Process, Procedures, Criteria and Measurement
Promotion and Tenure and Merit Evaluations

Department of Sociology
College of Public Affairs and Service
University of North Texas

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Workload, Merit, Promotion, and Tenure
Policies and Procedures

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Preamble

The Department of Sociology (referred to in this document as “Department”) of the College of Public Affairs and Community Service (PACS) is committed to the mission of the Department and to the missions of PACS and University of North Texas as a student-centered public research university and to the process of continually improving the quality of its programs and the faculty responsible for them. The Department is equally committed to ensuring that its faculty members have every opportunity for fulfilling their roles as teachers, scholars and providers of service to the university, to the public, and to their respective professions. To effectively assess progress toward both the Department’s and PAC’s goal of continuous improvement, a framework for the evaluation of the professional performance of individual faculty members is essential. The framework for this process is drawn from the related PACS document. The specific processes for the Department have been integrated into the PACS framework, resulting in this comprehensive document for the evaluation of individual faculty for merit, promotion, and tenure. It is essential that all faculty members be very familiar with the Department, PACS, and University policies regarding workload, merit evaluations, promotion and tenure, and post tenure review.

The evaluation philosophy of the Department is directly related to PAC’s mission to develop and disseminate innovative and interdisciplinary applied social and behavioral science knowledge throughout local, state, national and international communities. This philosophy requires that faculty evaluation policies and procedures accommodate six key principles:

- The first priority of Department faculty members and units must be the fulfillment of the stated mission, goals and objectives of the Department of Sociology, the College of Public Affairs and Community Service, and the University of North Texas;

- The Department is responsible for establishing a set of specific criteria to be used by the Department in the evaluation of individual faculty members for annual merit and promotion and tenure;

- It is not expected that each individual faculty member will contribute equally to the accomplishment of all goals but, as a collection of individual faculty, each unit should substantially assist the College in meeting the PACS mission, goals, and objectives;

- PACS administration through the Department Chair, must provide faculty members, within the framework of the Department, provide the greatest degree of latitude possible in developing their academic careers;
Faculty workloads and performance standards used to assess merit must be consistent with those used for promotion and tenure; and

The cornerstone of faculty evaluation rests with the professional judgments of the members of the Department Personnel Affairs Committee and the Department Chair.

The Department faculty performance evaluation process, which is consistent with that of the PACS process, is designed to differentiate among levels of faculty performance and allow evaluators freedom in determining appropriate levels of performance among a diverse faculty. Faculty are evaluated in the three key areas of teaching, scholarship and service and assigned to one of five separate levels of performance for each area. Anchor statements provide a profile of the type of performance represented by each of five separate performance levels. The highest and lowest performance levels will be used only in the most exceptional cases. A performance rating at any level will usually include activities and performance characteristics at lower (and sometimes higher) levels in that area. Examples of activities related to each level are provided in the addendum to this document. However, the examples are provided only as guidelines for the Department PAC members and the Department Chair. They are not to be used as “prescriptions,” “recommendations,” or “measures” to be applied to an individual review. Achievement of one or more of the examples cited for a particular performance level does not necessarily mean that the Department PAC will rate a colleague at that level; faculty members should not consider individual activities or performance characteristics to be sufficient or necessary for a given rating. It is essential that the PAC, the Department Chair, and the PACS Dean complete a holistic review of the colleague’s performance in all areas of evaluation.

**Workload Policy**

The Department of Sociology follows PACS College and UNT policy in establishing faculty workloads. Individual workload assignments must be determined by a balance of the needs of students, department, college, and university, as well as promotion of faculty professional development. Although individual faculty workloads may vary in order to meet these priorities, the Department is expected to maintain, to the extent possible, an overall departmental balance of approximately 40 percent of effort for teaching, 40 percent of effort for research/creative activities, and 20 percent effort for professional service.

Before the end of the nine-month academic year, the Department Chair distributes an annual Faculty Workload form, the University Teaching Load Credit (TLC) policy, and Department workload decision guidelines to the faculty (see Addendum 1). Faculty members are requested to complete the workload form in as much detail as possible. Faculty members will meet with the Department Chair individually. Upon agreement between the faculty member and
Department Chair, the completed workload form is signed by the Chair and the faculty member. Workloads of all Department faculty members are submitted to the PACS Dean on or before mid-September of the new academic year for the Dean’s approval.

Department faculty workloads collectively should reflect an overall departmental balance of approximately 40 percent of effort for teaching, 40 percent of effort for scholarship/research activities, and 20 percent effort for professional service.

Department probationary, tenure track faculty will typically have workloads with reduced emphasis on university, professional, and public service. Workload assignments in aggregate should reflect the strategic and academic plans of the Department and of the College.

Prior to the annual faculty merit review evaluations, the Department Chair will provide copies of the approved and signed workloads for each faculty member.

Examples of workload assignments can be found in 15.1.9 of the University Policy Manual.

Unit directors, chairs, and others with formal administrative responsibilities in the College of Public Affairs and Community Service shall be subject to established annual review procedures for administrators, as codified by University Policy 15.1.2.4 and any relevant College policy.

**Professional Integrity, Ethics, and Understanding Membership in the Community of Scholars**

Every Department faculty member must conform to the standards of professional integrity, professional ethics, and membership in the scholarly community as described in the University Faculty Handbook1.

While these qualities are not “scored” like the traditional evaluative categories of teaching, scholarship, and service, they are fundamental to the faculty role and will be carefully considered in the merit, tenure, promotion, and post-tenure review processes.

**Merit Policies**

Merit evaluations conducted within the Department are conducted on the basis of a moving three-year window. There are at least two reasons for this: 1) the nature of faculty responsibilities is such that sustained endeavor is sometimes required before activities

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1 At the time this document was prepared, the Faculty Handbook was under revision. Faculty are advised to reference the Faculty Handbook and University Policy for further information.
culminate in high quality products; and 2) merit raises are not consistently available to high performing faculty and natural variations in performance should not accidentally result in under-valuing or over-valuing faculty performance on the basis of an atypical year that happens to occur when merit funding is available.

**Annual Faculty Evaluations**

Annual faculty evaluations are the basis of merit salary increases, as well as the basis of promotion and tenure recommendations. The overall process of annual evaluation is designed to enhance the quality of instruction, scholarship, and service, as well as the educational experiences of students.

The first purpose of faculty evaluation is to provide a basis for professional growth and development in the evaluation of past endeavors as well as in the evaluation of potential for future contributions and development. A second purpose of faculty evaluation is to recognize and acknowledge professional performance and accomplishments by means of merit salary increases. A third purpose of faculty evaluation is to provide a structure for assessment of progress toward increases in academic rank. Finally, faculty evaluation provides a cumulative structure for the assessment and documentation of recommendations for faculty tenure.

