

Departmental Guidelines

Department of Multidisciplinary Innovation College of Applied and Collaborative Studies University of North Texas

Adopted: August 26, 2021

Amended: January 12, 2024

Guideline A Election Procedures

The Department of Multidisciplinary Innovation (hereafter DMI) is committed to faculty voice, choice, and shared governance, and faculty participation in necessary committee work and in the elections that fill those positions is encouraged. For DMI, this is another opportunity for our expression of collaboration, creativity, inclusion, and leadership cultivation.

Election Judge

The election judge is responsible for holding all elections mandated by these guidelines.

1. **Qualifications:** any full-time member of the faculty.
2. **Term of Office:** appointed by the Executive Committee (EC) for a term of three years with self-succession permitted.
3. **Responsibilities:** The election judge shall:
 - a. appoint two faculty or staff members to assist in the election process; all three shall certify the accuracy of the tally and adherence to policy.
 - b. initiate elections by posting requests for nominations from eligible voters. Nominees may remove their names from consideration without prejudice.
 - c. see that only the names of eligible persons appear on the ballots.
 - d. ensure that the integrity of the secret ballot is maintained.
 - e. inform all faculty of the results by numerical vote in all elections.

Committee Elections

4. Elections by written or electronic ballot are held annually in each spring semester for terms of office to begin in the following fall semester. Elections are presided over by an Election Judge.

Faculty who have been recommended by the provost for promotion to a new rank are

eligible to run for positions at the new rank. Should a faculty member elected on this contingency not assume the new rank in the following fall semester, a special election will be held. A simple majority of votes cast is required to decide an election. In case of a tie, the candidate with the least seniority in the department shall be declared the winner.

5. At the direction of the EC, the Election Judge shall hold special elections to fill vacancies, confirm nominations, and conduct mail ballots.
6. In all elections, at least two votes are required for nomination. Faculty may be nominated for an open position by another faculty member, or they may self-nominate. If the Election Judge posts a request for nominations for candidates in an election and no eligible candidates are nominated, the EC shall appoint a candidate, and an election shall be held in which the faculty eligible to vote on the position in question either confirm or do not confirm the appointed candidate. If the faculty do not confirm the first candidate appointed by the EC, then the EC shall appoint additional candidates until one is confirmed.
7. If the Election Judge posts a request for nominations for candidates in any election and only one eligible candidate is nominated, then the election judge shall issue ballots asking the eligible voters for that election either to confirm or not to confirm the nominee. No elections shall be decided with the nominating ballots alone. If the eligible voters do not confirm the nominee, then the EC shall appoint additional candidates until one is confirmed.
8. The Election Judge will allow at least 2 business days between distributing and counting the ballots in all departmental elections. In no case will ballots be counted less than 48 hours or more than 96 hours after their distribution.
9. *Ad hoc* committees may be established by the Dean or Chair as needed. Appointments on *ad hoc* committees may be selected by the Dean or Chair or voted on by the faculty, dependent upon the purpose of the committee. If time permits, faculty elections are strongly preferred.

Qualifications for Voting

10. Voting privileges are extended to all individuals classified as Governing Faculty, as defined in the DMI bylaws.

Order of Elections

11. Elections shall proceed as follows: (a) positions on the Executive Committee, (b) for positions on the Curriculum Committee, (c) for positions on the Awards Committee.

Disputed Elections

12. Anyone may question the conduct of any election in which that individual is eligible to vote. To dispute an election, follow the grievance procedures outlined in these guidelines.

Selection of the Department Chair

13. The new Chair (hereafter referred to as “Chair”) is appointed by the Dean of CACS, following consideration of a non-binding recommendation via a faculty vote. Faculty may be

nominated for Chair by the Dean or other university administrator, faculty members, or they may self-nominate. Faculty recommendation for Chair shall be conducted by secret ballot, presided over by the Election Judge. All Governing Faculty are eligible to vote.

Guideline B Workload

DMI is committed to the fair, equitable, and transparent distribution of workload. It is the responsibility of the Chair to ensure compliance with these guidelines and fulfillment of unit instructional responsibilities.

