

**UNIVERSITY OF NORTH TEXAS  
COLLEGE OF BUSINESS  
Department of Marketing, Logistics, and Operations Management**

**GUIDELINES FOR REAPPOINTMENT, PROMOTION, AND TENURE**

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## I. STATEMENT OF PHILOSOPHY

The Dean of the College of Business is responsible for recommending to the Provost candidates for reappointment, promotion, and tenure from within the College. The Dean also has a responsibility to candidates for reappointment, promotion, and tenure to evaluate carefully, consistently, and in accordance with guidelines, the quality and extent of their contributions in the areas of teaching, intellectual contributions, and service. Consistent with their role as teachers, candidates for reappointment, promotion, and tenure must present evidence that they have engaged in quality teaching. Consistent with their role as scholars, candidates must present evidence that they have advanced knowledge and/or translated existing knowledge to improve business practice or pedagogy. Consistent with their role as members of an academic community, they must present evidence that they have practiced good citizenship by providing meaningful service to the communities to which they belong.

The policies reported in this document reflect the Dean's responsibility for recommending promotion, tenure, and reappointment. Guidelines adopted by DML&OM expand upon the Dean's guidelines.

### **Annual Merit Evaluation and Guidelines for Reappointment, Promotion, and Tenure**

The guidelines reported in this reappointment, promotion, and tenure document are separate and distinct from annual merit evaluations. Although a candidate is expected to have received positive annual merit evaluations during the period under review, annual merit evaluations are based on (1) a three-year rolling window and (2) individualized workload assignments that might emphasize one or two of the three teaching, intellectual contributions, and service categories. Reappointment, promotion, and tenure decisions, on the other hand, are based on a candidate's contributions in each of the categories of teaching, intellectual contributions, and service over specific three-years, six-years, or, in the case of promotion to professor, possibly longer windows. Reappointment, promotion, and tenure decisions also include broader considerations such as the candidate's reputation in the field, the cogency of the candidate's research agenda, the impact of the candidate's accomplishments, and the likelihood of continued performance. Thus, the criteria by which a candidate is judged meritorious in the annual merit review process are not alone sufficient to warrant reappointment, promotion, or tenure.

### **Definitions**

The following definitions are used throughout this document.

*Must* versus *should* statements. *Must* connotes an imperative, a requirement, or a condition to be achieved with certainty. *Should* connotes what is expected or advisable. Deviations from statements preceded by *should* require an explanation or alternative.

*Instructional development* is the enhancement of the educational value of instructional efforts.

*Intellectual contributions* include “contributions to learning and pedagogical research, contributions to practice, and discipline-based research.”<sup>1</sup> Scrutiny of peers or practitioners is required of all work submitted as an intellectual contribution. Publication in a peer-reviewed journal is sufficient to meet this requirement. Absent such publication, the candidate must demonstrate that his or her work has contributed to business education or practice. Examples of such demonstration include evidence of frequent citation, required reading or widespread use in college classes or among professionals, and written reviews by experts in the field.

*Discipline-based scholarship* represents the creation of new knowledge.<sup>2</sup>

*Applied scholarship* is the application, transfer, and interpretation of existing knowledge.

*High quality journals* include both A and A\* discipline-based journals taken from the College Journal List or as specifically justified for impact and reputation. (See Appendix A of the Dean’s Guidelines for criteria).

*Premier journals* are those designated as A\* by the Australian Business Dean’s Council or appearing on the Financial Times 50 List, or the UT-Dallas List, or as specifically justified as equivalent in quality in non-business disciplines related to the candidate’s field of study. (See Dean’s Guidelines Appendix A for criteria and Appendices D, E and F for current lists.)

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<sup>1</sup>AACSB International, *Standards for Business Accreditation with Interpretive Information* (as revised January 31, 2010), Standard 2, INTELLECTUAL CONTRIBUTIONS, p. 20.

<sup>2</sup>“Discipline-based scholarship” is AACSB International terminology for “basic research”: “Discipline-based scholarship (often referred to as basic research) contributions add to the theory or knowledge base of the faculty member’s field. Published research results and theoretical innovation qualify as Discipline-based scholarship contributions,” *Standards for Business Accreditation with Interpretive Information* (as revised January 31, 2010), Standard 2, INTELLECTUAL CONTRIBUTIONS, p. 21.