**Definitions of Evaluation Parameters**

Faculty evaluation will be performed based on the following parameters: 1) teaching, including student guidance and development; 2) research and scholarship; and 3) service to the profession, the University, and the community. In addition, collegiality is taken into account. These evaluation parameters are defined below. The evaluation process will begin with the Sociology Personnel Affairs Committee (PAC) and proceed up the administrative structure.

**Teaching**

Teaching is defined as a process by which 1) instructional objectives are selected in terms of their relevance for the achievement of a study program’s goals, 2) a teaching plan is drawn that includes instructional techniques best suited for the achievement of the stated objectives and for the (appropriate) management of a diverse student body, and 3) an evaluation plan is implemented to assess the students’ achievement of the stated objectives (and, hence, the effectiveness of the teaching strategies being used).

Teaching **sociology** (to both majors and non—majors) entails the presentation and application of the sociological perspective for the enhancement of students’ education through the analysis of 1) the diverse social worlds in which people live, 2) the impact that peoples’ location in the structure of society has on the quality of their lives, and 3) impact of stratification of people across the age spectrum and the globe on the quality of life issues among those people.
**Student Guidance and Development**

Student guidance and development refers to the process of assisting students, beyond the classroom setting, to develop their abilities so that they can function ethically and with competence within and outside the college environment. Through the faculty’s mentoring and advising, students develop 1) confidence in their own abilities, 2) the intellectual skills needed for successful completion of their study program, 3) the motivation and skills needed to continue learning on their own before and after graduation, and 4) the commitment to act responsibly in their chosen professional field.

**Scholarship**

Scholarship refers to the scientific inquiry into the nature of social phenomena and their effects on people. This includes the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching (see the Faculty Handbook for details).

**National recognition in scholarship**

National recognition in scholarship is defined as national-level contributions to scholarship including but not limited to publications in peer-reviewed journals recognized within sociology and with national distribution; published books, edited books, book chapters, research reports, and monographs relevant to sociology; refereed presentations at regional, national and international conferences; invited keynote speeches for national conferences and/or organizations within the field of sociology; national recognition or awards for scholarship; and service as an editorial board member of a refereed journal.

**Service**

Service refers to the faculty involvement in a range of activities on behalf of others within and outside the University community. Faculty service entails the application of the faculty’s professional and practice skills on behalf of professional, community, university, college, and departmental organizations, committees, and the diverse populations these are targeted to serve.

**Collegiality**

Collegiality refers to cooperation with, civility to, and respect for colleagues.

**Levels for Teaching Evaluation**
The University considers excellence in teaching both a responsibility and a priority. Even though instructional activity is common to all faculty and serves as one of the cornerstones of our professional obligation, it is also one of the most difficult to measure. The Department Personnel Affairs Committee (PAC) must be diligent, thorough, and flexible in measuring the quality of teaching performance. An effective teacher establishes an environment conducive to learning and uses appropriate instructional and interpersonal skills to educate students and motivate them to continue learning. Evaluation of teaching effectiveness should be as comprehensive as possible. The process must include a systematic assessment of student opinion and input from peers and the Department Chair and may include assessment by other knowledgeable persons. Evaluators should consider the faculty member's activity in advising students, in supervising graduate students, and in other instructionally related activities. Faculty members themselves also must have the opportunity to contribute information that they consider relevant to evaluating their effectiveness as university instructors. Examples, not inclusive, of additional information that a faculty member may wish to have considered are: peer observations; pedagogical presentations; factors that may bear on student opinion such as kind of course, size of enrollment, and whether the course is required; syllabi, examinations, projects, and grading practices; thesis and dissertation supervision; and alumni evaluations. Generally, any level of performance will include activities, performance, and products from that level as well as lower levels. Assessing excellence in teaching must be done with due consideration of assigned workloads.

Specific performance criteria guidelines are described below, but can be revised by Department faculty in consultation with the Chair and the approval of the PACS College Dean. It is the responsibility of the Department PAC to monitor and make recommendations for, and changes to, departmental performance criteria. Any changes cannot be applied retroactively in the evaluation of individual faculty if those changes disadvantage the faculty member. Illustrative examples of potential activities and accomplishments associated with given performance levels are shown in Addendum 2 to this document.
LEVEL 5:
A faculty performance evaluated at a Level 5 over a three-year period would be characterized by continuous development of instructional methods and content. In addition, an instructor performing at this level would complement exceptional classroom performance with significant and ongoing activities that demonstrate the highest level of commitment to students.

LEVEL 4:
The faculty performance categorized as Level 4 would include highly effective teaching\(^2\) with continuous updating of course content and delivery. Performance could include instructional development projects offered to peers for critical review.

LEVEL 3:
Level 3 teaching performance goes beyond the minimum obligations associated with a faculty appointment. There will be evidence that the faculty member has systematically upgraded the content of courses and has made a conscientious effort to consistently improve the delivery of course material. In addition, an instructor performing at Level 3 shows evidence of attempts to make intellectual contributions in the area of instructional development.

LEVEL 2:
Teaching performance at level 2 occurs when a faculty member performs all obligations consistent with the workload option of their faculty appointment. This person performs adequately in the classroom, but may not be deeply involved in continuous improvement programs or in projects involving intellectual contributions to instructional development.

LEVEL 1:
An individual performing at this level does not conform with the instructional role of a faculty member in the Department or the College of Public Affairs and Community Service. Performance at this level will be detrimental to prospects for tenure and could result in initiation of a professional development program for tenured faculty.

Required Documentation

\(^2\) The terms “effective” and/or “highly effective” as used herein refer to comprehensive assessment of teaching effectiveness and do not necessarily correspond to terminology used in teaching evaluation instruments such as the Student Evaluation of Teaching Effectiveness or faculty self evaluation of teaching.
To properly evaluate instructional performance, the Department PAC must have pertinent documentation. Any accomplishments not supported by documentation will not be considered. Documentation will include but is not limited to the following:

**Teaching Evaluation/Recognition**

Internal evaluation of teaching performance must include but not be limited to student evaluations and any self assessments of teaching required by the university. External assessment may be in the form of an award or some other type of recognition. Documentation at a minimum will include:

1. Student evaluation of teaching performance – the Department receives a copy of required teaching evaluations for each course taught by every instructor.
2. Department/college/university or other professional peer group recognition – the faculty member should provide the appropriate letters, citations, or copies of the recognition of teaching performance (for faculty so recognized).