Process for Assigning Workload

1. The responsibility for assigning faculty workload rests with the Chair, in consultation with each faculty member. Workload for a given academic year is assigned during the preceding spring semester. Consultation typically occurs at spring meetings between the Chair and individual faculty members. Assignments are informed by the best interests of the department, faculty annual evaluations, and the guidelines herein. A full-time faculty member must have a 100% workload.
2. For faculty with administrative responsibilities, administration is also included as an area of professional responsibility as reflected in the workload report.
3. Faculty members may request workload adjustments from the Chair at the spring consultations meetings and/or by petition to the Chair at any other time. Depending on departmental needs, faculty workload may be reevaluated and communicated at the beginning of each long semester.

Typical Workload

4. The baseline workload for all faculty is 60% teaching, 20% divided between scholarly and professional activities, and 20% service. The baseline workload for Lecturers is 80% teaching and 20% service. Deviations from the baseline are informed by the expectations that 1) faculty will participate robustly in the life of the department, college, and university; and, where applicable, 2) engage with the academy and community through scholarly and professional activities. Administrative workload is determined by the Dean or another university administrator.

The typical workload across faculty categories is as follows:

	Clinical Faculty	Lecturers
Teaching	60%	80%
Scholarly and professional activity	20%	--
Service	20%	20%

Workload Category Explanations

5. Teaching includes credit-bearing class instruction, special problems classes, letters of recommendation, Honors contracts, thesis advising, dissertation advising, supporting student learning during office hours and meetings, formal student advising, and other teaching-related activities listed in the departmental Evaluation Criteria. For faculty on 9-month contracts, each

three-credit class typically counts as 10% of annual workload. Online courses typically will count the same as a face-to-face course. Over a typical long semester, faculty shall schedule one office hour per week for every three-credit class.

6. Research (scholarly and professional activity) includes original scholarly investigation (including the scholarship of teaching and learning), creative work, grant applications, leadership in professional associations, performances, and other activities listed in the departmental Evaluation Criteria. Faculty with 20% workload are expected to spend at least 8 hours per week actively at work on clinical, creative, and research activities. Clinical faculty members scoring below 2.5 in scholarly and professional activity on their annual evaluation for two successive evaluation periods shall be assigned higher teaching loads in the following academic year, which will be reflected in the faculty member's workload percentages.
7. Service includes work performed on behalf of the department, college, and university as part of shared governance, work performed on behalf of the specific academic discipline or the academy in general, outreach within the community on behalf of the department, college, or university, and other activities listed in the departmental Evaluation Criteria. This translates to routine participation in department and college service. Regular committee assignments and distribution will be determined in the spring semester preceding each academic year. Faculty with 20% workload are expected to spend at least 8 hours per week actively at work on service.
8. A workload shift is provided to faculty with especially labor-intensive service assignments, such as Associate Chair or Program Director. Workload for these positions will be negotiated with the Chair.
9. Administrative appointments indicate college or university responsibilities negotiated with the Dean or another university official.

See also [UNT Policy 06.027](#).

Guideline C Annual Review

It is the responsibility of the Executive Committee, acting as the Personnel Affairs Committee (PAC), to conduct annual reviews of each faculty member. In DMI, the annual review process is designed to adequately and supportively prepare our colleagues for the promotion process. The committee will review three years of information unless the faculty member has fewer than three years of service. Three evaluation categories will be used: teaching, research (scholarly and professional activity), and service. Administrative assignments are assessed by the Dean. In their first evaluation period upon arriving at UNT, faculty will automatically receive the mean departmental scores in all three areas unless their actual record of work accomplished at UNT merits higher scores.

Evaluation Criteria

1. **Teaching.** The educational function of a university requires excellent teaching and the support of student success. The scope of faculty teaching is broader than conventional classroom instruction. It comprises a variety of teaching modes, formats, and media, including undergraduate and graduate instruction for matriculating students, and may include special

training and educational outreach. Major activities related to teaching are participation in academic advising, counseling, and/or mentoring.