## **II. PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR**

- A. Criteria for Teaching. Candidates must present a teaching portfolio with evidence of a consistent level of quality teaching. The portfolio should contain, as a minimum, the following:
1. Student evaluations. Good student evaluations of teaching are necessary, but insufficient to meet this requirement.
  2. Syllabi that clearly state the learning objectives in the classes the candidate teaches along with examples of the methods the candidate uses to determine if students are meeting the learning objectives (e.g., exams, class assignments).
  3. Handouts, class assignments or projects, guidelines for computer games, simulations, lists of outside speakers, and/or visual aids that demonstrate use of newer techniques, procedures, or other aids which increase the potential learning environment in the classroom and improve overall communication of information.
  4. Evidence of instructional development: The candidate must demonstrate engagement in instructional development. Evidence can include activities such as:
    - a. Course revision or new course development;
    - b. Instructional development grants;
    - c. Supervision of independent study or internships that are not a part of an organized class; and
    - d. Pedagogical publications such as peer reviewed articles about pedagogy, cases with instructional materials, instructional software, textbooks, presentations at professional meetings describing pedagogical innovations, or materials available for scrutiny by peers or practitioners describing the design and implementation of new courses or course materials.
  5. Evidence of service on dissertation committees. The candidate should have served on one or more dissertation committees.
  6. Summary of the Personnel Affairs Committee's merit evaluations for teaching beginning with the Year of Appointment.

7. (Optional) Letters, award certificates, or other materials that substantiate recognitions at the college or university level or by outside professional groups for excellence in teaching.

B. Criteria for Intellectual Contributions

- Published research in the candidate's field constitutes the primary basis for evaluating a candidate's intellectual contributions. The candidate's entire record of research in his or her field shall be considered. It is the faculty member's responsibility to provide evidence of the quality of scholarship. Evaluation of scholarly work will use the same criteria whether works are published in digital or print formats and whether they are made accessible online to the public at no cost or are accessible only through individual or institutional purchase.

1. Evidence of intellectual contributions:

- a. Published research. The candidate's portfolio of articles must contain five to seven articles depending on the quality of publication. At least three articles in journals that appear on the College journal list and are recognized by DML&OM as high quality (A and A\*). Candidates are encouraged to publish in premier journals and those journals designated by the College as premier in their functional area, with at least some of their work appearing in these outlets. The candidate's published articles and his or her work in progress should demonstrate a clear research agenda.

Articles published in a journal on the College's list outside a candidate's discipline (or in a premier journal outside the business disciplines) are encouraged and may count toward the required number of articles in high quality journals when (1) the discipline the journal represents reasonably relates to the candidate's discipline or teaching area, (2) the article advances the candidate's research agenda, and (3) the candidate has contributed substantially to the research effort. For example, a consumer behavior article in the *Journal of Applied Psychology*.

- b. Published research monographs and externally funded research grants (with Principal Investigator or Co-principal Investigator status) that meet the Texas Higher Education Coordinating Board's definition of Restricted Research (see Appendix B) may substitute for articles in premier (A or A\*) journals. Funded research meeting the Higher Education Research and Development (HERD) criteria may substitute for articles in high quality (A or A\*) journals, with classification based on the magnitude and impact of the funding. A refereed article published as a result of such a grant shall count separately from the receipt of the grant.

- c. Non-published research. Intellectual contributions that are made available for scrutiny by peers and practitioners, but are not published, are properly part of the candidate's record of achievement. It is, however, the faculty member's responsibility to demonstrate the impact of the contribution on business education or practice. Non-published research does not satisfy the requirements specified in paragraph II.B.1.a above.
2. Evidence of independent thought and ability. Candidates are expected to demonstrate their ability to conduct research independently or make substantive contributions to joint research projects. Sole-authored publication is encouraged, but not required. However, in the absence of sole-authored publications or clear lead authorships, the departmental chair and the Promotion and Tenure committee must assess and comment on a candidate's contributions to joint work.
3. Other intellectual contributions that enhance the credentials of a candidate include papers presented at academic meetings, publicly available research working papers, papers presented at faculty research seminars and workshops, professional presentations, book reviews, editorial activities, and service as a research paper discussant or panelist at academic meetings. None of the activities described in this paragraph, however, may substitute for the criteria reported above in II.B.1 and II.B.2.