**Instructional Development**

Each faculty member is required to submit evidence of instructional development. Examples of documentation include:

1. Published textbook or articles describing teaching methods or results;
2. Copies of unpublished materials developed for classroom use;
3. Copies of papers presented at professional meetings;
4. Formal reviews by professional peers of instructional materials;
5. Formal evidence of attendance in instructional development workshops;
6. Copies of materials used to teach workshops on instructional development.

**Instructional Activities**

The faculty member must provide evidence of proper conduct of classes and any teaching innovations or course improvement projects implemented. Such evidence will include:

1. Syllabi for all classes taught;
2. Description of new course preparations or revisions;
3. Full description of course innovations and results of a critical review of such innovations by unit/college/university or other professional peers;
4. Copies of unpublished instructional materials developed by the instructor;
5. Evidence of attendance in or conducting of instructional development workshops/seminars;

Advising/Mentoring

The faculty member must provide, minimally, a description of the projects/activities of students whom he/she mentored and the name of students (except in cases where confidentiality could be compromised). The products of mentored activities/projects are perhaps the ideal documentation of the teacher’s mentoring/advising efforts. Advising/mentoring includes formally designated roles such as undergraduate advisor or faculty advisor for student club and informal, and sometimes more demanding, activities such as working with students on field projects. Advising logs, lab notes, and products of the activities are examples of evidence required to document student advising and mentoring.

Levels for Scholarship / Research Activities Evaluation

Scholarship and research activities serve as the embodiment of the role of the University faculty member. In most cases, Department faculty will make their contributions via research so that it is used as the generic term in this document. However, use of that term does not preclude creative scholarly and professional activities that involve extension and community outreach. Department faculty members are not only expected to function as competent researchers, but the Department and the PACS College also expects all major faculty activities, including those involving extension and community outreach, to have a base of research and scholarship.

Faculty scholarship /research refers to a variety of scholarly activities, the full fruition of which includes dissemination among the community of scholars. Within the Department, scholarship includes the scholarship of discovery ("What is to be known, what is yet to be found?"), scholarship of integration ("What do various findings mean when synthesized in some way?"), and scholarship of application or practice ("How can knowledge be responsibly applied to consequential problems?")--including the scholarship associated with development and assessment of teaching. The desired outcome of the scholarly process is dissemination of scholarly work for the benefit of the profession, the discipline, practitioners, or the lay community.

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Generally, any level of performance will include activities, performance, and products from that level as well as those specified in the lower levels. Illustrative examples of potential activities and accomplishments associated with given performance levels are shown in Addendum 2.

The following specific criteria for evaluating publications is not included here as a prescription for the evaluation of a faculty member’s scholarly/research productivity over a three-year period. Instead, this should serve as the foundation for a holistic evaluation of the scholarly/ research activities of the individual faculty member. External research grants written and funded, amount of the award, number of citations, quantity of publications and presentations, qualitative rankings/ratings of journals and publishing houses, publications and presentations with doctoral students, community-based applied scholarship, interdisciplinary research activity, and other factors need to be considered holistically by the Department PAC in its evaluation of faculty in the area of scholarship /research. The Department PAC should take into account both the intellectual merit and the broader impacts of the scholarship / research of a faculty member. Additionally, assessing excellence in scholarship / research must be done with due consideration of assigned workloads.

Each faculty member is required to submit copies of all published material or a letter of final acceptance and material presented at academic conferences.

LEVEL 5:
A Level 5 scholarly performance would be characterized on the basis of the exceptional quality and quantity of scholarship. A scholar performing at this level would be involved in an ongoing program of research (applied, basic, theoretical/ philosophical) characterized by a yearly record of publication.

LEVEL 4:
A Level 4 scholarly performance is considered to be well above average. External validation of efforts, through publication or presentations, indicates that the individual is making a contribution to his/her discipline or field.

LEVEL 3:
Level 3 scholarly performance goes beyond the minimum obligations associated with a faculty appointment. Scholarship may include ongoing activities of basic or applied research and/or application.

LEVEL 2:
A Level 2 scholarly performance is that which is minimally acceptable for a faculty member in the Department and the PACS College. Performance is adequate and is characterized by
ongoing contributions to research and intellectual activity that peers believe to be worthy of publication.

**LEVEL 1:**
The Level 1 scholar fails to meet minimum expectations for adequate intellectual contribution for a faculty member in the Department and the PACS College. Improvements in both quality and quantity of research effort are required. **Performance at this level will be detrimental to prospects for tenure and could result in initiation of a professional development program for tenured faculty.**

**Required Documentation**

To properly evaluate scholarly performance, the PAC must have pertinent documentation. Any accomplishments not supportable by documentation will not be considered. Documentation may include letters of acceptance and actual copies of all materials including: (a) work in progress, submitted research, published research; (b) conference paper submissions or acceptances; c) research grant applications; (d) scholarly books/monographs; e) descriptions of projects in the community accompanied by products of the effort. For research publications, the PAC will normally award credit based on the date of publication. However, a letter of final acceptance could be used as documentation.

**Levels for University, Professional, and Public Service Evaluation**

Faculty members in the Department are expected both to be good citizens of the university, college, and unit and to engage in outreach activities beyond the institution. Important aspects of the faculty member's responsibilities are service to the institution; to the professional organizations in the faculty's discipline; and to the community and the general public. Service to the university, college, and unit is in the form of participation in the activities necessary for any organization to operate, such as committee and task force assignments. Service to the profession includes working as an officer, on committees and commissions, attendance at meetings, etc. Service to the community and the public includes serving both in a pro bono capacity and consulting with another institution, business, government agency, or organization. Both the Department and the PACS College encourage pro bono and paid consulting as evidence that faculty members are valued by the marketplace, although such consulting is not required nor is it by itself sufficient for service. (The faculty member is reminded that University rules prohibit the use of state equipment, etc. for non-state activities.) Generally, any level of performance will include activities, performance, and products from that level as well as those specified in the lower levels. Illustrative examples of potential activities and accomplishments associated with given performance levels are shown in Addendum 2. Wherever possible, the assessment of service performed by a faculty member will assess the effort and quality of work.
required by that service. Being listed as a member of a committee is not by itself necessarily evidence of service.

**LEVEL 5:**
A Level 5 faculty performance would be characterized by an extraordinarily high level of service to the university, the member's profession, and/or the public.

**LEVEL 4:**
A Level 4 faculty performance would be characterized by a very high level of service to the university, the profession, and/or the public.

**LEVEL 3:**
The performance of a faculty member at Level 3 would exhibit a moderate amount of work on committees and task forces, in professional organizations, and/or participation in consulting and service to the public.