In evaluating teaching, the committee will take into account the following factors: (a) syllabi that include learning goals and evaluation plans for assessment of the learning outcomes; (b) teaching materials; (c) teaching innovations and/or accessibility; (d) statement of teaching philosophy; (e) contextual aspects of courses, including, but not limited to, new course development, preparation, substantive revisions, and/or multiple simultaneous preparations; (f) supplemental components as deemed appropriate by the department or discipline; (g) student course evaluations; (h) teaching effectiveness based on students' learning outcomes; (i) faculty reviews, including observation and assessment of teaching by faculty peers; (j) project-based and/or service-learning; (k) teaching and learning within community collaborations; and/or (l) other course materials submitted for consideration. Examples of excellence and effectiveness in teaching valued by the university include, but are not limited to, evidence that the faculty member:

- i. Engages students with classic and current knowledge in the assigned teaching disciplines and/or subject areas by including important intellectual, scientific, and/or artistic developments and the histories, controversies, and epistemological discussions within their fields, and ensuring that course content is current with the existing literature;
- ii. Develops learning goals and assesses learning outcomes and reviews students based on clear learning standards and measurable outcomes as well as providing feedback to students throughout a course especially during the initial weeks;
- iii. Applies effective pedagogical practices to provide rigor, facilitate and enhance students' learning, critical, analytical, and independent thinking; reviews and modifies teaching styles and course materials for accessibility in accordance with students' cultural and other individual differences;
- iv. Creates a learning environment that values and respects intellectual diversity and stimulates intellectual inquiry, and treats all students with respect and models respect for cultural differences;
- v. Develops and/or applies technological innovations to facilitate and enhance student learning;
- vi. Develops and/or participates in collaborative teaching models such as learning communities; engages in collaborative teaching and/or curricular integrations to support projects, applied learning, and skills development in project-based learning;
- vii. Engages students with project-based and/or service-learning experiences that integrate community service with academic study to enrich learning, teach civic responsibility, and strengthen communities;
- viii. Mentors and supervises students in special problems classes, Honors contracts, thesis advising, research projects, and dissertation advising; through faithful meeting

of classes and availability during office hours; through formal curricular advising; by managing teaching assistants;

- ix. Provides opportunities for students' scholarly engagement, publications, presentations, exhibits, and/or performances;
 - x. Expands students' abilities, knowledge, and interests through engagements such as workforce readiness skills and behaviors development, approving and managing internship study abroad opportunities, and by relating concepts to students' personal experiences and community, and global challenges;
 - xi. Creates and manages quality collections of library, media, and Internet resources that support university curricula and scholarship areas;
 - xii. Enables students, through teaching, library services, and mentoring, to discover and access appropriate research materials and other information for their classes and research projects;
 - xiii. Helps students advance their professional careers by, for example, providing letters of reference (as deemed appropriate to the qualifications of the student), networking, finding internship opportunities, and placement in post-graduate positions;
 - xiv. Secures funding for development, redesign, or improvement of course(s), course delivery/modality, and/or materials (e.g., conversion to open educational resources), including, but not limited to, securing grants and submission of grant applications;
 - xv. Participates in presentations, workshops, exhibits, performances, and/or other professional development appropriately related to pedagogies and course improvements and/or innovations; and
 - xvi. Receives awards and formal recognition related to instruction (e.g., internationally, nationally, regionally, and locally within the university, college, or unit/program).
2. **Research (Scholarly and Professional Activity).** Academic scholarship, including the scholarship of teaching and learning, requires sophisticated levels of research, scholarly activities, and engagement. This scholarship contributes to discovery, knowledge, understanding, and application in diverse forms, including, but not limited to: (a) publications, (b) digital/web-based works, (c) presentations, (d) projects, (e) exhibits, (f) performances, and (g) instruction.