C. Criteria for Service

Junior faculty members are expected to concentrate primarily on teaching and research during their probationary period. Even so, they must demonstrate a willingness to engage in service and are expected to take on limited service responsibilities in the later years of the probationary period as specified below.

1. Serving on departmental, college, or university level committees.
2. The candidate should be actively involved in the departmental doctoral program (e.g., contributing to the preparation and grading of doctoral exams; attending doctoral oral exams, proposal defenses, and dissertation defenses; and serving on dissertation committees [see also II.A.5. above]).
3. Administrative assignments. Serving as Academic Coordinators and carrying out special projects at the request of the department chair, dean, or university administrators.
4. The candidate should also demonstrate a willingness to render service to the University, academic professional organizations (national, regional, and local professional association elected offices), or the business community. Examples include continuing education programs; organizing/expediting workshops, seminars, and professional meetings; presentations before public

organizations (such as service groups), legislative committees; service on public boards or committees, e.g. Chamber of Commerce, United Way; and, utilization of professional competence in legal proceedings.

5. The Personnel Affairs Committee's annual assessment of faculty member service activities will be employed by the Promotion and Tenure Committee when evaluating faculty members for tenure and/or promotion.

D. Time for Promotion

1. Candidates should normally spend at least six years in rank as an assistant professor before being promoted to associate professor. Promotion before the end of the sixth year of service as an assistant professor will be considered only in cases of truly outstanding and internationally acclaimed performance. These instances will be rare.
2. Candidates with prior service as an assistant professor at other institutions may be reviewed for promotion to associate professor beginning in their sixth year of service in rank, including service at other institutions.

### **III. PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR**

The criteria reported in Part III assume that the candidate has already fulfilled the criteria reported in Part II. All evidence of accomplishments required in Part III must date from the time of the candidate's first appointment to the rank of associate professor.

A. Criteria for Teaching. Candidates must present a teaching portfolio with evidence of a consistent level of quality teaching. The portfolio should contain, as a minimum, the following:

1. Student evaluations. Good student evaluations of teaching are necessary, but insufficient to meet this requirement.
2. Syllabi that clearly state the learning objectives in the classes the candidate teaches along with examples of the methods the candidate uses to determine if students are meeting the learning objectives (e.g., exams, class assignments).
3. Handouts, class assignments or projects, guidelines for computer games, simulations, lists of outside speakers, and/or visual aids that demonstrate use of newer techniques, procedures, or other aids which increase the potential learning environment in the classroom and improve overall communication of information.
4. Evidence of instructional development: The candidate must demonstrate engagement in instructional development. Evidence can include activities such as:
  - a. course revision or new course development;
  - b. instructional development grants;
  - c. supervision of independent study or internships that are not a part of an organized class; and
  - d. pedagogical publications such as peer reviewed articles about pedagogy, cases with instructional materials, instructional software, textbooks, presentations at professional meetings describing pedagogical innovations, or materials available for scrutiny by peers or practitioners describing the design and implementation of new courses or course materials.
5. Evidence of service on dissertation committees: The candidate should have served on two or more dissertation committees and, in those disciplines with doctoral programs, chaired at least one dissertation committee.

B. Criteria for Intellectual Contributions



- Published or funded research in the candidate's field constitutes the primary basis for evaluating a candidate's intellectual contributions. It is the faculty member's responsibility to provide evidence of the quality of scholarship. Evaluation of scholarly work will use the same criteria whether works are published in digital or print formats and whether they are made accessible online to the public at no cost or are accessible only through individual or institutional purchase.

1. Evidence of intellectual contributions:

- a. Published research. The candidate must have an overall portfolio of publications that has earned the candidate a national reputation for scholarly achievement. An expected level of publication would be to publish between five and seven additional articles that evidence basic research since promotion to associate professor. The candidate's portfolio of publications after appointment as Associate Professor, must contain, among other publications, four or more articles in journals recognized by the candidate's department as high quality (A and A\*) outlets for discipline-based research. The emphasis should be on premier journals and journals recognized by the College as excellent in the candidate's field. At least some of the candidate's work should appear in premier outlets. It is further noted that the exact composition of a successful candidate's portfolio will be a function of the quality of their work. The candidate's published articles and his or her work in progress should demonstrate the continuation of a clear research agenda, although these guidelines recognize that a candidate's research agenda may reasonably change direction, expand, or become more specialized over time.