**LEVEL 2:**
The member performing at this level would accomplish those professional duties expected as a minimum of any faculty.

**LEVEL 1:**
The faculty member at this level is not meeting the minimum expectations of the service role of any faculty member at his/her respective rank. Performance at this level will be detrimental to prospects for tenure and could result in initiation of a professional development program for tenured faculty.

**Required Documentation**

Documentation for this item varies. The necessary information may include: titles of offices, levels of organizations, dates and type of service to public organizations, membership and role on committees (including the scope of the committee and frequency of meeting). In any event, the documentation should be sufficient for a person not familiar with the member's contribution to make a judgment as to what level of service the activity justifies.
Policies and Procedures Regarding Recommendations for Promotion and Tenure

Decisions on promotion and tenure will be made on the faculty member's cumulative professional record with emphasis on the period since any previous promotion. To that end, it is incumbent on the faculty member to maintain files of documentation that are required to demonstrate his/her qualifications. It is suggested that these files be established at the very outset of the probationary or review period to facilitate the processes required by the university to evaluate the faculty member’s record of performance. Each member who is a candidate for promotion and/or tenure is expected to be thoroughly familiar with all university (15.0), college, and Department policies and procedures regarding promotion and tenure.

Recommendations for promotion and/or tenure can be made only after a faculty member has been associated with the university for a sufficient amount of time to demonstrate his/her capabilities as a member of the UNT community. For that reason, except in the rare case when a faculty comes with tenure, the policy of the Department and PACS College is that non-administrative appointments will be made in the Department for a probationary period of no less than three years, the third of which would be the evaluation year, regardless of a prospective faculty member’s prior experience.

Tenure and/or Promotion to Associate Professor

University policy dictates that granting of tenure is accompanied by promotion to Associate Professor. All probationary faculty members will be consulted by the Department Chair on a workload that includes teaching, scholarly, and service assignments. Recommendations for promotion and tenure include an explanation of why the candidate is recommended, including an indication of why the candidate’s performance is deemed to be excellent in teaching, scholarship, and service. It is the responsibility of the Department to establish and communicate the criteria by which excellence will be evaluated to the probationary faculty member in a manner that is consistent with relevant policy (see University Policy 15.0.4). A faculty member on a probationary appointment (eligible for tenure) may, unless otherwise specified in writing at the time of employment, choose the tenure criteria from any University tenure policy statement in force between the time of initial employment and the time when a determination of tenure status is made (15.0.3.4).
Teaching

To qualify for tenure and/or the rank of Associate Professor, the candidate must have demonstrated teaching excellence in the classroom and related instructional activities. The evaluation of a candidate’s teaching effectiveness includes consideration of planning and organization, preparation of materials, development of meaningful student activities, level of student achievements or products, and student and peer evaluations.

Scholarship

As stated in the UNT Faculty Handbook, faculty must show continuing growth through research or writing or other creative activities, and through participation in the professional activities of the discipline. Both quality and quantity of effort are judged. Scholarship in the Department and PACS College is conceived in terms of the University’s designation as a student-centered, public research university. Scholarly activities are broadly conceived but must result in products that are disseminated beyond the university. Scholarly activities include grant development and the publication and presentation of the results of research and community service projects in appropriate journals, reports, books, or at national and international meetings. Merit evaluations are the basis for determining qualifications for promotion and tenure. Collaborative work is encouraged and is in the best tradition of a community of scholars. However, candidates must provide evidence of their individual contribution to collaborative scholarly products.

Service

As the tenure-track faculty member progresses through probationary period, the faculty member should become more actively involved in the affairs of the Department and PACS College and should render service to the University, the community at large, and/or their professional organizations. Internal citizenship and community outreach are expectations of PACS College faculty. As noted earlier in the Department Workload Policy, probationary faculty will typically have workloads with reduced emphasis on service; however, excellence in the performance of also service activities is required for tenure and promotion.

Promotion to Professor

According to University Policy (15.0.5), promotion to Professor requires evidence of sustained excellence in teaching, scholarship, and service, sufficient for the achievement of a national or international reputation and recognition. It is the responsibility of the Department to establish and communicate criteria by which excellence will be evaluated, in a manner consistent with relevant University Policy (see University Policy 15.0.5).
Teaching

A recommendation for promotion to Professor requires evidence that the candidate has maintained teaching excellence during the review period, using the Department’s evaluation criteria.

Scholarship

A faculty member is expected to remain productive in scholarly activity throughout his/her career. A recommendation for promotion to Professor requires evidence that the candidate has maintained excellence in scholarship throughout the review period, using the Department’s evaluation criteria.

Service

Service expectations for promotion to Professor are more stringent than for tenure and/or promotion to Associate Professor. It is important that Professors in the Department are actively involved in their College, their profession, and/or their community. A recommendation for promotion to Professor requires evidence that the candidate has maintained excellence in service activities throughout the review period, using the Department’s evaluation criteria.

The Peer Review Process

Composition of the Departmental PAC (as a Peer Review Committee)

The Personnel Affairs Committee of the Department of Sociology shall consist of six (6) elected members from the tenured faculty of the Department of Sociology, with each member serving a term of three years. These terms will be staggered in order to ensure that (only) two new members will be elected each new academic year. Therefore, as two members of the current Committee complete their service on the PAC, two new members will be elected from those tenured faculty currently not serving on the Committee. It should be noted that the two current members cannot be re-elected for one year following the completion of their service.

Departmental PAC Membership Procedures

Since the Department began using a new set of procedures in the Fall 2009 semester and all of the current members were elected at that same time, re-electing all the new members of the PAC would, minimally, create a problem of procedural inconsistency. Therefore, a new Chair of the PAC shall be elected (to serve one year) for each new academic year by the members of the PAC. The Committee Chair shall be in her/his third year of service. After the 2011-2012 academic year, the current Chair and one of the members of the Committee shall step down
and an election be held at the beginning of the academic year of 2012-2013, in which two new members from the tenured faculty will be elected to serve three-year terms. For the academic years, 2013/14 and 2014/15, two additional members of the original committee will be replaced so that by the 2014/15 cycle, all original committee members will have been replaced. All newly elected members will complete their service after three years, but are eligible to serve again after a minimum of one year off the PAC/P&T committee. It is important that everyone on the faculty who is eligible participates. However, faculty members who hold a line administrative position (Department Chair, Associate Dean, Dean, Vice / Deputy Provost, or Provost) are excluded from participating as members of the Department PAC.

While the College policy allows for both tenured and tenure-track faculty to participate on the PAC, the Department PAC will limit member eligibility to its tenured faculty.