In evaluating scholarly and professional activity, the committee will take into account at least the following factors: (a) impact on the discipline or field, refereed/reviewed publications or performances or other invited presentations/performances/exhibits; (b) externally-funded scholarly work; (c) community-engaged scholarship, scholarly, and creative activities; and/or (d) other evidence as defined by the unit. Examples of excellence and effectiveness in scholarship valued by the university include, but are not limited to, evidence that the faculty member:

- i. Impacts the discipline or field, as measured by external objectives and metrics (e.g., comparisons within the disciplines across peer institutions and programs);
- ii. Publishes in refereed/reviewed publications within the discipline and sub-disciplines, including, but not limited to, publication of books, monographs, articles, book chapters, book reviews, creative works, white papers, and public scholarship; and/or editing journals or volumes;
- iii. Contributes invited presentations, workshops, exhibits, and/or performances at national and/or international conferences and prestigious venues;
- iv. Publishes in refereed/reviewed publications that advance the scholarly relationship between/among disciplines;
- v. Publishes and/or engages in collaborative scholarly endeavors within and beyond the College and the University;
- vi. Impacts communities through scholarship and/or creative engagements and private sector, public sector, and/or non-profit partnerships (not connected to coursework) with evidence that may include economic, civic, social, educational, health, and/or cultural improvement;
- vii. Publishes externally-reviewed documents on community-based projects completed in collaboration with community partners and/or students;
- viii. Demonstrates scholarship leadership by building teams or collaborating in such teams as appropriate for disciplinary and interdisciplinary scholarship, creative, and/or performing activities;
- ix. Develops, refines, disseminates, and/or applies material within one's substantive field, including delivering guest lectures and/or research talks and providing clinical services;
- x. Secures funding for scholarly work and/or engagement as appropriate to and expected in the discipline, including, but not limited to, securing grants and submission of grant applications;
- xi. Contributes to the scholarly training and productivity of students;
- xii. Develops and delivers professional training programs, including service-learning and outreach courses, where research and/or new technologies/techniques are integrated;
- xiii. Participates in presentations, workshops, exhibits, performances, and/or other professional development appropriately related to scholarly, professional, and/or creative activities; and

- xiv. Receives awards and/or formal recognition within the discipline (e.g., internationally, nationally, regionally, and locally within the university, college; or unit/program).
3. **Service.** The function and operation of the university require active participation by faculty members in a variety of external and internal service activities. Faculty participation in academic and administrative units' committee work and other assigned responsibilities is essential to the university's operations, and willingness to bear one's share of departmental obligations is an essential part of properly collegial behavior. Faculty members' leadership and engagement in the university community, as well as external communities, (e.g., local, state, regional, national, international, disciplinary, and/or professional, constitute essential contributions) are expected to be included in individual faculty members' portfolios and recognized in local units' performance criteria.

In evaluating service, the committee will take into account activities that may include: (a) demonstrated leadership and engagement in professional organizations, community-based initiatives, and university enterprises; (b) support and mentoring of colleagues; (c) engagement in student recruitment, retention, and success; (d) other efforts to advance the university and its community and collaborative partners; and/or (e) other evidence as defined by the unit. Evaluation will be based not only on the total number of activities but also on their substance, significance, and effectiveness. Examples of excellence and effectiveness in service valued by the university include, but are not limited to, evidence that the faculty member:

- i. Exhibits leadership, demonstrates success, and/or engages actively in professional organizations for relevant disciplines/fields;
- ii. Exhibits leadership, demonstrates success, and/or engages actively in community at-large initiatives, civic groups, non-profit organizations, and public agencies;
- iii. Exhibits leadership, demonstrates success, and/or engages actively in building university partnerships that deepen relationships and strengthen economic, educational, social, and cultural well-being of communities in the north Texas region and beyond;
- iv. Exhibits leadership, demonstrates success, and/or engages actively in unit, college, and university operations, governance, and initiatives, including, but not limited to, service on departmental, college, and university committees and offices;
- v. Uses successful and innovative methods in individual and group mentoring initiatives and effectively mentors and supports junior colleagues;
- vi. Promotes the internal and external recognition of professional colleagues in support of institutional and disciplinary recognition, growth, and advancement;
- vii. Identifies, develops, and shares initiatives that yield successful outcomes in unit and institutional student recruitment, retention, and success;
- viii. Initiates and promotes projects to advance the unit, college, and/or university and

improve their internal and external reputations;