Articles published in a journal on the College's list outside a candidate's discipline (or in a premier journal outside the business disciplines) are encouraged and may count toward the required number of articles in high quality journals when (1) the discipline the journal represents reasonably relates to the candidate's discipline or teaching area, (2) the article advances the candidate's research agenda, and (3) the candidate has contributed substantially to the research effort. For example, a consumer behavior article in the *Journal of Applied Psychology*.

- b. Published research monographs and externally funded research grants (with Principal Investigator or Co-principal Investigator status) that meet the Texas Higher Education Coordinating Board's definition of Restricted Research (see Appendix B) may substitute for articles in premier (A or A\*) journals. Funded research meeting the Higher Education Research and Development (HERD) criteria may substitute for articles in high quality (A or A\*) journals, with classification based on the magnitude and impact of the funding. A refereed article published as a result of such a grant shall count separately from the receipt of the grant.

- c. As with the granting of tenure and/or promotion to associate professor rank, papers presented at professional meetings, and published in proceedings, monographs, textbooks, chapters in textbooks, and feature articles, and web-based textbooks, and book chapters will not be substituted for the publication requirements stated above. Variance from this requirement will be considered in the case of exceptional contribution to the departmental mission.
  - d. Non-published research. Intellectual contributions that are made available for scrutiny by peers and practitioners, but are not published, are properly part of the candidate's record of achievement. It is, however, the faculty member's responsibility to demonstrate the impact of the contribution on business education or practice. Non-published research does not satisfy the requirements specified in paragraph III.B.1.a above.
2. Evidence of independent thought and ability: Co-authored work is consistent with the best tradition of a community of scholars. Candidates for professor, however, are expected to demonstrate their ability to conduct research independently or contribute substantively to joint work. The Promotion and Tenure committee must assess and comment on a candidate's contributions to joint work.
  3. Other intellectual contributions that enhance the credentials of a candidate include papers presented at academic meetings, publicly available research working papers, papers presented at faculty research seminars and workshops, professional presentations, book reviews, editorial activities, and service as a research paper discussant or panelist at academic meetings. None of the activities described in this paragraph, however, may substitute for the criteria set forth in III.B.1 and III.B.2 above.
  4. The candidate must be a full member of the University's graduate faculty.

#### C. Criteria for Service

1. For the period under review, the candidate must have rendered substantive service to the College of Business. This service may include, but is not limited to, chairing College and departmental committees, serving as a program advisor, sponsoring student organizations, and mentoring students.
2. The candidate should be actively involved in his or her departmental doctoral program (e.g., teaching doctoral seminars; contributing to the preparation and grading of doctoral exams; attending doctoral oral exams, proposal defenses, and dissertation defenses; and serving on or chairing dissertation committees [see also III.A.5. above]).

3. Administrative assignments. Serving as Academic Coordinators and carrying out special projects at the request of the department chair, dean, or university administrators.
4. The candidate should also demonstrate a willingness to render service to the University, academic professional organizations (national, regional, and local professional association elected offices), or the business community. Examples include continuing education programs; organizing/expediting workshops, seminars, and professional meetings; presentations before public organizations (such as service groups), legislative committees; service on public boards or committees, e.g. Chamber of Commerce, United Way; and, utilization of professional competence in legal proceedings.
5. The Personnel Affairs Committee's annual assessment of faculty member service activities will be employed by the Promotion and Tenure Committee when evaluating faculty members for promotion.

#### D. Time for Promotion

There is no minimum time in rank for promotion from associate professor to professor. A faculty member can undergo the promotion process to professor when, in consultation with the chair and/or unit review committee chair, believes their record warrants consideration for promotion.

### **IV. Third-Year Reappointment Review**

All assistant professors on tenure track shall be reviewed for reappointment during the third year of the probationary period. The procedure for conducting the reappointment review is similar to that for the tenure and promotion review reported in UNT's *Policy Manual*, 06.004.1.C, "Procedures."

