lower levels.

5. Standing Committee Reports

The UFGC will provide a mid-year and annual standing committee report to the FS each academic year.

C. *Grievance Type, Submission, and Preliminary Review*

The UFGC seeks to: (a) provide a full and fair review for each grievant, (b) establish and maintain the standards of the university, and (c) minimize unnecessary/unproductive demands on the time of UFGC members and university personnel.

1. Grievance Types

There are two (2) grievance classifications at the university-level:

- a. grievances related to RTP (including tenure revocation), which are filed with the president's office; and
- b. grievances other than RTP, which are filed with the provost's office. The UFGC will automatically accept RTP grievances. The UFGC will conduct a preliminary review of a grievance for reasons other than RTP to determine if the grievance will be accepted or rejected.

2. Filing and Submission Deadlines

A faculty member must file a grievance via email with the appropriate academic administrator within ten (10) business days following written notification of the action with which the individual disagrees. Upon receipt, the academic administrator has ten (10) business days to forward the grievance to the appropriate committee or make a decision, as applicable. Upon agreement by the grievant and respondent, timeframes may be extended.

3. Grievance Documentation

The electronic copy of the grievance, at a minimum, must include:

a. Background Information

- i. Identification of the action with which the grievant disagrees and the person/body who took the action,
- ii. A timeline or chronology of the activity leading to the action with which the grievant disagrees,
- iii. A copy of the material submitted to the respondent in support of the aggrieved action, and
- iv. All documents explaining the reasons the respondent gave the grievant for taking the action, if applicable.

b. Grievance Statement, Including

- i. Identification of the perceived process/procedural error during the unit- or college-level grievance proceeding(s),
- ii. Identification of provisions from UNT policy under which redress is sought, and
- iii. A statement of the desired remedy.

c. Other Documentation

Information the grievant believes is relevant to the aggrieved action, such as unit RTP criteria, unit/college review committee evaluations, and any accompanying documentation.

4. Preliminary Review of Grievances Other Than RTP

Preliminary reviews for grievances other than RTP, will be conducted with a quorum of UFGC members. The UFGC will immediately notify the grievant when it receives the grievance submission from the provost's office. The UFGC will conduct the preliminary review within ten business days of receiving notice of the grievance. This time limit may be extended by mutual consent of the grievant, respondent, and committee.

At the preliminary review phase, the UFGC determines by simple majority whether there is sufficient evidence to support the grievance and verifies that there was a process/procedural error at the unit- or college-level. If required, the UFGC will ask for additional evidence. The preliminary review will result in either a grievance rejection or grievance acceptance.

a. Grievance Rejection

The UFGC may reject a grievance submission when the grievance provides no basis for redress. If the UFGC rejects a grievance, the grievant will be notified in writing and be given the opportunity to respond to the rejection in writing. No new material

can be introduced without UFGC approval. If the UFGC determines that there is insufficient evidence to support the grievance, the UFGC will request the appropriate academic administrator dismiss the grievance and notify the grievant in writing. Prospective respondents in grievance rejections will not be notified. The UFGC can request that the appropriate academic administrator dismiss a grievance at any point of the process.

b. Grievance Acceptance

If the UFGC determines that the grievant has presented enough evidence to support the grievance, the UFGC will notify the grievant and the respondent in writing of its intention to formally accept the grievance. The UFGC will send the respondent the points in the grievant's initial statement on which the UFGC will receive further evidence. The respondent must respond to these points in writing within ten (10) business days from the date of the receipt of the notification.

c. Accepted grievances will follow the process for grievances other than RTP.

D. Grievances Related to RTP (Including Dismissal for Adequate Cause of Tenured Faculty)

Grievances related to RTP are reviewed via a UFGC hearing.

1. Tenure Revocation Mediation

A faculty member who is the subject of a recommendation by the provost to revoke tenure and terminate employment because of a negative performance evaluation shall be given the opportunity to participate in mediation before initiation of the grievance process. The faculty member must inform the provost of the desire to participate in mediation, in writing, no later than ten (10) business days after receiving written notice of the recommendation. If the faculty member and provost agree, another type of nonbinding alternative dispute resolution method may be used as permitted by UNT System Board of Regents Rule and state law. If alternative dispute resolution is not successful, the faculty member may request a formal grievance. The request must be submitted, in writing, no later than five (5) days after the date the alternative dispute resolution proceeding concluded.

2. UFGC Hearing

When the UFGC is satisfied that it has collected sufficient information, the UFGC has ten (10) business days to schedule (not conduct) a hearing to which the grievant and respondent are invited. Hearings can be conducted with a minimum of seven (7) UFGC members. The grievant and respondent must provide the UFGC chair a witness list and any written evidence ten (10) business days before the hearing. The grievant and respondent must inform the UFGC of any challenges to the UFGC composition, witnesses, or evidence, no later than five (5) business days before the hearing. Grievance hearings are restricted to the grievant, respondent, advocate(s), the witnesses, and any observer(s) invited by the participants or the UFGC. Witnesses will be present only during their testimony.