- ix. Assumes leadership in recruitment, retention, and mentoring of faculty and students in an effort to promote inclusiveness and domestic and international diversity.
- x. Receives awards and/or formal recognition of service and engagement (e.g., international, nationally, regionally, and locally within the university, college, or unit); and

Executive Committee Evaluation Procedures

1. Each January faculty will follow university policy and guidelines to provide the Executive Committee with updated three-year review materials. Beyond providing updates on performance in each workload category, faculty will complete the department's Annual Review Supplement, which highlights and contextualizes one's activities in the evaluation categories for the three previous calendar years (or for the length of time they have been full-time faculty at this institution, if shorter than three years). It is the responsibility of each faculty member to provide the committee with complete and comprehensive updates, as required by the university, and the Supplement by the stated deadlines. While the committee is obliged to use the information in the updated materials and the Supplement, and it may include such other information as becomes known to it, it is not the committee's responsibility to research each faculty member's activities to ensure a complete record.
2. In evaluating faculty members, the committee will develop scores based on the content listed in the Evaluation Criteria (above). Committee members read and evaluate each faculty member's updated three-year review materials and Annual Review Supplement and assign a number (in increments of 0.5) in each category (teaching, service, and research, if applicable) from one (for exceptionally poor performance) to five (for exceptionally good performance). The process is democratic, so no committee member is required to conform to another member's methods or findings, but each is expected to apply criteria consistently with their own methods and to defend any judgement that seems inconsistent with other applications or that lies too far outside the findings of other members. Committee members will not score themselves or see the individual scores that others have applied to their work, and they are not present during discussion of their own annual review. Each evaluation score is to be provided to the committee chair prior to discussion. Following a discussion of these initial scores, committee members may alter the initial evaluation scores to reflect new information or changes of judgment. It is the job of the committee chair to maintain confidentiality of committee members' scores and to calculate the scores that will be recorded. A faculty member's recorded score will be the average of the committee members' submitted final scores, weighted by workload category.

Final Scores and Feedback Report

3. After the committee arrives at the final scores, it will draft and agree upon narrative statements for each faculty member and will create for each faculty member a report that includes the narrative, the average composite scores for the department in each category, the faculty member's own scores in each category, and an overall score based on a member's weighted workload for the review period. Reports will be provided to the faculty member and the Chair. Committee scores serve as a recommendation to the Chair.

4. The Chair shall review each faculty member's record, committee reports and scores, and then provide independent narratives and final scores through University determined processes. Final scores are considered in the determination of merit pay raise allocations and often used for intramural awards.

See also [UNT Policy 06.007](#).

Guideline D

Promotion and Reappointment Guidelines for Professional Track Faculty

Lecturers

1. The primary responsibilities for lecturers pertain to teaching and student development, but they are also expected to be active with respect to service. They are expected to teach and to maintain currency in their field of instruction; they are also expected to adhere to high standards of collegiality and professionalism. Their duties may also include program/curricular development, administration, student advising, or other student-related professional service, and the development of internships and partnerships. Lecturers are eligible to apply for Faculty Development Leave. Lecturers are appointed to one of the following classifications: lecturer, senior lecturer, or principal lecturer.
2. **Lecturer:** To be eligible for the classification of lecturer, the faculty member must have a demonstrated record of effectiveness in teaching or show promise of effectiveness if the candidate has no prior teaching experience. At a minimum, lecturers must meet the Southern Association of Colleges and Schools (SACS) requirements of an earned master's degree with a minimum of 18 graduate semester hours in the discipline in which they are to teach. A terminal degree is a strongly preferred qualification. Lecturers may be appointed to an initial term of up to three (3) years with a possibility of renewal for a term of up to five (5) years.
3. **Senior Lecturer:** To be eligible for the classification of senior lecturer, the faculty member must have a demonstrated record of sustained excellence in teaching and service and, where applicable, administration. The faculty member must also have a record of flexibility in meeting departmental needs, the demonstrated ability to teach upper-division courses, and a sustained record of contributing to the department in ways that go beyond classroom teaching, such as student advising. A terminal degree is a strongly preferred qualification. Candidates for promotion to senior lecturer must have served at least three (3) consecutive years in the rank of lecturer or have equivalent prior relevant experience. Senior lecturers may be appointed to an initial term of up to three (3) years with a possibility of renewal for a term of up to five (5) years.
4. **Principal Lecturer:** To be eligible for the classification of principal lecturer, the faculty member must have demonstrated a record of sustained excellence in teaching and service and, where applicable, administration. The faculty member must also have a record of flexibility in meeting departmental needs, the demonstrated ability to teach upper-division courses, and a sustained record of contributing to the department in ways that go beyond classroom teaching. With respect to contributions beyond classroom teaching, they must surpass what is expected for promotion to senior lecturer, demonstrating a sustained record of active leadership and innovation. A terminal degree is required for the classification of principal lecturer. Candidates for promotion to principal lecturer must have at least five (5)

