

# **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.

# 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

### **EXCELLENT: Evaluation Range of $\geq 8$ 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 $\geq 7$ 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 $\geq 6$ 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

- “ 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.

<b>MERIT</b>	<b>APPROXIMATE SCORE</b>
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.

## **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 $\geq 8$ 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

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 $\geq 7$ 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 $\geq 6$ 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



- 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.

## **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 $\geq 8$ 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

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  $\geq 7$  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  $\geq 6$  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

**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.

## 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.

## 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

**EXCELLENT: Evaluation Range of  $\geq 8$  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  $\geq 7$  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



- ▮ 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  $\geq 6$  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.

## 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

- ‖ 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  $\geq 8$  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

**GOOD: Evaluation Range of  $\geq 7$  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  $\geq 6$  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

**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.

## **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 $\geq 8$ 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 $\geq 7$ 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  $\geq 6$  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.

## **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 $\geq 8$ 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



current evaluation period)

### **GOOD: Evaluation Range of $\geq 7$ 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 $\geq 6$ 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.

## **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 $\geq 8$ to $< 9$**

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  $\geq 7$  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  $\geq 6$  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  $< 6$**

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.

# **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

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.



## **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.

**PAC/PAT/CHAIR EVALUATION FOR TENURED/TENURE-TRACK FACULTY AND  
ALL LEVELS OF LECTURERS AND CLINICAL FACULTY**

<b>NAME, RANK</b>	<b>WORKLOAD</b>	<b>DATE</b>

<b>TEACHING</b>	<b>&lt;6</b>	<b>≥6 to &lt;7</b>	<b>≥7 to &lt;8</b>	<b>≥8 to &lt;9</b>	<b>9 - 10</b>
Merit Score					
Comments					

<b>INTELLECTUAL CONTRIBUTIONS</b>	<b>&lt;6</b>	<b>≥6 to &lt;7</b>	<b>≥7 to &lt;8</b>	<b>≥8 to &lt;9</b>	<b>9 - 10</b>
Merit Score					
Comments					

<b>SERVICE</b>	<b>&lt;6</b>	<b>≥6 to &lt;7</b>	<b>≥7 to &lt;8</b>	<b>≥8 to &lt;9</b>	<b>9 - 10</b>
Merit Score					
Comments					

**OVERALL EVALUATION:**

<b>FACULTY SIGNATURE</b>	<b>DATE</b>
<b>PAC CHAIR SIGNATURE (merit)</b>	
<b>PAT CHAIR SIGNATURE (promotion)</b>	
<b>DEPARTMENT CHAIR SIGNATURE</b>	

## 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.