The Departmental PAC is responsible for the annual evaluation of each full-time tenured and tenure-track faculty member and for conducting probationary and mid-term reviews of tenure-track faculty members and for the evaluation of tenure-track faculty members for promotion and tenure. Faculty members who make up the Departmental PAC will be elected by written, secret ballot by the Department faculty, with the exception of faculty members who have line administrative appointments.

A faculty member shall not serve as a PAC member when she/he is being reviewed for tenure and/or promotion.

In the case of PAC reviews of faculty with joint appointment in another academic unit, the PAC that is in the unit where the faculty member spends the majority of time will be responsible for the evaluation, with one tenured faculty member from the other unit participating as a member on the PAC. If the faculty member spends time equally between the academic units, the faculty member may choose the academic unit that will have responsibility for the evaluation, with one tenured faculty member from the other unit participating as a member of the PAC.

**PROCEDURES FOR FACULTY EVALUATION**

**Annual Faculty Merit Evaluations**

The Department will conduct annual merit evaluations for all Department tenured and tenure-track faculty as described in University Policy 15.1.9. The PACS Dean's office will provide the Department with required forms for documenting performance across teaching, scholarship, and service.
The Department Personnel Affairs Committee (PAC) has the responsibility for conducting annual faculty merit evaluations. The entire process for annual merit evaluations will involve the Department PAC, the Department Chair, and the PACS College Dean.

According to the time lines established by the PACS College, the Chair of the Department PAC will distribute an announcement to the full-time tenured and tenure-track faculty for completing their annual faculty merit evaluation forms. Faculty will complete these with a three-year rolling window. The faculty member should also provide a portfolio of published articles, letters of appreciation, and other information pertinent to the merit review.

Each member of the PAC should review documents submitted by the faculty member related to the areas of teaching including student guidance and development, scholarship, and service. The Department Chair will also provide copies of teaching load credits of individual faculty members to the Department PAC Chair and provide to the PAC an evaluation of the faculty member's administrative work. The PAC will meet at least once for a formal review and evaluation of the submitted documentation.

The PAC Chair will submit the committee's evaluation in writing (signed by all members of the PAC) to the faculty member evaluated and to the Chair of the Department. The faculty member will have the option of presenting the Chair with a written response to the PAC report in advance of meeting with the Chair for an evaluation review.

Adjunct faculty who teach in the Department with some regularity (at least one semester per year) will be evaluated by the Chair of the Department in the areas of teaching, scholarship, professional development, and service.

**Preparation of Final Report and Recommendation**

The Chair of the Department will review the recommendations of the PAC. Separately from the PAC, the Chair will evaluate full-time faculty members on their performances in the areas of teaching including student guidance and development, scholarship, and service. The Chair will prepare his/her final recommendation in writing, taking into account the recommendations of the PAC. The report of the Chair and the PAC report, along with all supporting materials, will be submitted to the Dean of the College. The Chair will inform each faculty member of his/her recommendations regarding evaluation, merit salary increases, promotion, and/or tenure.
Probationary Faculty Third-Year Evaluation

Composition of the Department PAC for Reappointment, Promotion, and Tenure Reviews

The Department PAC will function as the Department Reappointment, Promotion, and Tenure Committee. As such, it is responsible for making recommendations on third-year faculty reviews and unit promotion and tenure decisions, and advising the PACS Dean on personnel issues as requested.

Among the six members of the Department PAC members, at least two must rank above any faculty member whose application for promotion and/or tenure is under review. If necessary and upon approval of the PACS Dean, the Department PAC (when functioning as the Department RPT Committee) may include a faculty member with appropriate rank from another UNT department. The Department PAC Chair must certify in writing that recommendations regarding promotion and tenure are consistent with Department policies and guidelines. Recommendations on promotion and tenure will be made to the Department Chair.

Individuals participating in the faculty evaluation process should be aware of their respective responsibilities. For a complete description of these responsibilities, please refer to University Policy 15.0.

Procedure for the Third-Year Evaluation

In the third year of appointment, a probationary faculty member shall undergo review for appropriate progress in earning tenure. These probationary faculty members will be reviewed for reappointment as described in University Policy 15.0.3 and the process by which these faculty members will be evaluated will adhere to current University Policy (15.0.6). The PACS Dean’s office will set and communicate relevant deadlines for submission of required materials from the Department and the College PAC at the beginning of each Fall semester.

The probationary faculty member and Department PAC follow University Policy 15.0.7 for a comprehensive list of required contents of the official dossier required for the third-year review. The faculty member assembles these contents into his/her third-year review dossier according to this list.

Unless otherwise specified in writing at the time of employment, a faculty member may choose from any tenure criteria in force between the time of initial employment and the time when a determination of tenure status is made (see University Policy 15.0.3.4). Certain time periods may be excluded from the probationary period, pursuant to University Policy 15.0.2.32.

Any tenure credit awarded to a probationary faculty for prior experience will be counted in this
three-year evaluation. The review will be conducted by the elected departmental PAC in lieu of
the annual performance review for that year. The faculty member's cumulative records in the
areas of teaching, including student guidance and development, scholarship, and service, will
be evaluated according to the Department's performance criteria for the annual performance
review. An evaluation of the faculty member's progress toward earning tenure will be made by
the PAC.

If the probationary faculty member has been ranked as “Excellent” or higher in each of the areas
of teaching, including student guidance and development, scholarship, and service in the first
two years, and shows evidence of achieving similar results in the third year, then successful
progress toward earning tenure would be expected. If the record for the first two years is
ranked below “Excellent,” and no evidence of change has been documented in the third year,
then notice of failure to progress toward earning tenure should be expected. This notice will
include a letter to the faculty member identifying areas of deficiency that need to be improved. A
plan for remediating the deficiencies should be developed by the faculty member in consultation
with the Department Chair. The faculty member will then be re-evaluated by the PAC after a
one-year period. If the goals of the plan have not been met, a recommendation to discontinue
the appointment will be made.

A determination of successful progress toward tenure by a probationary faculty member based
upon this three-year review is recognition that the individual has the capability to earn a
favorable recommendation for tenure at the end of the probationary period. It should not,
however, be construed as a guarantee that the department will recommend tenure at the end of
the probationary period.

Promotion and Tenure Evaluations

The Department of Sociology strictly follows the university promotion and tenure review
procedures. To avoid redundancy, please see the Faculty Handbook.