consecutive years of college-level teaching experience including at least three (3) years at the senior lecturer rank or have the equivalent professional teaching experience. Principal lecturers may be appointed to a renewable term of up to five (5) years.

Clinical Faculty

1. The primary responsibilities for clinical faculty pertain to teaching and student development, but they are also expected to be active with respect to service and scholarly and professional activity. They are expected to teach and to maintain currency in their field of instruction; they are also expected to adhere to high standards of collegiality and professionalism. Their duties may also include program/curricular development, administration, student advising, or other student-related professional service, and the development of internships, partnerships, and clinical programs and practices. Clinical faculty are eligible to apply for Faculty Development Leave. Clinical faculty are appointed to one of the following classifications: clinical assistant professor, clinical associate professor, or clinical professor.
2. **Clinical Assistant Professor:** To be eligible for the classification of clinical assistant professor, the faculty member must have a demonstrated record of effectiveness in teaching or show promise of effectiveness if the candidate has no prior teaching experience. The faculty member must also have a record of effectiveness with respect to scholarly and professional activity or, in the case of a new appointment, show promise of effectiveness in this area. At minimum, clinical faculty must meet the Southern Association of Colleges and Schools (SACS) requirements of an earned master's degree with a minimum of 18 graduate semester hours in the discipline in which they are to teach. A terminal degree is a strongly preferred qualification. Clinical assistant professors may be appointed to an initial term of up to three (3) years with a possibility of renewal for a term of up to five (5) years.
3. **Clinical Associate Professor:** To be eligible for the classification of clinical associate professor, the faculty member must have demonstrated a record of sustained excellence in teaching, service, and scholarly and professional activity, and where applicable, administration. The faculty member must also have a record of flexibility in meeting departmental needs, the demonstrated ability to teach upper-division courses, and a sustained record of contributing to the department in ways that go beyond classroom teaching, such as student advising. A terminal degree is a strongly preferred qualification. Candidates for promotion to clinical associate professor must have served at least five (5) consecutive years in college-level clinical, professional, or practicum assignments, including at least three (3) years at the clinical assistant professor rank or have equivalent prior relevant experience. Clinical associate professors may be appointed to an initial term of three (3) years with a possibility of renewable for a term of up to five (5) years.
4. **Clinical Professor:** To be eligible for the classification of clinical professor, the faculty member must have demonstrated a record of sustained excellence in teaching, service, and scholarly and professional activity, and where applicable, administration. The faculty member must also have a record of flexibility in meeting departmental needs, the demonstrated ability to teach upper-division courses, and a sustained record of contributing to the department in ways that go beyond classroom teaching. With respect to contributions beyond classroom teaching, they must surpass what is expected for promotion to clinical associate professor, demonstrating a sustained record of active leadership and innovation. A terminal degree is required for the classification of clinical professor. Candidates for promotion to clinical professor must have served at least five (5) consecutive years in college-level clinical, professional, or practicum assignments, including at

least three (3) years at the clinical associate professor rank, or have equivalent prior relevant experience. Clinical professors may be appointed to an initial term of three (3) years with a possibility of renewable for a term of up to five (5) years.

