

**College of Education Expectations
for Reappointment, Tenure, and Promotion**

University of North Texas College of Education

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INTRODUCTION

The College of Education's mission is to prepare professionals and scholars who contribute to the advancement of education, health, and human development. To accomplish the College's overarching vision, a highly dedicated faculty that is robust, professional, and unified is required. A critical first step toward attaining the College of Education's vision is a general understanding by the faculty of its expectations for performance in all areas of endeavor within the College's community of scholars.

The purposes of this document are:

1. To clarify and articulate expectations for faculty performance and productivity in teaching; scholarship; and leadership/service activities. College leadership intends for this document to embrace and express the College of Education's rich intellectual diversity by remaining general enough to encompass the efforts of all faculty members, while simultaneously being specific enough to provide helpful guidance. It is hoped that the document will serve as a primary reference and resource to assist faculty members in planning and prioritizing their unique efforts, and to assess their progress toward successfully attaining both personal and shared professional goals, including the achievement of tenure and promotion; and
2. To assist Department Reappointment, Promotion, and Tenure Committees; Department Chairs; the College Reappointment, Promotion, and Tenure Committee; and the Dean in evaluating the annual performance related to assigned workloads, and, equally important, to provide ongoing feedback, acknowledgment, and counsel of faculty members' strengths and areas for growth.

This document reflects overall agreement with University of North Texas policies in general and the Faculty Reappointment, Promotion, and Tenure Policy (06.004) specifically. It is the result of faculty input and review. Finally, this document will serve as the foundation for ongoing review of College of Education performance criteria and guidelines, so that faculty expectations will always reflect current best practices, changes within the administration of the College and/or University, and state or national trends in higher education. The ultimate authority in these matters is the *UNT Policy Manual*. Nothing in this document is intended to be in opposition to UNT Policy and everything herein is to be interpreted in the context of these documents.

Successful candidates for promotion and tenure will demonstrate a line of expertise and provide evidence of sustained excellence in the domains of teaching and scholarship along with evidence of sustained effectiveness in the domain of leadership/service. Associate Professors are ready for candidacy for promotion to full Professor when their work has reached a demonstrable level of national and/or international impact and they have established a record of continuous, sustained productivity.

As faculty members prepare for the promotion and tenure process, they should consider that evidence is documented through the vita, quality teaching and scholarship, and leadership/service outcomes. Candidates for associate professor should demonstrate themselves as emerging scholars and leaders in their fields of expertise, whereas candidates for professor will demonstrate themselves as established scholars and leaders in their expertise areas. Promotion to the rank of professor requires evidence of sustained excellence in each of the three domains of teaching, scholarship, and leadership/service.

Although this document is intended to provide direction for each promotion and tenure candidate, it is not intended to serve as a blueprint for success. It provides some fairly explicit guidelines that help guide faculty members through the tenure and promotion process. Validation of a candidate's body of work by internal and external reviewers is necessary. Hence, each candidate is responsible for demonstrating professional progression as a result of annual reviews. The candidate is also responsible for providing evidence that will allow all reviewers to determine the quality and quantity of work.

TENURE AND PROMOTION AT A GLANCE

During probationary years (usually years 1 through 5), faculty members:

- Begin their probationary periods in the fall semester of the 1st year of appointment. Faculty members appointed in a Spring semester begin their probationary period in the subsequent Fall semester;
- Receive from their Department Chair an assignment of an official UNT faculty mentor (at least rank of Associate Professor with tenure). See page 06.004, p.8 for information on appointment of mentors;
- Attend workshops sponsored by the Office of Faculty Success and the College;
- In consultation with their mentor and Department Chair, develop an action plan for (a) teaching, (b) scholarship, and (c) service activities with concrete objectives for the probationary period;
- Compose a research statement for submission with merit materials in years 1 and 2 and with reappointment materials in years 3, 4, and 5. The statement should identify a coherent research agenda and describe the pipeline of intended articles and outlets for the years toward tenure;
- Seek external funding independently and/or in collaboration with others;
- Identify publication outlets, especially key journals in their field, which are deemed acceptable by departmental and college leadership, and target these outlets for publication. For guidelines about journal quality, candidates should consult the relevant Departmental Reappointment, Promotion, and Tenure standards document;
- Develop strong teaching, including clear syllabi and plans for individual class sessions, modifying these each year to improve teaching effectiveness and achievement of student learning outcomes;
- Participate in professional development designed to help improve their teaching;