- a. The grievant and respondent are responsible for providing the UFGC a list of hearing witnesses and any documentation that will be presented at the hearing. The grievant and respondent are solely responsible for notifying their witnesses of the scheduled date and time of the hearing and the anticipated time they are expected to testify, including when both participants intend to call the same person to testify. Witnesses are not required to participate in grievance hearings, and there is no penalty for non- attendance. The UFGC may proceed with a hearing if the grievant or respondent fails to appear at the scheduled date and time of the hearing.
- b. The grievant will submit a proposed set of written questions to the UFGC ten (10) business days before the hearing. Questions are limited to the action, decision, or treatment related to the subject of the grievance. The UFGC may challenge any question it determines irrelevant.
- c. The grievant and respondent may be accompanied by an advocate for observation purposes. Advocates, as defined in this policy, are permitted to speak at grievance hearings.
- d. The grievant may be accompanied by an attorney. Attorneys are not permitted to speak at grievance hearings.
- e. The grievant and respondent are permitted to: (a) call witnesses on their behalf, (b) question any witness who testifies at the hearing, (c) introduce evidence, and (d) call additional witnesses to rebut previous testimony. All UFGC hearing communications will be carried out with an atmosphere of collegial inquiry. Disrespectful participants will be directed to leave the hearing.
- f. The provost's office will arrange for an audio recording at no cost to the grievant/respondent. The provost's office will provide the grievant/respondent a copy of the audio recording within five (5) business days from the conclusion of the hearing. The provost's office is responsible for maintaining audio file proceedings based on the UNT Record Retention Schedule.
- g. Hearing Format. Formal rules of court, formal rules of evidence, and Roberts Rules of Order do not apply at a UFGC hearing. The suggested timeframes for each part of the grievance hearing may be extended by the UFGC in interest of fairness. The following format applies to UNT UFGC hearings:
 - i. Presiding
The UFGC chair presides over the UFGC hearing and is responsible for keeping the hearing on schedule. The UFGC vice chair will preside over the UFGC hearing if the UFGC chair is unavailable. The UFGC can ask questions of the grievant, respondent, or any witnesses.
 - ii. Grievant's Opening Statement
The grievant presents an opening statement that outlines the reasons for the

grievance and clearly states the desired remedy (5 minutes).

iii. Grievant's Evidence

Following the grievant's opening statement, the grievant may present evidence (documents, witnesses) on the issues that are the basis of the grievance (15 minutes).

iv. Respondent's Opening Statement

After the grievant's presentation, the respondent may deliver an opening statement that responds to the basis for the grievance and provides an explanation as to why the requested remedy should not be granted (5 minutes).

v. Respondent's Evidence

Following the respondent's opening statement, the respondent may present evidence relevant to the issues presented by the grievant (15 minutes).

vi. UFGC Witnesses

The UFGC may call its own witnesses through the UFGC chair. The UFGC chair will notify the grievant and respondent five (5) business days prior to the hearing of any witnesses the UFGC plans on calling (15 minutes).

vii. Rebuttal Evidence

After the respondent's presentation, the grievant may present any rebuttal evidence (10 minutes). After the grievant's rebuttal, the respondent may present any rebuttal evidence (10 minutes).

viii. Summary Statements

When the UFGC deems that nothing can be gained from further evidence presentation, the grievant and respondent may present summary statements (5 minutes each).

3. Grievance Findings and Recommendation

The UFGC meets immediately after the hearing takes place to make findings of fact and recommendations. If there is not a unanimous recommendation, the UFGC may adjourn and resume discussion the next business day. The UFGC will write a written report to the president within ten (10) business days from the hearing date/last meeting. The report (including minority opinions) presents the specific findings of fact/conclusions and a recommendation concerning whether the requested relief should be granted. The individual decisions of UFGC members are to remain confidential. The president will make a final decision on the grievance no later than twenty (20) business days from receipt of the UFGC report and notify the grievant, respondent, UFGC chair, appropriate dean, and provost.

E. Accepted Grievances Other Than RTP

UFGC-accepted university grievances outside RTP may be reviewed via UFGC subcommittee and voted on by at least a UFGC quorum. The UFGC may use a hearing instead of assigning a subcommittee for grievances outside RTP. Hearings for grievances outside RTP will use the hearing format set out in this policy.