Promotion Materials

5. Promotion materials prepared according to the university policy 06.005 and the college's "Instructions for Preparing a Promotion Portfolio" must be submitted in accordance with the timeline provided by the university in the Non-Tenured Faculty Promotion Schedule.

Procedures

6. Reappointment and Promotion Committees (RPCs) review relevant materials and make recommendations to the Department with respect to reappointment. RPCs and the Chair make independent recommendations to the Dean with respect to promotion. In making recommendations and determinations, the Dean, Chair, and appropriate RPC shall make be guided by holistic standards for evaluating teaching, service, and, where applicable, scholarly and professional activities and administration. Excellence in any one domain will not compensate for lack of sustained effectiveness in another assigned area. Meeting the minimum criteria is necessary to be considered for promotion, but should not be construed as indicating that promotion will be awarded.

See also [UNT Policy 06.005](#).

Guideline E Faculty Development & Mentoring

DMI is committed to the ongoing professional development and mentoring of its faculty and the establishment of a mentoring culture. Department mentoring includes, but is not limited to, annual teaching observations and feedback and provision of mentors upon request to faculty members. Faculty are encouraged to seek out mentoring opportunities, both within and beyond the department, including in their disciplinary departments.

Annual Teaching Observations

One way in which the department mentors faculty is through annual observations of teaching. In the Department of Multidisciplinary Innovation, annual observations of teaching are designed to support excellence in teaching and promote a culture of peer mentoring. Clear observation reports document our colleagues' teaching skills, adjusted appropriately for various forms of course delivery, and offer formative feedback for ongoing professional development.

It is the responsibility of the Executive Committee (EC) to conduct annual teaching observations of all faculty. Though teaching observations are not required of terminally ranked faculty, they are encouraged as evidence of ongoing professional development and for their use (and often requirement) in nomination materials for various professional awards. Terminally ranked faculty may opt out of an annual teaching observation by informing the EC on or before September 1 of any year.

Annual Teaching Observation Procedures

1. Each September, at its first meeting, the EC will elect one member who is responsible for assigning individual faculty to committee members or observations, assigning reviewers for each observation report to promote consistency and professionalism, and ensuring that all deadlines are met. Committee members will not be assigned to observe those at a higher rank than their own. To encourage varied responses and to facilitate positive collegial connections, teaching schedules should be considered when making assignments and no committee member should be assigned to observe the same faculty member two years in a row. All observers will use the department's current, standard template for observations and will complete observation reports on or before December 30.
2. Observer responsibilities: On or before September 30, the observer will initiate contact to establish a date for an in-class observation or, in the case of online teaching, to discuss the course layout to determine a plan for observation. Because observations are supportive, there will be no surprise visits. Observers will not review observation reports from prior years before conducting observations. They will conduct all observations between weeks 6-12 of the long fall semester and take detailed notes during the observation. As soon as possible following the observation, the observer will 1) write a draft report and 2) initiate a meeting with the faculty member to review the observation, to talk about strengths and weaknesses, and to allow for feedback from the faculty member before the final report is written.
3. Faculty responsibilities: Faculty members are expected to respond to assigned observers in a timely manner and coordinate and prepare for meetings and other dates in good faith. Faculty will provide access to online course shells, which must include a copy of the course syllabus. Because this is a supportive process, when determining dates and/or courses for observation, faculty are encouraged to consider 1) showcasing a variety of teaching approaches and activities; 2) choosing a topic and/or lesson that allows them to exhibit excellence; and/or 3) choosing a lesson, approach, or class with which they are struggling.
4. Documentation: The EC will complete all observations, reviews, and final reports no later than December 30. All final reports will be delivered to faculty no later than the first day of classes of the following spring semester. Faculty will sign and return observation reports to the department on or before the announced deadline and may choose to upload their observation as a part of the annual review process.