- Develop a teaching portfolio to provide evidence of high-quality teaching;
- Receive from the Department Chair an assignment of at least one observation per year by the Department Chair or a tenured faculty member;
- Discuss outside leadership/service activities with Department Chair before accepting them;
- Respond appropriately to annual reviews, paying particular attention to recommendations and identified areas for growth from all levels of review (department Reappointment, Promotion, and Tenure Committee; Department Chair; College Reappointment, Promotion, and Tenure Committee; Dean);
- Meet with Department Chair annually to assess progress;
- Collect evidentiary material pertinent to tenure and promotion;
- Maintain an accurate and detailed vita in the current COE format as well as a record in the Faculty Information System. *All vitae submitted for Reappointment, Promotion, and Tenure must include journal information, including journal ranking, impact factor, acceptance rate, and any journal affiliation with a professional organization;*
- Develop and maintain a Google Scholar page;
- For more information on the probationary period, see 06.004, p. 3-4.

Reappointment Review Years (years 3, 4, and 5)

- Work with Department Chair to identify, collect, and submit materials the College requires for reappointment review, beginning in the fall of the third year and revised appropriately in subsequent years (College instructions are renewed each academic year);
- Compose and submit a 750-word research statement that articulates a coherent line of research, work in the pipeline at various stages, and plans for submission to specific journals;
- Maintain a meticulously up-to-date, complete, and correctly formatted vita and Faculty Information System record.

Promotion/Tenure Review Year (Beginning Spring of year 5 and continuing into year 6)

- Work with Department Chair and promotion and tenure committee to identify external reviewers (by March of Year 5);
- Finalize a faculty narrative highlighting career accomplishments and identifiable research expertise (April of Year 5);
- Finalize an accurate and detailed vita in COE format (April of Year 5);
- Provide materials to Department Chair for external reviewers (early in May of Year 5);
- Organize evidentiary materials according to UNT policy 06.004 and the current year's instructions from the COE dean's office;

Post-tenure Years toward Professor (Associate Professors)

- Maintain rigorous research publication productivity specific to your discipline. Focus on high-impact journals as outlets for publication;
- Demonstrate in publications how scholarship has developed beyond a sequence of individual studies and has become deeper and more significant to the field through the culmination of studies;
- Serve as the principal investigator on funded external grants;
- Establish a national reputation as a scholar;
- Continue to progress in becoming a more effective instructor;
- Serve in leadership positions in both internal and external associations and committees;
- Serve the university as assigned in a role of principle leadership in university; college, department or program area;
- Meet with Department Chair annually to assess progress;
- Formally serve as a mentor to an assistant professor;
- Maintain an accurate and detailed vita in the current COE format as well as a record in the Faculty Information System. *All vitae submitted for Reappointment, Promotion, and Tenure must include journal information, including journal ranking, impact factor, acceptance rate, and any journal affiliation with a professional organization.*

TEACHING ACTIVITIES

I. Introduction

Teaching activities involve: a broad-based knowledge of content, processes, and learners; the development of curricula and pedagogy that stimulate active learning; encouraging students to become critical and creative thinkers; and developing students' capacity to continue in their learning. Teaching may include advising, mentoring, and the supervision of students in clinical, field-based, and independent learning situations.

II. Reappointment Reviews

Reappointment Reviews in years 1, 2, 3, and 5

UNT Policy (06.004, p. 6) requires that faculty be reviewed for reappointment in each year of their probationary period. In years 1, 2, 3, and 5, the annual review provides the basis of the reappointment decision, and further review is only triggered by a negative recommendation for reappointment. See UNT Policy 06.004, p. 7 for details.

Midterm Review

UNT Policy (06.004, p.7) requires that faculty in the 4th year of a probationary period be reviewed for a reappointment decision at all levels. This review considers whether the candidate is making sufficient progress toward a positive tenure and promotion outcome. The review of teaching for the third year review will consider the teaching portfolio, which includes student evaluations, peer observations, and other available evidence about the

quality of a candidate's teaching, such as teaching/learning philosophies, descriptions of strategies/structures employed in selected courses or lessons, selected assignments or teaching tools developed or used, and selected examples of student work and instructor feedback. The expectation is that teaching either is excellent or that the faculty member is engaged in an intentional and verifiable process of improvement, a process whose success will be evaluated the following year. Outcomes of a midterm review may be positive, negative, or a mandatory 5th year review, which involves a repeat of the Midterm Review.