- A. Criteria for Teaching. Candidates must present a teaching portfolio with evidence of a consistent level of quality teaching. The portfolio should contain, as a minimum, the following:
  1. Student evaluations. Good student evaluations of teaching are necessary, but insufficient to meet this requirement.
  2. Syllabi that clearly state the learning objectives in the classes the candidate teaches along with examples of the methods the candidate uses to determine if students are meeting the learning objectives (e.g., exams, class assignments).
  3. Handouts, class assignments or projects, guidelines for computer games, simulations, lists of outside speakers, and/or visual aids that demonstrate use of newer techniques, procedures, or other aids which increase the potential learning

environment in the classroom and improve overall communication of information.

4. Evidence of instructional development: The candidate must demonstrate engagement in instructional development. Evidence can include activities such as:
  - a. course revision or new course development;
  - b. instructional development grants;
  - c. supervision of independent study or internships that are not a part of an organized class; and
  - d. pedagogical publications such as peer reviewed articles about pedagogy, cases with instructional materials, instructional software, textbooks, presentations at professional meetings describing pedagogical innovations, or materials available for scrutiny by peers or practitioners describing the design and implementation of new courses or course materials.
5. Evidence of some service on dissertation committees. The candidate should have served on at least one dissertation committee.
6. Summary of the Personnel Affairs Committee's merit evaluations for teaching beginning with the Year of Appointment.
7. (Optional) Letters, award certificates, or other materials that substantiate recognitions at the college of university level or by outside professional groups for excellence in teaching.

#### B. Criteria for Intellectual Contributions

Published research in the candidate's field constitutes the primary basis for evaluating a candidate's intellectual contributions. For third-year reappointment review, articles accepted for publication and work in progress are also particularly relevant.

1. Evidence of intellectual contributions:
  - a. Published research. A candidate should have published or had accepted at least two journal articles, although the exact number of published or accepted articles required of a candidate shall be a function of (1) the quality of the work and (2) the quality and time-to-acceptance of the journals to which the candidate has submitted. A revise and re-submit at a high quality (A and A\*) journal, counts as equal to an acceptance at a lower level journal. The

candidate's published or accepted work and work in progress should be discipline-based and evince a clear research agenda.

- b. The candidate's portfolio of articles must contain at least one article in a journal that appears on the College journal list and are recognized by DML&OM as high quality (A and A\*). A minimum of two additional articles are required. The candidate's published articles and his or her work in progress should evince a clear research agenda.

Articles published in a journal on the College's list outside a candidate's discipline (or in a premier journal outside the business disciplines) are encouraged and may count toward the required number of articles in high quality journals when (1) the discipline the journal represents reasonably relates to the candidate's discipline or teaching area, (2) the article advances the candidate's research agenda, and (3) the candidate has contributed substantially to the research effort. For example, a consumer behavior article in the *Journal of Applied Psychology*.

- c. Non-published research. Intellectual contributions that are made available for scrutiny by peers and practitioners, but are not published, are properly part of the candidate's record of achievement. It is, however, the faculty member's responsibility to demonstrate the impact of the contribution on business education or practice.
2. Evidence of independent thought and ability. Candidates are expected to demonstrate their ability to conduct research independently or make substantive contributions to joint research projects. Sole-authored publication is encouraged, but not required. However, in the absence of sole-authored publications or clear lead authorships, the departmental chair and the Promotion and Tenure committee must assess and comment on a candidate's contributions to joint work.
  3. Other intellectual contributions that enhance the credentials of a candidate include papers presented at academic meetings, publicly available research working papers, papers presented at faculty research seminars and workshops, professional presentations, book reviews, editorial activities, and service as a research paper discussant or panelist at academic meetings. None of the activities described in this paragraph, however, may substitute for the criteria reported in IV.B.1 and IV.B.2 above.

### C. Criteria for Service

Although junior faculty members are expected to concentrate primarily on teaching and research during their probationary period, they must demonstrate a willingness to engage in service.

1. For the period under review, the candidate should render service to the College of Business by serving on at least one College or departmental committee or by serving in a similar service capacity as agreed upon by the Department Chair.
2. The candidate should be actively involved in his or her departmental doctoral program (e.g., contributing to the preparation and grading of doctoral exams; attending doctoral oral exams, proposal defenses, and dissertation defenses; and serving on dissertation committees).

The candidate might also demonstrate a willingness to render service through involvement on the University committees, in academic professional organizations, or in the business community.