Assignment of Individual Mentors

The Department of Multidisciplinary Innovation is committed to providing mentoring for interested faculty. Because we are a multidisciplinary unit, the department works with the Office of Faculty Success to ensure that new faculty are assigned a mentor in their first year at UNT. This relationship is important for helping faculty build connections across campus.

Faculty may also request a mentor in any year of service. Requests should be made to the Chair on or before September 1. Mentoring relationships last one academic year, and every effort will be made to thoughtfully pair colleagues.

In the case of two or more years of low evaluation scores in one workload domain (teaching, research, or service), the Chair may assign or recommend a mentor to a faculty member who has not requested one. Professional difficulties can provide an opportunity for professional

development. A professional development plan and the mentor's ongoing support for its execution would be the desired outcome.

Other UNT Mentoring Options

Reinforcing DMI's commitment to a mentoring culture, the department supports faculty seeking out diverse mentoring opportunities and perspectives. At UNT, formal mentoring and other professional development options are available through the Office of Faculty Success and several UNT affinity groups. We encourage faculty to explore other opportunities for formal and/or informal mentoring.

Guideline F Grievance Procedures

1. When a faculty grievance arises, the aggrieved party shall first seek to resolve the matter with the party responsible for the disputed action, except in cases where a faculty member believes they have been subjected to discrimination, harassment, or retaliation in violation of university policy, in which case the individual should report the conduct to the UNT Office of Equal Opportunity or the Office of Institutional Compliance, as appropriate. If this does not produce a satisfactory resolution, the grievant may deliver a formal letter of complaint to the Department Chair or the Dean, depending on whether this is a college- or department-level grievance. The formal letter shall explain the nature of the grievance, the steps already taken to resolve it, and the desired remedy. The grievant must file their complaint within ten (10) business days of becoming aware of the disputed action.
2. Within ten (10) business days of receiving the letter of complaint, the Chair or Dean shall create an ad hoc grievance committee to review the matter. This committee shall include one person named by the grievant, a second selected by the respondent, a third by the Chair or Dean, and two additional persons agreed on by all three. The Executive Committee chair shall act in place of the Chair or Dean in cases where one of them is the responding party. Ad hoc committee members shall be full-time faculty members. If the department/college does not have sufficient personnel to staff the committee under the terms specified above, faculty from outside the college may participate. The Chair and Dean are ineligible to serve on ad hoc grievance committees.
3. Ad hoc grievance committees will select a chair and determine their own processes and procedures, but they (a) must allow presentation of both sides of the issue(s) by the parties and (b) must submit a written report of their findings and recommendations to the complainant, the respondent, and the Chair. They must also adhere to the principles of due process, including timely notification, hearings open to all parties involved in the dispute, and full availability of documentation and communication to the parties. Both the complainant and respondent may be accompanied by an advocate. Advocates are permitted to speak at grievance hearings.
4. Ad hoc grievance committees must complete their work and notify all parties of their recommendation, including recommended remedies, within twenty-five (25) business days of being formed. Grievances filed in the summer or within 25 days of the last day of final exams during the spring semester will be heard in the following academic year.
5. The Chair shall review the recommendation of the ad hoc departmental committee. Within ten

(10) business days of receiving the recommendation, the Chair shall make a determination as to findings and remedies. The respondent and complainant may appeal procedural matters to the ad hoc college grievance committee. The ad hoc college committee shall make a recommendation as to findings and remedies to the Dean within ten

(10) business days of the appeal. The Dean shall make the final determination within ten (10) days of receiving the ad hoc college committee's recommendation.

6. College-level grievances: The Dean shall review the recommendation of the ad hoc college committee. Within ten (10) business days of receiving the recommendation, the Dean shall make a determination as to findings and remedies. If a complainant or respondent is dissatisfied with the outcome of the case, they may appeal to the appropriate University body as provided in UNT Policy 06.051.
7. In all cases, the chair of the ad hoc committee shall be responsible for the compilation and preservation of a complete record of the case. One copy of this record shall be kept in the permanent archives of the department, and another provided to the grievant.

See also [UNT Policy 06.051](#).