Standards for Tenure-Track Faculty Appointments and Promotions

With every level appointment or promotion in rank, faculty must meet the minimal requirements
outlined in the Department’s standards for tenure track appointment, promotion, and tenure;
accumulate a record of professional growth; and contribute to the discipline, the University, the
College, the Department, and the community (professional and at-large).
Tenure

The definition of tenure can be found in the Faculty Handbook. Certain uniform standards of eligibility and policies apply across the University (and College) before the granting of tenure can be considered at the departmental level. See the Faculty Handbook for University tenure standards and policies.

Departmental Criteria for Tenure

The faculty member must have a cumulative record of high performance evaluations (excellent or outstanding in all three areas of evaluation: teaching including student guidance/development, scholarship, and service) at the Department level during the probationary period or substantial evidence of progress and achievement of such performance after a slow start or uneven early performance. The faculty member must meet the minimal requirements for Associate Professor specified in the Department’s standards for tenure track appointment, promotion, and tenure. The faculty member’s area of expertise and work should be consistent with the mission and with the needs of the Department, the College, and the University.

A faculty member’s cumulative records of teaching including student guidance and development, scholarship, and service will be evaluated separately by the PAC and by the Chair of the Department as set forth in the departmental criteria for evaluation earlier in this document. Upon application for tenure, the candidate will be expected to present a cumulative record of Annual Performance Review profiles and evaluations from the PAC and Chair.

Guidelines for Tenure without Promotion

Although the tenure decision routinely coincides with the decision for promotion within the tenured ranks, there are occasions in which the tenure decision occurs in isolation from promotion to a higher rank. In these instances the guidelines below are in effect:

Standards of Tenure for Associate Professor

The candidate must meet all of the standards required for tenure and promotion to Associate Professor as set forth by the Department.

The Candidate must
- Possess a Ph.D. degree in Sociology (or in an appropriate and related field).
- Demonstrate progress toward attainment of national recognition in scholarship and demonstrate excellence in teaching and service.
- Normally have served full time a minimum of 6 years in the rank of Assistant Professor and at least 2 years at UNT in that rank;
- Demonstrate significant contributions in teaching, advising, or other instructional activities; scholarship, research and/or other creative activities; and university professional, and public service.

In addition, the following two standards will be given particular consideration:

The candidate must
- Demonstrate collegial relationships and professional cooperation in the academic unit.
- Provide evidence of continued productivity in teaching, scholarship, and service consistent with program needs, as well as the goals and mission of the Department of Sociology, the College of Public Administration and Community Service (PACS) and the University of North Texas (UNT).

Standards of Tenure for Professor

The candidate must meet all of the standards required for tenure and promotion to Professor as set forth by the Department.

The candidate must:

- Possess a Ph.D. degree in Sociology (or in an appropriate or related field);
- Attain national recognition in scholarship and demonstrate exceptional quality in teaching, scholarship, and service. Promotion to the rank of Professor is in recognition of attainment rather than length of service;
- Normally have served full time a minimum of 6 years as Associate Professor and full time at least 4 years at UNT as Associate Professor;
- Demonstrate continuous and sustained meritorious achievements beyond the level of Associate in the areas of teaching, advising or other instructional activities; scholarship, research and/or other creative activities; university, professional, and public service.

In addition, the following two standards will be given particular consideration:

The candidate must:

- Demonstrate collegial relationships and professional cooperation in the academic unit.
- Provide evidence of continued productivity in teaching, scholarship, and service consistent with program needs, as well as the goals and mission of the Department, the College, and the University.

Faculty will be reviewed for promotion and/or tenure as described in University Policy 15.0.6. The Dean’s office will set and communicate relevant deadlines for submission of required
materials from the Department and the PAC College at the beginning of each Fall semester. Please see University Policy 15.0.7 for a comprehensive list of required contents of the official dossier.

PAC members should have adequate opportunity to review all materials submitted by the candidate for promotion and/or tenure. Committee members will subsequently meet to decide on a recommendation. Using criteria set forth by the Department, and using the guidelines provided by the College and University, the Department PAC will review the candidate’s portfolio of materials related to teaching (including student guidance and development), scholarship, and service. The Chair of the PAC will be responsible for writing the Committee’s majority or unanimous recommendation with regard to promotion and/or tenure.

The Chair of the PAC will inform the faculty candidate for promotion and/or tenure of the Committee’s recommendation. A faculty member will have the opportunity to respond in writing to his/her PAC evaluation before the Committee report is forwarded to the Department Chair. Such written responses then become a part of the promotion/tenure report.

The PAC will submit a written recommendation to the Chair of the Department representing a majority decision and should attach any minority reports regarding promotion and/or tenure for the candidate under review. Any PAC member may submit a minority report, defined here as a written statement indicating reasons for dissenting from the majority recommendation. The Chair may also consult with other tenured faculty in the Department in preparing final recommendations for promotion and/or tenure for submission to the PACS College Dean.

**Evaluation of Tenured Faculty**

In addition to annual merit evaluations, tenured faculty who receive an overall “unsatisfactory” evaluation from both the Department PAC and the Department Chair as a result of an annual performance evaluation will be required to enter a Professional Development Program (University Policy 15.1.2.4, Part II). Specific criteria defining satisfactory and unsatisfactory performance must be established and communicated to the faculty.
ADDENDUM 1: Teaching Load Credits and Workload Policy
Computation of Teaching Load Credits (TLCs)  
Adjustments to Comply with the new Workload Policy

Each semester, a Teaching Load Credit (TLC) report is generated by EIS, drawn from activities which generate academic credit. The TLC scale has been changed to align more closely with the new workload policy. Under the previous faculty workload, the TLC report was based on a 3 point scale (because a “typical” class is 3 credit hours). Under the new workload, the TLC report is based upon a 10 point scale (because a “typical” class comprises approximately 10% of a faculty 9-month workload).

Under the previous report, TLCs were also generated for other types of instruction (independent study classes, music performance ensembles, thesis supervision, etc.) and for large class enrolments. The new TLC calculations are proportionally equivalent to the old calculations, with the exception that under the new workload policy, graduate courses are weighted the same as undergraduate courses.

In negotiating faculty workload, the faculty member and chair can take other teaching-related activities into account, including, for example, new course preparation or course re-design, to determine the appropriate percentage of time allocated to teaching within that faculty member’s workload. Previous non-teaching activities that were reported on the old TLC form, such as service as a journal editor, should not be counted in the teaching portion of the workload.