## V. THE GRANTING OF TENURE<sup>3</sup>

Two distinct groups of faculty may apply for tenure: (1) assistant professors completing their six-year probationary period and applying for both tenure and promotion to associate professor and (2) new-hire faculty of any rank with prior experience at other institutions.

1. For assistant professors completing their six-year probationary period, tenure and promotion are normally simultaneous. The criteria for both, accordingly, are the same.
2. New-hire assistant professors without prior experience at the rank of assistant professor at other institutions will have the full six-year probationary period and thus may normally be reviewed for tenure and promotion during their sixth year of service at the University. A faculty member with prior service at the rank of assistant professor, however, may apply for tenure and promotion when the faculty member's combined service at the University and his or her prior institution(s) equates to the normal, six-year full probationary period. Each new faculty member shall serve a minimum probationary period of no less than one year, except in instances where the President of the University makes an exception and recommends immediate tenure upon hire.
3. New-hire associate professors and professors with prior experience in rank at other institutions will normally have the full three-year probationary period and thus may be reviewed for tenure during their third year of service. A faculty member with prior service as an associate professor or professor, however, may apply for tenure and promotion at any time prior to the expiration of the maximum three-year probationary period. Each new faculty member shall serve a minimum probationary period of no less than one year, except in instances where the President of the University makes an exception and recommends immediate tenure upon hire.
4. The criteria for tenure for new-hire assistant professors with prior experience at other institutions are the same as the criteria for assistant professors completing their six-year probationary period at UNT. The criteria for tenure for associate professors and professors with prior experience at other institutions are the same as the criteria for attainment of the rank they hold, except that such new-hire

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<sup>3</sup> Per the University of North Texas *Policy Manual*, 15.0.3.4, "Choice of Tenure Criteria," "A faculty member on a probationary appointment (eligible for tenure) may, unless otherwise specified in writing at the time of employment, choose the tenure criteria from any University tenure policy statement in force between the time of initial employment and the time when a determination of tenure status is made." A candidate for tenure, accordingly, should clearly specify in his or her dossier the criteria he or she has elected to follow if different from those currently in force in the College of Business.

faculty must provide evidence of continuing productivity since their promotion, including since their hire date at UNT.

5. The department's Promotion and Tenure committee shall record details of the vote on promotion/tenure/reappointment.



## **VI. REAPPOINTMENT AND PROMOTION OF NON-TENURE-TRACK FACULTY**

All non-tenure-track faculty members shall be reviewed annually for reappointment or continuation of an existing appointment. The procedure for conducting the reappointment review is similar to that for the tenure and promotion review as established in UNT's *Policy Manual*, 06.005, "Procedures."

- A. Candidates must present a teaching portfolio with evidence of a consistent level of quality teaching. The portfolio should contain, as a minimum, the following:
1. Student evaluations. Good student evaluations of teaching are necessary, but insufficient to meet this requirement.
  2. Syllabi that clearly state the learning objectives in the classes the candidate teaches along with examples of the methods the candidate uses to determine if students are meeting the learning objectives (e.g., exams, class assignments).
  3. Handouts, class assignments or projects, guidelines for computer games, simulations, lists of outside speakers, and/or visual aids that demonstrate use of newer techniques, procedures, or other aids which increase the potential learning environment in the classroom and improve overall communication of information.
  4. Evidence of instructional development: The candidate must demonstrate engagement in instructional development. Evidence can include activities such as:
    - a. course revision or new course development;
    - b. instructional development grants;
    - c. supervision of independent study or internships that are not a part of an organized class; and
    - d. pedagogical publications such as peer reviewed articles about pedagogy, cases with instructional materials, instructional software, textbooks, presentations at professional meetings describing pedagogical innovations, or materials available for scrutiny by peers or practitioners describing the design and implementation of new courses or course materials.
  5. Evidence of service on dissertation committees. Scholarly-active candidates should have served on one or more dissertation committees.
  6. Summary of the Personnel Affairs Committee's merit evaluations for teaching beginning with the Year of Appointment.

(Optional) Letters, award certificates, or other materials that substantiate recognitions at the college or university level or by outside professional groups for excellence in teaching.

B. Criteria for Service

1. For the period under review, the candidate must have rendered substantive service to the College of Business. This service may include, but is not limited to, serving on College and departmental committees, serving as a program advisor, sponsoring student organizations, and mentoring students.
2. The candidate must also have rendered service to the University, professional organizations, and the business community if these are included in the annual assignment.

