

**STANDING PROCEDURES
FOR REAPPOINTMENT AND PROMOTION RECOMMENDATIONS
AND**

FACULTY MERIT EVALUATION

**LECTURER PERSONNEL AFFAIRS COMMITTEE
DEPARTMENT OF ENGLISH
UNIVERSITY OF NORTH TEXAS**

Approved by the Executive Committee, 12/02/2020

STANDING PROCEDURES

In compliance with departmental bylaws, the Lecturer Personnel Affairs Committee (LPAC) submits the following standing procedures to the Executive Committee (EC). These procedures accord with and are subordinate to any and all policies issued by the University of North Texas and/or the College of Liberal Arts and Social Sciences (CLASS).

Annually in the fall, the LPAC presents to the department chair and to CLASS all cases for promotion to the rank of Senior Lecturer, and writes teaching observation reports for all Visiting Lecturers, Lecturers, and Senior Lecturers. Annually in the spring, the LPAC writes evaluations of all full-time, non-tenure-track faculty, including Visiting Lecturers; assigns merit rankings based on the prior three years' performance to all full-time, non-tenure-system faculty other than the LPAC co-chair in charge of merit evaluations (see III, below); and forwards to the department chair the name of the recipient of the Vann Award for Outstanding Lecturer (as determined by a majority vote of the LPAC) and nomination recommendations for other relevant awards.

Section I of this document outlines standards for evaluating teaching and service. These standards are applicable both to reappointment and promotion recommendations and to merit rankings/evaluations. Section II specifically addresses reappointment and promotion; Section III specifies the LPAC's procedure for evaluating merit; and Section IV defines the criteria for judging a faculty member's performance as unsatisfactory.

I. Standards for the Evaluation of Teaching and Service

[I.]A. Teaching

Faculty must remain current in their areas of expertise and must demonstrate continuing effectiveness as teachers. Evidence considered in the evaluation of teaching for the purposes of reappointment, promotion, and merit/ranking evaluations includes quantitative and qualitative student evaluations, as well as other relevant information, such as:

- **Peer Evaluations of Teaching**
 - Classroom Teaching Observations
 - Online Course Evaluations

- **Development of Instructional Materials**
 - New courses developed and approved for the UNT catalogue
 - Substantive curricular revision, beyond that routinely undertaken by the Directors of Undergraduate and Graduate Studies and the Curriculum Committee
 - Textbooks, instructional works, companion works, classroom editions, and analogous publications developed for use at UNT
 - Courses that incorporate high-impact learning experiences, such as those offered in collaboration with Career Connect and Study Abroad, or that include project-based learning experiences or service learning experiences that integrate community service with academic study
 - The innovative and demonstrably useful application of technology to teaching

- **Participation in Advising or Mentoring**
 - Direction of Honors theses
 - Membership on thesis or dissertation committees
 - Supervision of teaching fellows and academic assistants
 - Supervision of multi-section courses
 - Providing Honors Contracts
 - Providing opportunities for student scholarship, publication, or presentations

- **Teaching Awards and Formal Recognition of Teaching**

- **Teaching-related Grants**

- **Teaching-related Professional Development and Engagement**

- **Teaching Portfolios**

- **Total Students Taught and the Teaching of Large-Enrollment Courses**
- **Responsiveness to Departmental Needs**
For example, teaching large sections, Honors courses, service courses, or overloads; taking on multiple preparations or special course assignments

[I.]B. Service

Faculty members must demonstrate a continuing commitment to high-quality service to the department, the college, and the university. The LPAC places the highest premium on service that requires or results in the production of documents, such as reports, evaluations, policies, program statements and goals, schedules, and information on best practices. Extended student mentoring, such as mentoring McNair Scholars or Undergraduate Research Scholars, is also highly regarded. The LPAC also recognizes professional service to constituencies external to UNT, such as professional organizations or public agencies. The quantity of service performed is accounted for in the percentage of effort apportioned in faculty workload assignments. The LPAC's evaluation of service may focus on the quality of service performed and on the faculty member's willingness to take on service assignments or leadership roles as needed by the department. In these instances the LPAC will consult with the department chair or those in other administrative positions. For service to the profession, the LPAC may solicit input from members of the academic community relevant to such service.

