

**STANDING PROCEDURES
FOR REAPPOINTMENT, TENURE, AND PROMOTION
RECOMMENDATIONS
AND
FACULTY MERIT EVALUATION**

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

Approved by the Executive Committee November 2020

In compliance with departmental bylaws, the Personnel Affairs Committee (PAC) 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 PAC conducts teaching observations of probationary faculty; presents to the department chair and to CLASS all cases for reappointment at midterm and for tenure and promotion to the rank of associate professor; considers nominations for the University Distinguished Professorships in consultation with the chair; and provides letters for all nominations requiring PAC support. All nominations requiring or enabled by PAC support and receiving a majority vote (from either the PAC or LPAC) will go forward. Annually in the spring, the PAC writes first-, second-, third-, and fifth-year evaluations of tenure-track faculty; assigns merit rankings based on the prior three years' performance to tenure-system faculty other than the PAC co-chair in charge of merit evaluations (see III, below); and forwards to the department chair the names of recipients of annual awards for departmental outstanding undergraduate and graduate teaching.

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

I. Standards for the Evaluation of Teaching, Scholarship/Creative Activity, 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, tenure, and promotion includes quantitative and qualitative student evaluations, as well as other relevant information, which may comprise such activities as:

Peer 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

The innovative and demonstrably useful application of technology to teaching

Participation in Advising

Direction of M.A. theses, Honors theses, or Ph.D. dissertations

Membership on thesis or dissertation committees

Supervision of teaching fellows and academic assistants

Supervision of multi-section courses

Total Students Taught and the Teaching of Large-Enrollment Courses

Teaching Awards / Grants

Responsiveness to Departmental Needs (e.g., willingness, if needed, to teach required courses)

Evidence considered for merit/ranking evaluations includes quantitative student evaluations, thesis- and dissertation-advising, and total students taught.

[I.]B. Scholarship/Creative Activities

The department places the highest premium on peer-reviewed published work appearing in competitive venues that attract a substantial audience. However, as explained below, other kinds of scholarship/creative work are also valued.

Collaborative scholarship is often appropriate, and the PAC values it as a legitimate form of inquiry and production. Co-authored and co-edited work in any form (articles, monographs, anthologies, etc.) is evaluated in the same way as single-authored and single-edited work with respect to venue of publication. Faculty must specify the work for which they are responsible. Absent a compelling case for alternative measures, however, the individual authors/editors receive a percentage of credit according to the number of authors/editors involved in the project. For example, each author or editor under review would receive 1/2 credit for a publication written or edited with one collaborator, 1/3 credit for a publication written or edited with two collaborators, and so on.

Scholarship and creative writing adopting emerging technologies are essential to many areas of English studies. The PAC follows the MLA's "Guidelines for Evaluating Work in Digital Humanities and Digital Media" and understands that vetted work published in a digital medium is valued equally to analogous work appearing in print. Faculty must indicate peer review and publication guidelines for the digital media.

[I.B.]1. Scholarly/Creative Books

Books presented in support of tenure and promotion applications must be published by a well-regarded university or scholarly press or, in the case of creative books, by a well-regarded literary, academic, or university press. Books published by "vanity presses" and "dissertation mills" will not be considered. Because they take longer to produce than periodical publications, books will receive recognition from the PAC for four years rather than for three in annual merit assessments.

[I.B.]2. Peer-reviewed Periodical Publications

Peer-reviewed journal articles in literary/cultural studies and composition/rhetoric will generally be evaluated more favorably if they appear in journals with an acceptance rate of 20% or less, according either to the *MLA Directory of Publications* or to information from a journal's editor. These will be considered top-tier journals. Journals will be considered reputable if their acceptance rate is between 21% and 40%. Peer-reviewed creative writing periodicals will be judged top-tier if their acceptance rate is less than 5%. Such periodicals must have an acceptance rate of less than 20% to be accounted reputable. Any article published in a special issue of a journal or in an edited collection cannot qualify as top-tier.

The PAC understands that some journals have high acceptance rates because they address small but highly specialized audiences. A faculty member may petition the PAC to award top-tier status to specialized journals of this sort. Faculty wishing to make such an appeal will be asked to provide a list of eminent scholars who have recently published with the journal under consideration, along with whatever other documentation they deem pertinent.

Since the goal of all tenured or tenure-track faculty is to establish a strong research agenda resulting in a national or international reputation, articles or other work published outside one's main area(s) of emphasis may receive less credit than work published within one's area(s) of emphasis.

[I.B.]3. Scholarly Editions

Some scholarly editions of literature contain substantial original scholarship and thus may be considered equivalent to one or more articles or, in the case of a critical edition, a monograph. "Edition" can mean anything from a reprint of an existing text or the re-publication of essays written by others with a new introduction, to a definitive critical edition of previously unpublished primary materials. The greater the amount of original textual, scholarly, and interpretative work, the more weight the edition carries.