C. Criteria for Promotion of Lecturers

1. Candidates for promotion from Lecturer to Senior Lecturer must have served at least three consecutive years in the rank of lecturer or have equivalent prior teaching experience. In each of these years, the candidate must have demonstrated excellence based on university and unit criteria for teaching and service. Promotion to the rank of senior lecturer requires evidence of excellence in the domain of teaching and sustained effectiveness in the domain of service. Excellence or extraordinary quality in any one domain will not compensate for lack of sustained effectiveness in the other assigned area.
2. Candidates for promotion from Senior Lecturer to Principal Lecturer must have a minimum of a master's degree in their discipline and at least five consecutive years of college-level teaching experience including at least three years at the senior lecturer rank and/or the equivalent professional teaching experience. In each of these years, the candidate must have demonstrated excellence based on university and unit criteria for teaching and service. Promotion to the rank of principal lecturer requires evidence of sustained excellence in the domains of teaching and service. Excellence or extraordinary quality in any one domain will not compensate for lack of sustained excellence in the other assigned area.

D. Criteria for Promotion of Clinical Faculty

1. Candidates for promotion from Assistant Clinical Professor to Associate Clinical Professor must have served at least five consecutive years in the rank of assistant clinical professor or have equivalent prior relevant experience. In each of these years, the candidate must have demonstrated excellence based on university and unit criteria for teaching and service and remain scholarly active as required for accreditation purposes. Promotion to the rank of

associate clinical professor requires evidence of excellence in the primary domain of responsibility and sustained effectiveness in their other workload assignments. Excellence or extraordinary quality in any one domain will not compensate for lack of sustained effectiveness in other assigned areas.

2. Candidates for promotion from Associate Clinical Faculty to Clinical Professor must have served at least eight consecutive years in college-level clinical, professional, or practicum assignments, including at least three years at the associate clinical professor rank, or have equivalent prior relevant experience. In each of these years, the candidate must have demonstrated excellence based on university and unit criteria for teaching and service and remain scholarly active as required for accreditation purposes. Promotion to the rank of clinical professor requires evidence of sustained excellence in the primary domain of responsibility and other workload assignments. Excellence or extraordinary quality in any one domain will not compensate for lack of sustained excellence in the other assigned area.

**VII. IMPLEMENTATION OF THE DEAN'S GUIDELINES FOR TENURE AND PROMOTION**

Applications for tenure and promotion forwarded to the Dean of the College of Business must conform to the requirements of the University of North Texas *Policy Manual*, 06.004, "Faculty Appointment and the Granting of Tenure and Promotion," and 06.005, "Non-Tenure Track Faculty Reappointment and Promotion."

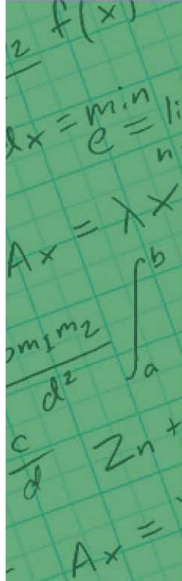
Each year, the Dean of the College shall publish a calendar that contains dates by which applications for reappointment, promotion, and tenure and all supporting documentation must be received by the Dean. Departmental reappointment, promotion, and tenure committees, chairs, and the College's reappointment, promotion, and tenure committee are obligated to meet those deadlines. The Dean, in turn, is obligated to meet the deadlines established by the Provost for the submission of reappointment, promotion, and tenure materials to the Provost's Office.