Areas of excellence and effectiveness in service valued by the LPAC include, but are not limited to

- Leadership or active engagement in professional organizations for relevant disciplines or fields
- Editorial tasks, such as work as an editor of a journal or literary magazine, work as a referee for a journal or literary magazine, work as a judge for a contest or an award, or other similar tasks
- Leadership or active engagement in community initiatives, civic groups, non-profit organizations, or public agencies that have a clear connection with our teaching and research mission, such as Professor's Corner (Denton Public Libraries), community reading

initiatives (such as One City, One Book), or the Writers In the Schools (WITS) Program

- Leadership or active engagement in university enterprises or partnerships
- Leadership or active engagement in departmental, college, and university operations, governance, and initiatives
- Leadership or active engagement in individual and group mentoring initiatives and/or effective mentoring and support of junior colleagues, including part-time faculty
- Promoting the internal and external recognition of colleagues in support of institutional and disciplinary recognition, growth, and advancement
- Development of or engagement in initiatives that yield successful outcomes in departmental and institutional student recruitment, diversity, inclusion, retention, and success
- Online or blended course development and/or management
- Initiating or promoting projects to advance the department, college, and/or university and improve their internal and external reputations
- Supporting students by, e.g., providing letters of recommendation or helping them secure internships
- Receiving awards and/or formal recognition of service and engagement

II. Reappointment and Promotion

[II.]A. Procedures

[II.A.]1. In fall of each year, the department chair will provide all non-tenure track faculty with this document.. In early spring of each year, the department chair will request a memo from all non-tenure track faculty who intend to go up for promotion the following fall and provide all Non-Tenure Track Faculty with 1) the CLASS “Lecturer Promotion Guidelines; 2) the university’s “Non-Tenure Track Faculty Reappointment and Promotion” Policy; and 3) the university’s “Non Tenure Track Faculty Promotion Chart.” The names of all eligible candidates who request consideration for promotion will go forward to the college in May.

[II.A.]2. Candidates for reappointment review or promotion are responsible for submitting necessary materials to the LPAC in accordance with the deadlines it sets. After completing its review, the LPAC must notify the candidate if it is considering a negative recommendation. The candidate then has the right to meet with the LPAC to discuss the case but must do so within five business days of the notification. A faculty mentor or advocate, chosen by the candidate, may attend this meeting. Afterwards, the LPAC makes a written recommendation to the department chair in accordance with the schedule established by the university calendar. This recommendation must specify the number of votes for and against a recommendation for reappointment or promotion. Those voting in the minority may submit a separate minority recommendation at their discretion.

[II.A.]3. After reviewing the candidate’s dossier and the LPAC recommendation(s), the department chair makes an independent recommendation to the dean. If the chair is considering a negative recommendation, they must first notify the candidate, who has the right to meet with the chair to discuss the case within five business days of this notification. Both the LPAC’s and the chair’s written recommendations must be presented to the dean for review in accordance with the CLASS calendar.

[II.A.]4. In the case of a negative recommendation by either the LPAC or the chair, the chair must provide a written explanation to the candidate. In such cases, the candidate has the right to add to the dossier, prior to its transmittal to the dean, a letter disputing the negative recommendation. This right must be exercised within three business days of being notified of the negative recommendation.

[II.]B. Reappointment Review

All non-tenure track faculty are reviewed for reappointment annually. In the English Department, at the time of review, the LPAC expects:

A developing or ongoing record of sustained effectiveness in teaching responsive both to the educational needs of students and to the curricular and scheduling needs of the department. If notable problems with significant aspects of the faculty member's teaching occur during the first two years, resolution of same must be under way if the LPAC is to recommend reappointment.