III. Tenure and/or Promotion to Associate Professor

The granting of tenure and/or promotion to associate professor requires a sustained record of excellence in teaching. SPOT scores will be utilized in reviewing candidates' teaching, but the candidate should provide additional information to permit a more thorough portrait of the quality of their teaching. Every assistant and associate professor should receive at least one peer observation per year, as assigned by the Department Chair (Candidates who have not been notified of an assigned peer observation, or who have not heard from the peer assigned to observe their teaching should notify the Department Chair). Evidence of teaching may include an articulated teaching philosophy; artifacts of instruction such as syllabi, class assignments, videos, and student work; student evaluations, formal and informal; and evidence of reflection and growth in teaching through curriculum and instructional development, student learning outcomes, and professional development. Demonstration of candidate growth is also evidenced by the candidate's use of assessment in modifying course curricula and delivery. Evidence of teaching quality must include a systematic assessment of student evaluations (SPOT) as required by university policy. In order to provide a fully-rounded representation of their teaching work and not a mere reliance on SPOT scores and peer observations, candidates for promotion should organize evidentiary materials in a teaching portfolio.

Some indicators of teaching quality, either in classes involving groups of students or in work with individual students, may include, but are not limited to:

- Ensuring goals and objectives of the learning experience are stated and take into consideration the curriculum of which the experience is a part, with attention to accreditation and licensure guidelines;
- Evidence of teaching that demonstrates constant incorporation of recent scholarship and valued practices in content and pedagogy, including appropriate application of information technology;
- Evidence of teaching that demonstrates responsiveness to student diversity and to the differing prior knowledge, needs, and interests of students;
- Mentoring and advising of students that encourages their success in achieving program goals and objectives, and results in increased student retention, when appropriate;
- Mentoring and advising of students that leads to their demonstration of professional leadership and development through presentations, publication, professional recognition, and/or other indicators appropriate to their level;
- Engagement in activities intended to ensure successful student performance in

post- graduation experiences, including job performance and success on professional entrance examinations;

- Mentoring and advising graduate students in activities that lead to products of recognized quality, such as portfolios, dissertations, examination results, publications, presentations, and teaching;
- Effective participation in program decision-making processes about curriculum, instruction, and assessment;
- Refinement and development of curricula, including preparation of new courses, revision of existing courses, and engagement in scholarly strategies such as action research, study group participation, or publications and presentations about teaching practice; and
- Innovation in methods of instruction such as team teaching, and engaging in scholarly strategies that involve innovative methods of instruction.

IV. Promotion to Full Professor

Promotion to professor requires a sustained record of teaching excellence. Evidence may include the same elements described in Section III above, and must include a teaching portfolio, including one peer observation per year. At this level, teaching performance is expected to include evidence of growth over time and in a variety of teaching situations to include varied delivery systems and settings. Demonstration of candidate growth is also evidenced by the candidate's use of assessment, reflection, and content updates in continual revision of courses.

In addition to the criteria listed for tenure and/or promotion to associate professor, the quality and development of teaching may be demonstrated in a variety of activities that may include, but are not limited to:

- Collaborating with practicing professionals in providing learning experiences in professional preparation programs;
- Mentoring colleagues in their teaching;
- Expanded collaboration with and support of graduate students across the associate professor years;
- Leadership in program assessment and curriculum redesign
- Development of new and innovative programs, degrees, and activities designed to meet the changing needs of the marketplace;
- Contributions to teaching in the candidate's field that are shown to have an impact nationally and/or internationally.

SCHOLARSHIP ACTIVITIES

I. Introduction

All faculty members are expected to demonstrate continual growth and development through research, writing, and other creative and professional activities in their disciplines. Faculty members are expected to establish their credentials as scholars by: (1) demonstrating their capacity to conduct original scholarship that explores significant intellectual issues, and (2) disseminating scholarship in appropriate forums. The

purpose of this section is to provide clarification of the criteria for promotion and/or tenure to the ranks of Associate Professor and Professor within the College of Education as it relates to scholarship activities.

II. Reappointment in years 1, 2, 3, and 5

UNT Policy (06.004), p. 7, requires that faculty in the probationary period be reviewed for a reappointment decision annually. This review considers whether the candidate is making sufficient progress toward a positive tenure and promotion outcome. The review of scholarship will consist of a review of the vita for quality and continuous productivity up to the point of submission of materials; for criteria, see the following Section III., *Evidence of Scholarship Activity*. Review at reappointment asks whether the candidate is making progress toward a record that fully meets the standards for tenure, so candidates and reviewers should keep those criteria as their main guidance.