**APPENDIX A**  
**COLLEGE JOURNAL LIST PROCEDURE**

- A. The official criterion for validating the College of Business A Journal list is that a journal must be ranked as A or A\* on the Australian Business Dean's Council List (ABDC).
- B. Review of COB Journal list and Official Criteria.
1. A COB Journal Review Committee will be formed every three years to review the COB journal list and make changes. Journals are only removed from the list during these review periods when they fail to meet the official criteria.
  2. When journals come off the list, articles submitted to or published in a journal while it on the COB list will be recognized by RPT for reappointment, tenure, and promotion decisions.
- C. The College's Reappointment, Promotion, and Tenure committee (RPT) may make changes and additions to the college journal list according to the following guidelines.
1. A department proposes changes to the list through a letter from its chair, its Promotion and Tenure Committee (PAT) chair and a majority vote of its tenure track faculty.
  2. If a journal meets the above criteria and is on at least one of the discipline subject areas that is represented by at least one journal on the current COB list, it is automatically approved as an addition to the COB journal list.
  3. Exceptions to the above criteria will be considered if the submitted journal is substantiated to be in a subject area of the department and has rankings on other externally valid journal criteria (e.g., ISI impact factor) greater than or equal to the average of all the journals on the COB journal list in that departments subject areas. Additional justification using externally utilized journal criteria is also encouraged.
  4. When a reappointment, promotion, or tenure candidate's RPT folder has journal(s) that are not on the COB list, and maybe even shouldn't be there except in the case of a promotion to full of a candidate doing interdisciplinary work and publishing accordingly, then that also should be pointed out to the committee in the Chair's and PAT chair's letters.

## APPENDIX B

### Definition of Restricted Research Awards



Most sponsored projects are contributing in one way or another to an overall research initiative, program, or plan. *Restricted Research* awards—an accounting category of the Texas Higher Education Coordinating Board (THECB)—include research and development activities that are sponsored by a third party. However, in order for an award to be coded as *Restricted Research*, the proposal narrative must meet THECB's definitions of Research and Development.

**RESEARCH**  
is defined as a systematic study directed toward fuller scientific knowledge or understanding of the subject studied.

**& DEVELOPMENT**  
is the systematic use of knowledge and understanding gained from research directed toward the production of useful materials, devices, systems or methods, including design and development of prototypes and processes.

Many solicitations are mixed purpose (Instruction, Research, Public Service). If more than half of the proposal objectives and budget reflects R&D activity, the award can be categorized as *Research* as long as the proposal includes clear descriptions of specific research methodologies (i.e., data collection, evaluation, dissemination, and publication).

The Research Development team in the Office of Research and Economic Development is available to review proposals and provide specific suggestions to highlight overall research components and plans involved and/or related to the proposal. If interested, contact Diana Dorer at 940-565-4430 or [diana.dorer@unt.edu](mailto:diana.dorer@unt.edu) to schedule an appointment very early in the proposal development process.

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#### WHAT IS DEFINITELY RESEARCH?

- △ Basic research leading to generalizable knowledge (for publication, etc.)
- △ Development (devices, methods, etc.)

WHAT CAN BE RESEARCH:	WHAT IS NOT RESEARCH:
Applied research leading to generalizable knowledge (for publication, etc.)	Consultation that does not lead to generalizable knowledge
Surveys gathering information to answer research questions or test hypotheses	Surveys used for program evaluation; collection and delivery of raw survey data
Curriculum development projects to test an educational model through appropriate research methodologies and including a dissemination plan	Curriculum implementation projects using already-tested models, or curriculum development projects without the testing of an educational model
Research training in the same facilities that are concurrently being used for on-going research	Research education in classroom settings
Public outreach/public education/school projects that test a theory or evaluate a method, using research methodologies and including a dissemination plan	Public outreach/public education/school projects that do not test a theory or evaluate a dissemination method
Book-writing projects that disseminate knowledge gained via research (as defined herein)	Book-writing projects on topics other than disseminating research (as defined herein)
Projects that develop and test archiving methods, using established research methodologies and including a dissemination plan	Library collections and cataloging
Geographical research (which may involve mapping) that leads to generalizable knowledge and includes a dissemination plan	Mapping that leads only to the production of the map itself
Travel related to conducting research	Travel related to giving papers, presentation, etc.
Bringing researchers together to conduct research	Putting on a workshop/conference to share research findings
Projects that test theories or models of methodologies to increase underrepresented groups	Outreach efforts to increase underrepresented groups in sciences, professions, and/or educational contexts

## **APPENDIX C**

### **Definition of HERD Research Awards**

NSF's Higher Education Research and Development (HERD) Research Expenditures counts both PI expenditures from grants and the university's expenditures on research infrastructure.

These include not only federally funded research grants, but also foundation, corporate and donor-sponsored research.

Universities vary but a typical figure would be 60% expenditures from PI and 40% expenditures from the University

University expenditures include investment in startup, research facilities, small grant programs etc.