COMPARISON OF OLD AND NEW TLC COMPUTATIONS

“Typical” Courses

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Old TLC</th>
<th>New TLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Course</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Course</td>
<td>3</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Details of the TLC weight for other instructional activities are outlined below:

Alternative Class Formats

<table>
<thead>
<tr>
<th>Activity</th>
<th>Classroom Contact Hours/week</th>
<th>Old TLC</th>
<th>New TLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Activities</td>
<td>1.00</td>
<td>0.67</td>
<td>2.2</td>
</tr>
<tr>
<td>Performance Ensembles</td>
<td>1.00</td>
<td>1.50</td>
<td>5.0</td>
</tr>
<tr>
<td>Other Music Performance</td>
<td>1.00</td>
<td>1.00</td>
<td>3.3</td>
</tr>
<tr>
<td>Individual Studio Music Instruction</td>
<td>1.00</td>
<td>0.75</td>
<td>2.5</td>
</tr>
</tbody>
</table>

1 e.g., laboratory and clinical courses, physical activity courses, studio art, studio music instruction
2 symphony, orchestra, symphonic wind ensemble, marching band, a cappella choir, one o'clock jazz lab band
3 applied to both graduate and undergraduate levels
TLCs for Supervision:

**Supervision (Teachers, Clinical, Intern)**

<table>
<thead>
<tr>
<th>Supervision, Undergraduate Level</th>
<th>Number of Students</th>
<th>Old TLC</th>
<th>New TLC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0.5</td>
<td>1.67</td>
</tr>
<tr>
<td>Supervision, Graduate Level</td>
<td>1</td>
<td>0.75</td>
<td>2.5</td>
</tr>
</tbody>
</table>

**Supervision (Individual Instruction, Research)**

<table>
<thead>
<tr>
<th>Supervision, Undergraduate Level</th>
<th>Student</th>
<th>Old TLC</th>
<th>New TLC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0.10</td>
<td>0.33</td>
</tr>
<tr>
<td>Supervision, Graduate Level</td>
<td>1</td>
<td>0.20</td>
<td>0.67</td>
</tr>
</tbody>
</table>

*Under no case will individual instruction in a single course generate more TLCs than scheduled organized courses (see A above)*

**Supervision (Dissertations, Thesis, Problems in Lieu of Thesis)**

<table>
<thead>
<tr>
<th>Dissertation</th>
<th>Student</th>
<th>Old TLC</th>
<th>New TLC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0.33</td>
<td>1.11</td>
</tr>
<tr>
<td>Thesis</td>
<td>1</td>
<td>0.20</td>
<td>0.67</td>
</tr>
<tr>
<td>Problems in-lieu of Thesis</td>
<td>1</td>
<td>0.20</td>
<td>0.67</td>
</tr>
</tbody>
</table>

**Coordination of Multiple Sections of a Course**

<table>
<thead>
<tr>
<th>Sections</th>
<th>Number</th>
<th>Old TLC</th>
<th>New TLC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>1.00</td>
<td>3.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Old Maximum TLC for all sections</th>
<th>New Maximum TLC for all sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>10.0</td>
</tr>
</tbody>
</table>

**Additional TLCs for Large Classes**

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Old TLC</th>
<th>New TLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>59 or less</td>
<td>1.0</td>
<td>3.5</td>
</tr>
<tr>
<td>60 - 69</td>
<td>1.1</td>
<td>3.7</td>
</tr>
<tr>
<td>70 - 79</td>
<td>1.2</td>
<td>4.0</td>
</tr>
<tr>
<td>80 - 89</td>
<td>1.3</td>
<td>4.3</td>
</tr>
<tr>
<td>90 - 99</td>
<td>1.4</td>
<td>4.7</td>
</tr>
<tr>
<td>100 - 124</td>
<td>1.5</td>
<td>5.0</td>
</tr>
<tr>
<td>125 - 149</td>
<td>1.6</td>
<td>5.3</td>
</tr>
<tr>
<td>150 - 174</td>
<td>1.7</td>
<td>5.7</td>
</tr>
<tr>
<td>175 - 199</td>
<td>1.8</td>
<td>6.0</td>
</tr>
<tr>
<td>200 - 249</td>
<td>1.9</td>
<td>6.3</td>
</tr>
<tr>
<td>250+</td>
<td>2.0</td>
<td>6.7</td>
</tr>
</tbody>
</table>
Workload Percentage Distribution Guidelines

For each of the three main areas of a faculty member's workload (teaching, scholarship/research, and service), there should be a clear explanation of what is being produced for each portion of the workload.

Percentage distributions are first based on the faculty member's teaching load, i.e. number of courses that will be taught for the coming academic year. Weighted credits for large classes, dissertation student supervision, etc. (according to the University policy) are added to the TLC for the number of courses to be taught (.10 for each course). This results in the total number of TLCs for a faculty member. This total number of TLC’s becomes the faculty member’s percentage distribution for teaching, rounded to a whole number. Thus, a 3-2 teaching load will typically be .5 or 50%.

Percentage distribution for scholarship / research and for service is divided between the remainder of the faculty member’s total 1.00 or 100% workload.

Since individual workloads will vary for each faculty member in scholarship / research, there needs to be sufficient detail of what the faculty member anticipates achieving in the coming academic year for this workload area. For example, a 3-2 teaching load could look like: 50% teaching, 40% research, 10% service. With this workload, the faculty member needs to articulate what products will be produced for 40% of their research workload. Merit in research, then, will be based partially on whether the faculty member has achieved their designated goals and the types of research / scholarship activities and products that align with Department and PACS levels of Performance Evaluation.

For service, the maximum allowable percentage distribution for an individual faculty member is 20%. For faculty members with an administrative position in the Department (such as Director of Graduate Studies or Director of Undergraduate Studies), this position is normally part of the faculty member’s 20% distribution for service. There are no automatic course releases for such Department administrative positions. However, it will be at the discretion of the Department Chair with approval by the Dean to provide a course release for a faculty member with an administrative position depending on the amount of responsibility, the critical nature of the administrative assignments, and/or to ensure that the faculty member maintains his/her level of research productivity while fulfilling the responsibilities of the administrative position.

Each faculty member’s merit will be weighted to these individualized workload allocations. Faculty members who do not show scholarship /research productivity that aligns with the stated percentage distribution for this area over a three-year period can expect a consultation from the Department Chair for a higher teaching distribution.
ADDENDUM 2: Performance Measure Examples

Generally, any level of performance will include activities, performance, and products from that level as well as lower levels. Performance is evaluated over a three-year period.

Teaching

**Level 5:** Performance measures may include, but are not limited to, some or all of the following:

- receipt of external funding for instructional development;
- development and assessment of instructional techniques and methods, distributed education, team teaching, interdisciplinary, and/or international courses;
- development of new curricula;
- continuing supervision of doctoral dissertation(s), master's theses, and/or other student research extending beyond one long semester;
- formal recognition of teaching excellence by college/university or other professional peer groups;
- case presentation(s) on method, outcomes, techniques and/or curriculum at national academic conferences;
- extraordinary student evaluations;
- developing relationships with the community, professionals, businesses, and/or professional groups that contribute to student learning.