III. Midterm Reappointment Review

The Midterm Reappointment Review, like the reviews described above, assesses whether or not the candidate has made adequate progress toward meeting the scholarship criteria for tenure. The process in this review, however, is more extensive, as described in UNT Policy 06.004, Section V (beginning on p. 11) and mirrors the tenure and promotion process except that external reviewers are not involved for the Midterm Reappointment Review. Possible outcomes of a Midterm Reappointment Review are either affirmative or negative recommendations, or else a mandatory fifth year review, in which the same procedures are employed (UNT Policy 06.004, p. 7). During the year in which they are a candidate for the midterm reappointment, faculty members also participate in the Annual Review process.

IV. Tenure and/or Promotion to Associate Professor

Assistant professors who seek tenure and/or promotion to the rank of associate professor are expected to show sustained excellence in the area of scholarship. Evidence may include: quality research and writing and other scholarly and creative activities, as well as participation in graduate education. Faculty members at this level are expected to demonstrate at least one clearly defined area of expertise, where the candidate can be seen to be an emerging authority in the field with a likelihood of continuing excellence in the discipline. In addition, candidates for associate professor are expected to be collaborative and to have made initial contributions to the productivity of other faculty members with similar research interests. As outlined in UNT Policy 6.4 (p. 9-10), a recommendation for tenure will consider evidence in the context of, and consistent with, levels expected at peer or aspirational peer programs as identified by the university and college. Reviews and recommendations will place emphasis on work accomplished during the probationary period at UNT.

Evidence of Scholarship Activity

Publications.

Candidates for tenure and/or promotion to associate professor are expected to demonstrate continuous progress throughout the probationary period in the area of research publications, as defined by the discipline. The expectation for continuous productivity is an average of two research articles per year, along with additional less-competitive publications throughout the probationary period. Candidates are expected to have published a core of at least 10 research articles by the time of promotion. These 10 articles should each make a unique contribution, as opposed to being repetitive instances of essentially the same analysis. Successful candidates' vitas will typically also include book chapters, invited contributions, commentaries, writing for the general public, and/or other occasional pieces listed below. The exact number of publications required for a given candidate will be a direct function of the quality of publications and the candidate's overall profile, as determined by ongoing review. A judgement of a record is not a simple matter of what "counts," but balances considerations about productivity, quality, impact, and individual contribution. Quality of publications will also be addressed by external reviewers at the time of tenure and/or promotion.

Departmental units will set additional criteria to evaluate publication quality. Quality of publications will in part be assessed by use of standard indices such as journal impact factors, journal ranking, and data from Google Scholar and other such resources. A successful case for promotion and tenure will provide evidence that the candidate's work frequently meets the highest standards for publication by appearing in highly respected journals. A minimum of three publications should be published in the journals identified by the department as being of the highest stature ("tier one"). Almost all publications to be counted for promotion and tenure must be peer-reviewed national or international journals. Determination of quality publication mediums should be addressed by the candidate, department, and external reviewers. However, the publications listed on the vita may include products resulting from other scholarly, creative, and professional activities, such as newspaper op-eds, blogs, service-related publications, or individual lesson descriptions distributed for teachers. A candidate's total number of publications will include articles accepted or "in press" (if the candidate can provide reliable evidence of full acceptance).

In generally the following priority order, publications may include, but are not limited to:

1. Quantitative or qualitative research articles published in highly respected, peer-reviewed journals (required for tenure and promotion);
2. Theoretical articles published in highly respected, peer-reviewed journals;
3. Books of scholarly significance intended for the academic community, with some degree of peer review, published by a nationally recognized publisher;
4. Theory-informed or data-based articles for practitioners, published in peer-reviewed journals;
5. Book chapters;
6. Refereed monographs; and
7. Invited articles in journals recognized by the department as ranking among the premier outlets for scholarship, and/or that significantly impact educational

practice.

With consultation that includes the mentor, chair, and dean, individual records will vary in the quantity of publication in the above prioritized categories. Also, with careful consultation with mentor, chair, and dean, scholars in humanities traditions may make careful plans to include a book in their publication records for promotion. Candidates for tenure and/or promotion will be expected to provide evidence of the ability to work collaboratively with a scholarly team as a second or later co-author, to lead a scholarly team as first author with team co-authors, and to work independently as a sole author. Most journal publications should demonstrate leadership—for example, through first or sole authorship, through second authorship with a student, and/or through rotating authorship as a member of a multi-publication research team. It is essential the record clearly demonstrates that the scholar is advancing a unique, sustained, personal contribution, not simply joining others' projects.

Other scholarly activities.

