

**DEPARTMENT OF ADVANCED DATA ANALYTICS
CRITERIA FOR CLINICAL FACULTY PROMOTION
(Revised and Adopted March 2025)**

OVERVIEW

Clinical faculty serve a critical role in meeting the mission of the Department of Advanced Data Analytics (ADTA). Faculty have unique expertise, blending business and industry experience with a dedication to quality teaching. Their professional accomplishments and contributions to the department are recognized through the annual review process and consideration for promotion. Clinical faculty are evaluated for promotion based on their scholarly/professional, teaching, and service activities.

PROCEDURE

A candidate for promotion is evaluated by a Review Committee (RC) of five (5) faculty members of higher rank than the candidate. If all five members of the departmental Personnel Affairs Committee (PAC) are of higher faculty rank than the candidate, then the PAC serves as the RC. If there are less than five PAC members of higher rank than the candidate, then the department, chair will appoint a sufficient number of external RC members to make a five member RC together with eligible PAC members, from lists of potential members submitted by the candidate and developed by the PAC. Potential external RC members must be full-time UNT faculty from analytics-related disciplines of higher rank than the candidate.

In the case of a negative decision, an appeal committee will be appointed consisting of two members nominated by the faculty member, two members chosen by the PAC, and a mutually acceptable committee chair nominated by the other committee members.

Candidates wishing to be considered for promotion must submit to the Department Chair a dossier conforming to university requirements. Dossier materials must include the University Information Form, current curriculum vitae, personal narrative, teaching evaluations, and annual evaluations. The candidate may submit additional relevant material.

The RC will review all submitted materials and provide a narrative supporting their promotion recommendation. The candidate's dossier, along with the RC's and Department Chair's recommendations will be submitted to the College Review Committee and the Dean of College of Science by the Department Chair. The candidate's dossier and the recommendations of the RC, Department Chair, and Dean will be submitted to the Provost by the Dean.

PROMOTION CRITERIA

Associate Clinical Professor

Candidates for promotion to Associate Clinical Professor must have a record of active engagement in scholarly and professional activities, provide demonstrated excellence in teaching, and provide effective service to the department. Candidates must meet the time in rank requirements specified in relevant university policy. Minimum criteria and the type of activities expected for scholarly/professional work, teaching, and service are provided below. Achieving the minimum criteria should not be construed as indicating that promotion will be awarded. The minimum criteria are necessary to be considered for promotion. The RC will holistically review the quality and impact of the candidate's activities in each of the evaluation areas.

Scholarly and Professional Activities

Scholarly and professional activities are not evaluated in the same way as for tenure-track faculty in that establishment of an independent research program is not essential. Scholarly/professional activities for clinical faculty may be more applied, dealing directly with professional practice – that is, with the development, refinement, dissemination, and/or application of advanced analytic methods. Activities and scholarly products should be of high quality, demonstrating innovation and creativity. It is the candidate's responsibility to provide evidence of the quality of scholarship. Quality indicators for scholarly and professional activities include but are not limited to impact factors of journals in which publications appear, invitations to make conference presentations, acceptance of refereed publications & presentations, awards, election as officer of professional organization, professional engagement (e.g. consulting) with industry/business, and other measures appropriate to the professional practice of advanced analytics. (Note that professional products are evaluated the same whether they are published in digital or print formats and whether they are made accessible online to the public at no cost or are accessible only through individual or institutional purchase.)

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

- Averaged at least two standard or higher impact professional activities each year.
- At least two higher impact professional activities. (Note that activities such as a refereed journal article in an indexed journal is only counted once – either when it receives final acceptance or when it is published.)
- No gap in professional activity for a year or more.

Evidence of scholarly and professional work can be demonstrated, although not exclusively, through the activities below.

Higher Impact Activities

- Research and/or scholarly publications: refereed journal article in an indexed journal, refereed conference proceedings, published (analytics related) book with reputable publishers (e.g., not self-published), research monograph, book chapter.
- Funded external research grant or external contract (accepted by OGCA).
- Patents and patent licensing.
- Invited address/keynote presentation at an international or national meeting/conference of a professional organization.
- Appointment/election to prestigious academic society (e.g, INFORMS Fellow).
- Editor-in-chief or associate editor for an indexed academic journal.

Standard Activities

- Contributed presentation at professional conference.
- Invited presentation, seminar, and workshop talk. (Evidence should be provided through invitation letter and funded travel – e.g., a colloquium with research collaborators would not be recognized.)
- Published book review.
- Development and delivery of professional training programs, including service-learning and outreach courses, where research and new technologies/techniques are integrated.
- Discipline-specific publication, such as article published in professional publication.
- Election to governing office/position of professional association.
- External or university honor and/or awards for professional accomplishments (some honors may be of higher impact).
- Application of research scholarship in practice, including new applications, developed new or enhanced technology, methods, and procedures demonstrated or evaluated for government agencies, professional and industrial associations, or business. Evidence of adoption and impact must be provided.
- Funded internal competitive grant.
- Appointed member of external funding agency review committee

Other Professional Activities

Other professional activities that provide evidence of the breadth and depth of a faculty member's engagement in the profession – such as:

- External grant submissions (through OGCA).
- Development of new software, analytic methods, and applications.
- Outreach or other activities for which there is significant use of the candidate's expertise – for example, serving as an industry consultant with evidence of impact on research and/or teaching activities.

Note that activities such as reviewing journal articles or being a member of a thesis committee are recognized as service activities.

Teaching Activities

Candidates for promotion to Associate Clinical Professor must have demonstrated excellence in teaching. Candidates are typically expected to meet the following minimum criteria over the promotion review period:

- Have taught at least three different courses as a demonstration of broad teaching ability.
- Developed and delivered at least one new course or significantly revised an existing course with substantively new material/topics.
- Respond to student and peer review of teaching feedback, documenting areas of development.