A developing record of sustained effectiveness in service consistent in quantity with the faculty member's workload assignment.

[II.]C. Promotion to the Rank of Senior Lecturer

To achieve promotion, a Lecturer must:

Develop a consistent record of high-quality teaching responsive both to the educational needs of students and to the curricular and scheduling needs of the department. The candidate must excel in undergraduate courses. Any deficiencies in the area of teaching must be resolved by the time of the promotion decision.

Develop a record of sustained effectiveness in the domain of service consistent in quantity with the candidate's workload assignments and attentive to departmental needs as determined by the chair and the LPAC. The candidate must show that they are a reliable departmental citizen, someone who will be willing and able to continue active participation in service responsibilities after promotion to senior lecturer.

Candidates can also demonstrate a record of college or university service, or service to the profession, including journal-editing or leadership roles in learned societies.

[II.]D. Promotion to the Rank of Principal Lecturer

All cases for promotion to Principal Lecturer will be decided by an ad hoc committee of three Principal Lecturers appointed by the chair with the approval of the EC in keeping with the standards set in this document and in the Guidelines for Non-Tenure Track Promotion at the departmental, college, and university level. If three Principal Lecturers are not available in English, the chair will select committee members from the Humanities Division of CLASS.

In the area of teaching, candidates must excel in undergraduate courses. Candidates must also demonstrate a record of commitment to mentorship and student success, which may include serving on thesis committees, directing independent study or honors students, mentoring teaching fellows, attending conferences with students, serving as faculty advisor to student groups, providing opportunities for publications or presentations, promoting student engagement, or engaging in student recruitment and retention.

In the area of service, candidates must demonstrate a record of high-quality service and leadership at the departmental level. They must demonstrate

that they have been willing, when asked by the department chair or nominated by the faculty, to serve on major committees and/or take on major service assignments, such as Graduate or Undergraduate Advisor, Assistant Director of First-Year Writing, Co-Chair of the LPAC, Faculty Advisor of *NTR*, or other comparable positions that fulfill institutional needs or goals.

Candidates can also demonstrate a record of college or university service, or service to the profession, including journal-editing or leadership roles in learned societies.

III. Procedures for Evaluating Merit

Except for the LPAC co-chair responsible for merit evaluation (who is evaluated by the department chair), the LPAC evaluates all non-tenure system faculty annually in the two areas of teaching and service. The LPAC makes recommendations to the chair regarding merit rankings/evaluations.

When formulating merit rankings each spring, the LPAC examines non-tenure-system faculty members' records of achievement for the three-year period that ended on the final day of the previous calendar year. Using data and formulae provided by the department chair and based on departmental and university policies, the LPAC factors in the percentages allotted to each of the two areas by the workload assignments given to the faculty member during the evaluation period (in accordance with departmental and university workload policy). Each LPAC member assigns a number to each member of the faculty (except himself or herself, his or her relatives or domestic partners, and the LPAC co-chair responsible for merit evaluation) in the areas of teaching and service on a scale of 1 to 5, in increments of 0.5 and with 5.00 being the highest score.

The numbers for each of the two areas of teaching and service are weighted to factor in workload percentages, then combined to create an overall number for each faculty member in both areas as well as a final composite number (rounded to the nearest 0.25).

At the end of the process, the LPAC distributes to each faculty member a "composite report" detailing the faculty member's numbers in each area as well as the final composite number. The composite report also provides a written summary of the faculty member's performance in each area. The chair distributes a separate evaluation along with the composite report.

In the LPAC's annual review, first-year faculty will receive scores that are no lower than the non-tenure track faculty's departmental average.

IV. Guidelines for Professional Development

Applying the standards specified in this document, the LPAC rates every non-tenure-track faculty member on a five-point scale where 5.00 is the highest possible score. Any faculty member who receives a final composite score of 2.75 or below will be regarded as having been rated unsatisfactory by the LPAC and will be referred to the department chair for peer mentoring.