Applications of research contributing to a candidate's overall profile may be demonstrated in a variety of additional activities, though these kinds of publications will not substitute for the required research articles. In some cases, depending upon the details, these forms of writing may be viewed more as service. These other forms of publishing may include:

- Development of software and/or multimedia products;
- Development of Web/Internet technologies;
- Non-refereed electronic publications;
- Technical reports;
- Abstracts and proceedings of professional presentations;
- Scholarly encyclopedia entries;
- Published book reviews; and
- Development of significant proposals for external and/or internal grants and awards.

Journal editorships, reviewing of manuscripts and proposals, and most edited volumes will be recognized as service and cannot substitute for original scholarly production.

Grants.

Candidates for tenure and/or promotion to associate professor will be expected to be involved in the development of proposals for funding independent research or training programs from external sources related to their research. The importance of this criterion varies according to the degree to which funding is available in a scholar's research area or research traditions/methods. Instructional and training grants that meet this requirement are generally expected to support the candidate's research agenda and lead to high quality scholarly research and publications. Submitted grant records are verified with College of Education and UNT grant offices.

Presentations.

Candidates for tenure and/or promotion are expected to present their findings regularly at national, highly-regarded academic meetings and conferences.

Participation in graduate education.

Candidates are expected to demonstrate evidence of providing guidance and leadership to graduate students through service on dissertation and thesis committees and through joint authorship or joint presentations.

V. Promotion to Professor

Associate Professors who seek promotion to the rank of professor are expected to have sustained evidence of excellence in scholarship that has grown in significance and impact since the promotion to associate professor. One indication of reputation is assessed through the external review process whereby experts known for their achievements in the candidate's discipline and research area affirm that the candidate has produced significant scholarly contributions to their professional field. Candidates must also provide evidence that corroborates their individual contribution to jointly developed and authored scholarship. In addition, candidates are expected to demonstrate a mature and focused research program that reflects the scholar's reputation in the discipline, as well as evidence of an expanded independent research program, the impact of work in the field, creative activities that have earned the scholar a national or international reputation, collaborative research efforts across disciplines, and contributions to the productivity of other faculty members.

Typically, associate professors are approved for candidacy for promotion sometime after their fifth year in rank. In cases where ample evidence exists that an associate professor has been highly productive in scholarship, excellent in teaching, exemplary in leadership/service, and has reached a demonstrable level of national or international recognition for their scholarship, candidacy for promotion may be approved before the fifth year. In cases where an associate professor has spent five or more years in rank, a record of at least the most recent three years of sustained excellence in research, teaching, and service will be required to receive approval for candidacy.

Evidence of Scholarship Activity

Publications.

Candidates for professor will be expected to have published an appropriate number of high-quality peer-reviewed articles since promotion to associate professor. Generally, an acceptable number would be at least 10 unique articles, and on most of these, it is expected that the candidate would clearly be the lead author (or, where appropriate in Kinesiology fields, corresponding author). Faculty performance in the area of publications is expected to be continuous, developmental in quality, and peer-reviewed. Faculty who have gaps in their scholarly activities will demonstrate at least three continuous years of productive scholarly work at the time of seeking promotion. The

quantity of publications required may depend on the candidate's discipline, the nature of publications, and workload options held for the prior years. The quantity of publications will be considered alongside the quality of the work and the candidate's overall profile, as determined by on-going review. Scholarly work while in the rank of associate professor should grow in quality and impact and should overall represent a more advanced level of work; a record is not sufficient by simply reproducing the quantity of publications done during the assistant professor years. Quality of publications will also be addressed by external reviewers at the time of promotion. The majority of publications must consist of high quality research in peer-reviewed national or international publications, and an increasing percentage of articles (a minimum of four while in rank) should have appeared in outlets that the department has designated as being of the highest prestige ("top tier"). Determination of quality publication mediums should be addressed by the candidate, department, and external reviewers. A candidate's total number of publications will include articles accepted for publication and "in press" (if the candidate can provide reliable evidence of full acceptance).

In the following priority order, publications may include, but are not limited to:

1. Quantitative or qualitative research articles published in highly respected, peer-reviewed journals (required for tenure and promotion);
2. Theoretical articles published in highly respected, peer-reviewed journals;
3. Books of scholarly significance intended for the academic community, with some degree of peer review, published by a nationally recognized publisher;
4. Theory-informed or data-based articles for practitioners, published in peer-reviewed journals;
5. Book chapters;
6. Refereed monographs; and
7. Invited articles in journals recognized by the department as ranking among the premier outlets for scholarship, and/or that significantly impact educational practice.

Other creative and professional activities.