1. UFGC Subcommittee Assignment. Within ten (10) business days of the grievance acceptance, the UFGC chair will appoint a subcommittee charged with reviewing and presenting the grievance to the UFGC. A subcommittee will be composed of a minimum of three (3) UFGC members who are not in the grievant's home academic unit. Subcommittee efforts shall be directed to fact-finding. Reviews may include the involved academic administrators, committees, and faculty members, as well as the respondent. The subcommittee shall prepare a report and present it to the UFGC within forty (40) business days from the date of subcommittee appointment.
2. The UFGC (at least a quorum) will vote on the report and render a final recommendation to the provost no later than ten (10) business days following the UFGC vote with a copy to the grievant and respondent.
3. The provost will make a final decision on the grievance no later than twenty (20) business days from receipt of the UFGC report and notify the grievant, respondent, UFGC chair, and appropriate dean.

F. Non-Tenured Faculty Member Reappointment and Part-Time Faculty Member Grievances

Non-tenured faculty member grievances related to reappointment and all part-time faculty grievances are heard at the unit- and college-level grievance committees. The dean is the final decision-maker in non-tenured reappointment and part-time faculty grievances.

V. References and Cross-References

[Texas Civil Practice and Remedies Code, Chapter 154](#)
[Texas Education Code § 51.960, Grievance Rights on Certain Personnel Issues](#)
[Texas Government Code § 617.005](#)
[UNT Board of Regents Rule 06.1200, Termination and Revocation of Tenure](#)
[UNT Policy 04.008, Records Management and Retention](#)
[UNT Policy 06.002, Academic Appointments and Titles](#)
[UNT Policy 06.004, Faculty Reappointment, Tenure, and Promotion](#)
[UNT Policy 06.019, Financial Exigency](#)
[UNT Policy 06.029, Academic Program Review and Discontinuation](#)
[UNT Policy 06.035, Academic Freedom and Academic Responsibility](#)
[UNT Academic Titles](#)

VI. Revision History

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Policy Chapter: Chapter 6 Faculty Affairs

Policy Number and Title: 06.052 Review of Tenured Faculty

I. Policy Statement

UNT is committed to the consistent and comprehensive review of tenured faculty members in the areas of teaching, scholarship, service, and administration.

II. Application of Policy

Tenured Faculty

III. Policy Definitions

A. Administration

“Administration,” in this policy, means any assignment other than scholarship, teaching, and service that entails duties relating to the operation of a program, institute, center, or like assignment whether the assignment qualifies as set out in section 51.948 of the Texas Education Code.

B. Professional Development Plan

“Professional development plan” and “PDP,” in this policy, mean an agreement indicating how specific deficiencies in a faculty member’s performance will be remedied. The generation of the plan is a collaborative effort between a Faculty Professional Development Committee (FPDC) and faculty member. PDPs are approved by the unit administrator, dean, and provost prior to implementation.

C. Unit

“Unit,” in this policy, means an academic department/division under the administration of a UNT official with responsibilities for personnel actions related to the unit.

D. Unit Administrator

“Unit administrator,” in this policy, means the person responsible for a unit as defined in this policy.

E. Personnel Affairs Committee

“Personnel Affairs Committee” and “PAC,” in this policy, mean a group of tenured faculty members comprised of individuals who do not hold an administrative assignment as defined in UNT Policy 06.002, Academic Appointments and Titles, and who are not responsible for faculty salary and evaluation recommendations.

F. Unsatisfactory Performance

“Unsatisfactory performance,” in this policy, means the failure to sustain effectiveness in the domains of teaching, scholarship, service, and administration; continued or repeated substantial neglect of professional responsibilities; or incompetence or refusal to carry out

duties that are part of the assigned workload. Examples of unsatisfactory performance include, but are not limited to failure to meet classes, refusal to teach classes within one's area of expertise, or failure or refusal to participate in scholarly activities, service, or administrative activities when these responsibilities are part of the assigned workload. Refusal to consider reasonable suggestions/advice to provide correction or assistance may also be a factor when determining whether a faculty member will be placed on a PDP.

IV. Policy Responsibilities

The annual review of tenured faculty is designed to support faculty development and sustained effectiveness after tenure is awarded. Reviews occurring after tenure has been granted are not conducted for the purposes of dismissal or re-evaluation of tenure. In addition, reviews occurring after tenure must always protect academic freedom as outlined in UNT Policy 06.035, Academic Freedom and Responsibility.

A. General Guidelines

1. Faculty members are expected to earn evaluations of at least sustained effectiveness in the areas of teaching, scholarship, service, and administration (if the faculty member is an administrator) after being awarded tenure.
2. Each unit administrator and Personnel Affairs Committee must review all tenured faculty in the unit annually and provide a written evaluation on the areas of each faculty member's assigned workload.
3. A faculty member who receives a single overall review of unsatisfactory shall be placed on a PDP.
4. Numerical scores and rankings within a unit during an annual evaluation are not necessarily indicative of unsatisfactory performance. Failure to publish or secure external funding in a given year does not, in itself, imply unsatisfactory performance in scholarship. Negative teaching evaluations do not, in themselves, imply unsatisfactory performance in teaching.

