

## **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><b>1. Systematic organization</b> 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><b>2. Effectiveness of presentation</b> 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><b>3. Assessment procedures</b>, 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><b>4. Student assessment and feedback</b> 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><b>5. Development</b> of workbooks, manuals, tapes, slides, online materials, other print and non-print <b>learning resources</b> 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><b>6.Cooperation</b> in developing, <b>scheduling</b>, and <b>teaching</b> 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><b>7.Development</b> or use of <b>web- based courses</b>, study abroad and/or other <b>international academic programs</b>, and/or other efforts to <b>support globalization</b></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><b>8. Development</b> or use of innovative materials, software and <b>new modalities to enhance clinical competency</b> of students, client care, professional development activities, and/or other efforts to <b>expand experiential opportunities</b> for students. <b>*Associate clinical</b></p>	<p>Individual develops innovative instructional techniques, curricula or programs of study; participates 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  <b>(*Professor)</b></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  <b>(*Clinical Professor)</b></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
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.	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.	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, foundation, state contract, or industry,).

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
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.	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.	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, foundation, state

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

<b>Component</b>	<b>Excellent = 2</b>	<b>Satisfactory = 1</b>	<b>Unsatisfactory = 0</b>
<b>1. Supports the mission and functioning of the department, college and the University.</b>	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 effected 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.*

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