Applications of research contributing to a candidate's overall profile may be demonstrated in a variety of additional activities, though these kinds of publications will not substitute for the required research articles. In some cases, depending upon the details, these forms of writing may be viewed more as service. These other forms of publishing may include:

- Development of software and/or multimedia products;
- Development of Web/Internet technologies;
- Non-refereed electronic publications;
- Technical reports;
- Abstracts and proceedings of professional presentations;
- Scholarly encyclopedia entries;
- Published book reviews; and
- Development of significant proposals for external and/or internal grants and awards.

Journal editorships, reviewing of manuscripts and proposals, and most edited volumes will be recognized as service and cannot substitute for original scholarly production.

Grants.

Candidates for promotion to professor are expected to secure external funding to support programs of research and to support graduate students. Grants from internal UNT sources do not satisfy this requirement, nor does consulting on projects not funded through grants to UNT. Though it is recognized that unsuccessful funding proposals have labor costs, these unfunded efforts do not substitute for successful external funding. Grants with full indirect cost returns are regarded as superior to those without, and the relative amount of indirect cost return will be considered. It is assumed at all levels of review that the role of Principal Investigator is the one most responsible for bringing the external funding to UNT, and so that role is prioritized in review for promotion. A candidate may make a case that multiple Co-PI roles have met the requirement for external funding, provided they have at least 50% credit on the awards and they substantiate their leadership in conceptualizing, writing the grant, administering funds and activities, carrying out the activities, and generating findings from the funded work. It would be expected that they have lead authorship on publications from the funded research. For Co-PI roles listed on the vita, candidates must provide their credited contribution percentage to the project, and these percentages must be verified by the grants office records and the other senior personnel on the project. Leadership in substantial instructional, training, and service grants may meet the requirement for external funding if they demonstrably support the candidate's research agenda and lead to scholarly research and publications. The expectation for a total dollar amount in external funding will be commensurate with amounts available in the particular field, as well as the records of other successful researchers in the field. Submitted grant records will be verified with College of Education and UNT grant offices.

Presentations.

In addition to publishing the results of research and other scholarly activities in appropriate journals, books, and other scholarly outlets, candidates for professor are expected to continue to present their findings regularly at significant national and international professional meetings and conferences. Professional presentations help to establish the candidate as an authority in a field of expertise.

Participation in Graduate Education.

The candidate must be a full member of the Graduate Faculty and must have participated energetically in the education of graduate students at the highest level for the program in which the candidate is a faculty member (doctoral in most cases), including chairing multiple dissertation committees to completion. The candidate must provide evidence of providing mentoring, guidance, and leadership to graduate students through activities resulting in joint authorships, collegial research agendas, and joint presentations. In addition, it is expected that

candidates for full professors have a record of providing similar opportunities and support to junior faculty in the College of Education.

SERVICE AND LEADERSHIP ACTIVITIES

I. Introduction

The University of North Texas, College of Education is charged with the responsibility of developing and conducting high quality student centered educational programs. A crucial element of that responsibility is a leadership/service program responsive to students and the larger society that sustains the university. Thus, service is principally involved in the identification, development, and rendering of educational, advisory, and technical service to students, colleagues, communities, organizations, and public agencies. To a great extent, service involves the application of the faculty member's professional training and competence to issues and problems of significance to constituencies. Service is also related to the achievement of academic program objectives of the unit(s) to which the faculty member is appointed. In the College of Education, service is currently evaluated under the category of "Service and Leadership Activities" within the Faculty Annual Update document. At any time in a faculty member's career, service is considered a standard role of faculty membership and workload and does not substitute for a rigorous teaching and/or research agenda.

II. Reappointment in probationary years

UNT Policy (06.004) requires that faculty in the probationary period be reviewed for a reappointment decision. Assistant professors are the only faculty members who are, to a large degree, protected from demands of intensive service, so that they may develop scholarly and teaching work habits that will last for their careers. However, in recognition that they should establish relationships with co-workers and colleagues across the nation, involvement on a limited number of service committees, reviewer roles, and limited leadership roles is expected. Exceptional service will be recognized, though it will not compensate for deficiencies in the scholarship or teaching record. Assistant professors with outstanding service records must make certain that their research and teaching are also excellent, in line with expectations in those areas.

III. Tenure and/or Promotion to Associate Professor

The College of Education places emphasis on research and teaching, and service expectations for Assistant Professors will be relatively modest. By the time of the review for promotion and tenure, a faculty member should have had solid experiences in high- quality peer review processes in their particular field, should have established a place in a national scholarly and professional network, and should have participated enough in program, department, college, and/or university shared life to have established for themselves and their colleagues a sense of belonging and ownership of the program curriculum and college mission.