Teaching quality and activities are assessed through the following.

- Honors, awards, and special recognitions for teaching accomplishments.
- Development or significant revision of courses, including development of online courses, preparation of innovative teaching materials, instructional techniques/technologies, collaborative work on interdisciplinary courses.
- Effectiveness indicated by student evaluations. While there are limitations in evaluating teaching effectiveness through student evaluations, they are useful – especially, student comments - in gauging the level of satisfaction with an instructor and can guide improvements in classroom instruction. In particular, faculty should take student feedback seriously and track areas of improvement made in response to student comments and evaluations.
- Peer evaluation of teaching. Classroom observation and evaluation provide valuable information in assessing teaching effectiveness. Candidates will be observed in the classroom to support their effective teaching. Both the evaluations and a faculty member's responses to evaluation feedback will inform the teaching assessment.
- Participation in teaching activities outside the university, special lectureships, panel presentations, and seminar participation.
- Membership on special bodies concerned with effective teaching, such as accreditation teams and program review committees.
- Publications related to teaching and learning outcomes.
- Grants related to teaching and learning.
- Election to offices, committee activities and other significant service to professional associations related to teaching and learning.
- Integration of teaching and research, or teaching and business/industry engagement in ways that benefit students.

Service Activities

Candidates must demonstrate sustained effectiveness in service to the department, university and profession. Candidates are typically expected to meet the following minimum criteria over the promotion review period:

- Actively advised students (e.g., developed degree plans) or participated in recruitment activities.
- Have served on at least one department, college, or university committee, or completed a substantial special project assignment. Candidates seeking promotion to Clinical Professor must have served as a course coordinator or chair of a department ad hoc or standing committee.
- Have served on at least one committee or in a leadership role for a professional organization.

Evidence of the effectiveness in service include those activities listed below.

- Student advising – working with admission candidates, developing degree plans, formal career guidance.
- Committee or special project assignment.
- Student recruitment.
- Advising student organizations.
- Multi-departmental/program collaborations.
- Reviewer for journals, conference proceedings, grant proposals.
- Conference session organizer.
- Committee assignments for academic or professional organizations.
- Outreach to the community, business, or other educational organizations.
- Honors, awards and special recognition for professional service activities.
- Internal or external consultation and technical assistance.
- Formal mentoring of faculty colleagues.

It is important that all faculty demonstrate an understanding of the responsibilities of working as a member of the community of scholars and act accordingly. Teaching, research and service duties should be performed conscientiously and with integrity. All faculty should interact with colleagues, staff and students with civility and respect.

Clinical Professor

Candidates for promotion to Clinical Professor must have a record of sustained engagement in scholarly and professional activities, excellence in teaching, and service leadership that advances the mission of the program, university and/or professional organizations. Candidates must meet the time in rank requirements specified in relevant university policy. Minimum criteria and the type of activities expected for scholarly/professional work, teaching, and service are provided below. Achieving the minimum criteria should not be construed as indicating that promotion will be awarded. The minimum criteria are necessary to be considered for promotion. The RC will holistically review the quality and impact of the candidate's activities in each of the evaluation areas.

Scholarly/professional work, teaching, and service are evaluated with respect to the activities listed above for promotion to Associate Clinical Professor, but with the following minimum criteria.

Scholarly and Professional Activities

It is the candidate's responsibility to provide evidence of the quality of scholarship. Quality indicators for scholarly and professional activities include but are not limited to impact factors of journals in which publications appear, invitations to make conference presentations, acceptance of refereed publications/presentations, awards, election as officer of professional organization, continued professional engagement (e.g. consulting) with industry/business, and other measures appropriate to the professional practice of advanced analytics. (Note that professional products are evaluated the same whether they are published in digital or print formats and whether they are made accessible online to the public at no cost or are accessible only through individual or institutional purchase.)

Candidates are typically expected to meet the following minimum criteria in the period after promotion to Associate Clinical Professor:

- Averaged at least two standard or higher impact professional activities each year since promotion to Associate Clinical Professor.
- At least two higher impact professional activities since promotion to Associate Clinical Professor. (Note that activities such as a refereed journal article in an indexed journal is only counted once – either when it receives final acceptance or when it is published.)
- No gap in professional activity for a year or more since promotion to Associate Clinical Professor.

Teaching Activities

Candidates are typically expected to meet the following minimum criteria in the period after promotion to Associate Clinical Professor:

- Have taught at least three different courses as a demonstration of broad teaching ability.

- Newly developed or substantially revised and delivered at least two courses.
- Demonstrated significant contributions to the teaching mission of the program by obtaining funding for pedagogical innovation and/or research, coordinating a curriculum area with the program, leading a major instructional initiative, serving on a thesis dissertation committee, or receiving a teaching award.

Service Activities

Candidates must demonstrate sustained effectiveness and leadership in service to the program, university and profession. Candidates are typically expected to meet the following minimum criteria in the period after promotion to Associate Clinical Professor:

- Have served as program student advisor or led/organized program recruitment activities for at least a year.
- Have chaired at least one program, college, or university committee, or initiated and led a substantial special project assignment.
- Have served on an organizing committee for a professional conference, served in a leadership role for a professional organization, served on an editorial board for a professional/trade journal, or equivalent professional leadership activity.

It is important that all faculty demonstrate an understanding of the responsibilities of working as a member of the community of scholars and act accordingly. Teaching, research and service duties should be performed conscientiously and with integrity. All faculty should interact with colleagues, staff and students with civility and respect.