**Level 4:** Performance measures may include, but are not limited to, some or all of the following:

- awarded internal instructional development grant;
- case presentation(s) of instructional innovations presented at regional/state academic conferences;
- significant innovation in instructional techniques and methods;
- interdisciplinary instructional collaborations across departments in seminars, instructional boards, workshops, presentations, and/or colloquia;
- active member of multiple thesis and/or dissertation committees;
- consistent mentoring/advising activities of individuals or groups of students involving frequent (e.g. weekly) contact extending over at least a full semester;
• mentor individual or groups of students within a service-learning context;
• development of courses/curricula for off-campus programs or foreign visitors (e.g., study abroad, metroplex, etc.);
• delivery of workshop(s) on instructional techniques/methods/development;
• very good student evaluations.

**Level 3:** Performance measures may include, but are not limited to, some or all of the following:
• submission of application for instructional development funding;
• systematic upgrading of course content or development of new courses;
• departmental working paper or work-in-process regarding some aspect of instructional development;
• regular member thesis/dissertation committees outside of department;
• consistent mentoring/advising activities involving occasional contact with a significant number of students;
• participation in workshops on instructional development;
• good student evaluations.

**Level 2:** Specific characteristics of a Level 2 teaching performance include all of the following:
• meets class as scheduled;
• uses class time to cover relevant course material;
• maintains adequate office hours for course load and number of students;
• prepares and distributes a course syllabus that includes such topics as course objectives, topic and exam schedule, grade components, method of grade determination, essential competencies and other specific course policies;
• conforms to all University, PACS, and departmental requirements pertaining to paperwork processing;
• conscientious evaluation of students using high, but fair standards of performance;
• adequate student evaluations.

**Level 1:** An individual performing at this level does not conform with the instructional role of a faculty member in the Department or the College of Public Affairs and Community Service.
Scholarship Activities

**Level 5:** Performance measures may include, but are not limited to, some or all of the following:

- significant level of externally funded research;
- scholarly book or extended monograph;
- publication(s) in premier refereed journals;
- multiple publications in refereed journals and/or refereed book chapters;
- multiple and/or extensive technical reports;
- keynote speaker or plenary address at national/international academic conferences;
- publication by recognized publishing house of textbook, casebook, instructional software, or other instructional material;
- research award from national/international organization;
- service as editor of major journal in the scholar's discipline.

**Level 4:** Performance measures may include, but are not limited to, some or all of the following:

- externally funded research;
- multiple publications in refereed journals and/or refereed book chapters;
- extensive technical reports;
- short monograph;
- professional collaborations across disciplinary boundaries and/or international collaborations;
- formal instructional products organized for publication;
- scholarly work presented at national/international meetings with sufficient quality to be developed into publications in major journals;

**Level 3:** Performance measures may include, but are not limited to, some or all of the following:

- disseminating disciplinary knowledge to the community to address social and/or behavioral problems (products required);
- receipt of internally funded research grant;
- publication in refereed journals and/or refereed book chapter;
• research presented at regional/state meetings;
• conducting ongoing research program (products required) that reasonably can be expected to result in publication;
• applying disciplinary knowledge to resolution of behavioral and social problems in the community (products required);
• preparing and submitting lengthy proposals for large research and applied projects;
• submission of unfunded research proposals
• publishing in high quality lay periodicals; service as manuscript reviewer, on editorial board or as editorial consultant for a refereed journal.

Level 2: Specific characteristics of a Level 2 performance may include, but not be limited to, some or all of the following:
• publishing in non-refereed journals and/or lay periodicals;
• preparing and submitting a proposal for a small research or applied project;
• contributing to research of another faculty member;
• presenting papers at state/regional academic/professional meetings.

Level 1: An individual performing at this level does not conform with the scholarly role of a faculty member in the Department or the College of Public Affairs and Community Service.

University, Professional, and Public Service

Level 5: Performance measures may include, but are not limited to, some or all of the following:
• formal recognition of extraordinary service by the university, college, unit, or professional group;
• president of a national/international organization;
• service as an officer of the UNT Faculty Senate;
• extraordinary committee service (quantity and quality) to the university, college, or unit;
• extraordinary service (quantity and quality) to public organizations;
• significant external, non-research fund raising;
• directing a successful accreditation application process (including SACS accreditation efforts);
• designing and initiating a new degree program.

**Level 4:** Performance measures may include, but are not limited to, some or all of the following:
• formal recognition of outstanding service by the university, college, unit, or professional group;
• service as president of a regional organization or major officer of a national/international organization;
• election to and service on the Faculty Senate;
• service on several major committees or task forces (the specific role on the committee, such as chair, and the specific workload of the committee will be considered);
• service as director of a center or institute involved in external fundraising;
• service as editor of a refereed journal;
• service on review team to evaluate grant proposals for research, training or demonstration projects;
• service as manuscript reviewer for multiple manuscripts for two or more journals.
• service as editor of newsletter for a professional organization;
• extensive service to public organizations;
• service as unit/area coordinator;
• exceptional consulting related to one’s discipline;
• design and initiation of new academic concentration;
• development and implementation of innovative unit student recruitment program;
• service as faculty sponsor of a student organization requiring extensive and continuing consulting/supervision.

**Level 3:** Performance measures may include, but are not limited to, some or all of the following:
• service as minor officer or committee chair in an organization (e.g., track chair);
• service as paper discussant or session chair at a conference;
- service on two or more minor committees or task forces (the specific role on the committee, such as chair, will be considered);
- service as faculty sponsor/advisor of a student organization requiring sporadic consulting/supervision;
- service on public commissions or advisory boards;
- development/presentation of professional programs or workshops;
- considerable consulting related to one's discipline;
- coordination of a cooperative agreement with community college/public agency/business & industry;
- service as chair for a department search committee.
- service as an officer on a community board/committee related to one's professional discipline.

**Level 2:** Specific characteristics of a Level 2 performance may include, but not be limited to, some or all of the following:
- membership and service on at least one committee, task force, or other service related assignment;
- regular attendance at and participation in departmental faculty meetings;
- membership in a professional organization;
- occasional consulting in one's professional discipline;
- serving on a community board/committee related to one's professional discipline.

**Level 1:** An individual performing at this level does not conform with the service role of a faculty member in the Department or the College of Public Affairs and Community Service.