IV. Promotion to Professor

Associate professors are required to be highly productive in service. Tenure and promotion to this level will involve a steep and significant increase in obligations to the practical work of the program, department, college, and university. Highly productive professional service for a candidate for promotion to professor is characterized by activity that manifests itself in a wide variety of important and significant professional leadership contributions, which receive attention and recognition across the College or University, in professional organizations, and the communities beyond the university. The candidate for professor is expected to have a well-established leadership record that reflects a recognizable pattern of growth and development in the breadth, depth, and significance of professional service contributions. A strong leadership record should contain highly accomplished achievements as a contributor, coordinator, leader, initiator, or mentor in groups such as major committees or task forces; campus or community organizations, special projects, and initiatives; administrative positions; national organizations; and professional associations. Major service and leadership contributions at the departmental level are absolutely necessary at this career stage, but a record that reflects exclusively departmental service typically will not have sufficient impact to achieve the professional service expectations for the rank of professor. Faculty members may engage in leadership/service activities in a combination of the following areas:

- Service to the institution;
- Service to the profession;
- Service to students; and
- Service to the community.

Other Activities That Demonstrate Service to a Community of Scholars

The candidate may also include the following activities that have received scrutiny by academic peers or practitioners, and that contribute to the overall professional credentials of the candidate:

- Editorship of an academic journal;
- Service on editorial boards or as a reviewer for scholarly journals;
- Participation on outside review committees for programs at other universities;
- Development of the discipline through participation on licensing boards;
- Record of contributions to the research of colleagues;
- Clear and convincing evidence of high levels of attainment in the criteria appropriate to his/her work assignments and the missions of his/her unit; and
- Elected officer positions or key committee assignments within professional organizations at the state, regional, or national level.

These other activities enhance the recognition of the candidate as an authority in his/her field of expertise. Unless the candidate's assignments are specifically regional, he or she must demonstrate national or international recognition in his or her field and the likelihood of maintaining that stature.

REVIEW PROCESS

Review of candidates during the probationary period is a multi-year and multi-level process (06.004, section V). These levels include:

- The Department Reappointment, Promotion and Tenure Committee (*Committee composed of all tenured faculty in the department*) (06.004, p. 16);
- The Department Chair (06.004, p. 16-17);
- External Reviewers (06.004, p. 13-15);
- The College of Education Reappointment, Promotion and Tenure Committee (*Committee composed of five faculty at the rank of professor from across the College including one professor from each of the four departments and one professor appointed by the Dean*) (06.004, p. 17-18);
- The Dean of College of Education (06.004, p. 18-19);
- The Provost (06.004, p. 19); and
- The President and Board of Regents (06.004, p.20).

Reappointment, Promotion, and Tenure (RPT) Committees.

Departmental RPT Committees in the College of Education consist of all tenured faculty in the department. Members of the COE RPT will not participate in the Department RPT discussion or vote, and will vote only at the college level. A discussion and vote on a particular candidate must occur in the same meeting, and members must be present for the discussion in order to vote. Members are obliged to review candidates' promotion materials prior to the meeting at which they are discussed and voted upon. In the unlikely event that a member has not reviewed the materials, they should recuse themselves from the discussion and the vote. The committee's recommendation is determined by a simple majority of those voting, and the committee's written statement must provide a report of the vote and a concise rationale for the committee's collective decision. Per UNT policy, members may provide a dissenting recommendation document, and the document must name the author(s) of the opinion.

Probationary faculty are reviewed annually by their departmental PAC, and their Department Chair. These reviews should consist of evaluation of the three scholarly pursuits: teaching; scholarship; and service and activities. Reviews will provide the candidate with an acknowledgement of strengths and concrete feedback regarding the candidate's areas for professional growth. Reviewers will also evaluate the candidate's progress in areas identified for corrective feedback.

Review of probationary faculty in their third year will include a recommendation for reappointment and will be reviewed by their departmental Reappointment, Promotion, and Tenure Committee (which includes all tenured faculty), their Department Chair, the College Reappointment, Promotion and Tenure Committee, and the Dean. Recommendations at each level will be collected and forwarded to the Provost by the Dean.

Faculty seeking promotion to professor will also receive a review and recommendation from their Department Reappointment, Promotion, and Tenure Committee; their Department Chair, the College Reappointment, Promotion, and Tenure Committee; the

Dean; and the Provost.