B. Unit Criteria

1. The tenured faculty of each unit, in collaboration with the unit administrator, is responsible for developing written workload-based performance criteria for the annual review of tenured faculty and for reviewing the criteria no fewer than every six (6) years. Each unit's criteria must be consistent with those of the college and university policy.
2. The dean and provost must approve all unit criteria and ensure the criteria are sufficiently flexible to allow for differences in academic disciplines.
3. The dean will provide said criteria to each tenured faculty member.
4. The unit administrator and dean are responsible for ensuring review criteria is followed.

C. Guidelines for Professional Development

1. A faculty member who receives an unsatisfactory annual review by the Personnel Affairs Committee shall be placed on a PDP.
2. The PDP is initiated with the appointment of a FPDC consisting of tenured faculty only. The FPDC shall be comprised of a member selected by the faculty member under review, who may be from outside UNT; a member appointed by the dean of the faculty member's college in consultation with the unit administrator; and a third individual selected by these two (2) members from a pool of UNT faculty provided by the provost. The third member will serve as the chair of the FPDC. The FPDC may select non-voting members and utilize other resources deemed necessary. The provost may appoint members to serve on the FPDC if the faculty member under review or dean fail to identify a member in a timely manner or the two (2) selected members are unable to agree on a third member in a reasonable time.
3. The FPDC, in consultation with the faculty member, will develop a written, individualized and clear plan that is intended to facilitate professional development and remedy all deficiencies noted in the annual review. The PDP will:
 - a. Identify specific deficiency(ies) to be addressed;
 - b. Identify factors that impeded or may have impeded the ability or opportunity to sustain effectiveness in the area or areas evaluated as unsatisfactory;
 - c. Identify institutional resources available to address the identified deficiency(ies);
 - d. Identify specific goals or outcomes intended to demonstrate that the noted deficiency(ies) have been corrected;
 - e. Describe the activities to be undertaken to achieve agreed-upon outcomes;
 - f. Articulate the criteria for assessing progress toward the agreed-upon goals or outcomes;
 - g. Identify metrics to assess progress; and
 - h. Establish timelines and milestones for evaluating progress.
4. The PDP must be approved by the unit administrator, dean, and provost; and communicated to the faculty member in writing prior to its implementation. The FPDC will monitor progress, provide mentorship as needed, and submit periodic reports, at least annually, to the unit administrator and the faculty member.

D. Removal from the PDP

1. A faculty member may be on a PDP for up to two (2) calendar years. At the end of each year, the FPDC will determine whether the faculty has achieved the outcomes identified in the plan.
2. If the FPDC determines the faculty member has successfully completed the PDP before

the end of the second year, it may submit a report to the unit administrator, dean, and the provost recommending the faculty member be removed from the plan. The provost will determine whether to recommend revocation of tenure and termination of employment, taking into account the faculty member’s record and all annual reviews.

3. If the FPDC determines that the agreed upon outcomes have not been achieved at the end of the second year, it will submit a written report to the unit administrator identifying the reason(s) for its determination. Upon receipt of the report, the unit administrator may request additional information or clarification from the FPDC and, once satisfied with the completeness of the report, will recommend to the dean whether the faculty member’s tenure should be revoked and employment terminated. Upon receipt of the report and recommendations, the provost will determine whether to recommend revocation of tenure and termination of employment, taking into account the faculty member’s record and all annual reviews.
4. A faculty member who disputes the FPDC’s report or any accompanying recommendation(s) may appeal in accordance with department or college/school guidelines and university policy. A faculty member may appeal the report and recommendation(s) on any basis, including but not limited to fairness, substantive or procedural grounds, academic freedom, and academic responsibility.
5. The university has the burden of proving that tenure should be revoked and is responsible for publishing an appeal procedure that complies with 51.942 of the Texas Education Code, Regents Rule 06.901 and applicable UNT policies.

V. References and Cross-References

- [Texas Education Code § 51.948, Restrictions on Contracts with Administrators](#)
- [Texas Education Code § 51.942, Post-Tenure Review](#)
- [UNT System Board of Regents Rule 06.902, Faculty Research and Creative Activity](#)
- [UNT System Board of Regents Rule 06.1101, Evaluation of Tenure](#)
- [UNT Policy 06.002, Academic Appointments and Titles](#)
- [UNT Policy 06.027, Academic Workload](#)
- [UNT Policy 06.035, Academic Freedom and Academic Responsibility](#)

VI. Revision History

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