Tenure and/or promotion reviews during Year 6 (application year) for probationary faculty, and for those seeking promotion to professor, are heavily influenced by the recommendations of five external reviewers who are faculty at aspirational peer universities and who are at or above the rank to which the candidate is applying (06.004, p. 7-8). In the College of Education, candidates and the departmental RPT committee recommend external reviewers, and final decisions about reviewers are assigned and approved by the Department Chair and Dean. The selection of reviewers and the solicitation of letters occur during the Spring prior to the candidate's application for promotion. The Department Chair requests that external reviewers return their letters by the opening days of the Fall semester in order to be considered in the evaluation process.

For assistant professors seeking tenure and promotion to associate professor, the letter sent to external reviewers asks them to evaluate the candidate's research and contribution, including: (a) the significance of the candidate's research agenda for their field; (b) the range, depth, and quality of the research; (c) the quality of the journals and other publication outlets in which the candidate's work has appeared; (d) the candidate's demonstrated line of expertise; (e) an evaluation of the research as demonstrating promise in the field; (f) suitability of the candidate for tenure/promotion based upon current UNT criteria; (g) opinion of the candidate's level of work as compared to others at the same point in their careers; and (h) potential to continue and/or increase scholarly productivity. For associate professors seeking promotion to full professor, the criteria are the same, except that the letter asks the reviewer to analyze the candidate as having demonstrated sustained excellence and full development of a line of research and asks about the extent to which the candidate has established a national or international reputation in their field. Reviewers are provided with the following documentation:

1. Candidate's vita;
2. Selected portions of the University, College, and Departmental Tenure and Promotion Policies;
3. A 750 word narrative (See below); and
4. Five selected publications

The 750 word (maximum) statement is part of the external reviewers' materials, as well as part of the dossier. Because it is a brief statement and because external reviewers are only positioned to review research, it should focus exclusively on the candidate's research, only considering teaching or service if they relate directly to themes in the research. This is a more restricted and focused view of the function of this statement than is articulated in the university policy, but given that we also require a teaching portfolio (and candidates may choose to include a 500-word service statement in their supplemental dossier as well), a focused research statement here is more appropriate. Candidates should compose a statement that articulates the overarching focus of their work and perhaps a couple of subthemes, in order to make a case for the coherence and significance of their scholarly record.

Finally, the candidate is expected to provide evidence of professional accomplishments through the organization of an official dossier, as well as a supplemental dossier. Assembly of dossiers is the major responsibility of the faculty member and should include evidence of progression in teaching, publications, influential service activities, and influence of work on the candidate's field of study, department, college, and/or university. Through the materials the candidate should provide evidence of any accomplishments highlighted in the vita or faculty essay. The candidate is required to maintain materials from initial faculty appointment for purposes of annual reviews. UNT Policy 06.004 (p. 11-13) outlines what should be included in the official dossier. The official dossier is reviewed by all levels of review within the College and by the Provost. Specific instructions for each year's review requirements will be sent from the Dean's office through Department Chairs.

The supplemental dossier includes supporting materials and is provided for all levels of review within the College. The supplemental dossier should include:

1. *Candidate's Annual Reviews*. Copies of each annual tenure and promotion review beginning with most current. Include annual and merit reviews unless the same document;
2. *Teaching Portfolio*, including all student comments for all courses. Evidence of teaching effectiveness which may include a 500-word statement on teaching and learning, descriptions of strategies/structures employed in selected courses or lessons, example assignments or teaching tools developed or used, examples of student work and instructor feedback, Thank a Teacher notifications and teaching awards;
3. *Evidence of Scholarship*. This should include digital copies of all published works as well as work submitted. For works in press include correspondence between author and publisher related to publication schedule, manuscripts, and chapters sent out for review;
4. *Evidence of Service and Leadership*. Examples include a 500-word statement about service; letters from professional organizations, award nominations and other documentation.
5. *Co-Authorship statement (Optional)*. A document listing bibliographic entries for each co-authored work, followed by 1-2 sentences detailing the candidate's exact contribution to the work and a description of the co-authors (title, institution).

UNT Policy 06.004 (p. 1, 8) references the role of an advocate in the review process. In the College of Education, the "advocate" role may only be filled by a tenured College of Education faculty member in the candidate's area, one who can provide expert advice to RPT committees, as well as the chair and dean, about the candidate's work, about the journals and other publication outlets, and about references in the letters of external reviewers. If no faculty member in the candidate's area is available or suitable, a tenured faculty member from a closely related academic area at UNT may fill this role.