The PAC invites faculty to explain the nature of their editorial projects. We follow standard practice and understand the apparatus of a critical edition to comprise a preponderance of the following: an extensive general introduction, a textual introduction, tables of emendations, bibliographical descriptions of early editions or states, explanatory notes, a detailed index, and a glossary and/or record of historical collations. Classroom editions, which also may be billed "scholarly" or "critical," may partake of some of the elements of critical editions but will generally involve limited collation, thus limited emendation, and will necessarily include a less extensive apparatus. Examples of classroom editions include those published by W. W. Norton, Penguin, Oxford University Press (in the World's Classics Series), and Broadview; they do not qualify for the designation "critical." Critical editing is also distinct from "diplomatic" or "documentary" editing; diplomatic editions carry less weight than critical ones.

[I.B.]4. Essays / Creative Works Contributed to Edited Collections or Special Journal Issues

Essays contributed to edited collections are often not peer-reviewed with the same rigor as essays published in journals. Instead of being vetted by multiple

anonymous referees, these essays are typically solicited and reviewed by the editor of the collection, who may or may not be required by the publisher to submit the completed project to referees. Even when submissions are refereed, acceptance rates are often significantly higher than those of top-tier or reputable journals. Like edited collections, special journal issues often publish solicited essays. Even if submissions are open, calls for submissions typically generate far fewer submissions than are evaluated for regular issues of the journal in question.

[I.B.]5. Edited Collections / Special Issues of Journals

The PAC considers editing collections of essays or special issues of journals for merit alone and not for tenure and promotion. These activities may make a significant impact on the field and add significantly to one's reputation by lining up an important topic, prominent contributors, and a good publisher or journal. Still, such projects focus more on compiling the efforts of others than on creating one's own original work. Thus the editor of such a collection should expect to receive no more than modest recognition for such work.

[I.B.]6. Textbooks, Instructional Works, Anthologies, Companion Volumes, Introductory Studies, Classroom Editions, and Analogous Work

Textbooks, instructional works, anthologies, companion volumes, introductory studies, classroom editions, and analogous work can also be very worthwhile: they provide needed information to students, instructors, and/or the general public while also circulating their authors' ideas and names more widely than highly specialized work. Still, the author or editor of such work typically spends more time summarizing existing knowledge and/or compiling existing work than creating new knowledge, and for this reason such projects will count to a lesser degree than original scholarship or creative work. The author of such work can expect to receive recognition comparable to what they would receive for publishing an article in a reputable journal, perhaps more to the extent that the project reflects the author's own new ideas and is published by a prominent press after peer review. As with edited collections, probationary faculty should limit time spent on such projects until meeting all milestones for promotion and tenure.

[I.B.]7. Conference Presentations / Creative Readings / Invited Talks

Faculty make presentations at conferences and give readings of their creative works as ways of gaining feedback on their works in progress and networking with their peers. Such activities help faculty to prepare their works for publication and are thus less ends in themselves than means to achieving

ends. Faculty will receive minimal recognition for conference presentations or creative readings when being evaluated by the PAC for purposes of merit evaluation/ranking or tenure and promotion, except in cases of a keynote or plenary address (i.e., an address to an entire convention) or a presentation given at a conference that can be demonstrated to be both peer-reviewed and highly selective, or an invited talk or reading given at another academic or professional institution or gathering (one that also includes question and answer periods, classroom visitation, or other similar activities). Conference papers and readings of creative work may also be given more weight when probationary faculty are being considered for reappointment at the time of midterm review (i.e., they may constitute evidence that someone who has not yet had a chance to establish an extensive publication record is in fact pursuing an active program of scholarship/creative activity).

[I.B.]8. Grants

The PAC strongly encourages faculty to apply for external grants and fellowships and will appropriately recognize such activity. Faculty receiving internal UNT grants should not expect their merit evaluation/ranking to be significantly affected. Such internal grants may, however, be used by probationary faculty to bolster a bid for reappointment at the time of midterm review or for tenure and promotion. We expect probationary faculty to seek such grants.

[I.B.]9. Reprinted Publications / Awards

While reprinted publications do not constitute evidence of fresh scholarly or creative accomplishment, they do suggest that the work in question is recognized as important and influential. Faculty whose works are reprinted can expect favorable recognition but to a lesser degree than that accorded upon initial publication of such a work. Reprinted creative/scholarly works appearing in major anthologies or other particularly prominent venues may receive more recognition. Faculty whose published work wins a major award can also expect greater recognition, especially if the award is given by a nationally or internationally prominent organization (e.g., the Modern Language Association, National Book Foundation, etc.).

[I.B.]10. Editorships of Journals / General Editorships

The PAC weighs the following editorial tasks as scholarly/creative achievements: work as a general editor, textual editor, or consulting editor; work as the editor of a collection of essays or as a guest editor for special issue of a journal; work as an editor of a collection of primary materials;

work as the editor of an edition of a primary work. The Committee counts as service to the profession (i.e., for computational purposes, service) the following tasks: 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, and other similar tasks. Probationary faculty should consult with the department chair and the PAC before assuming editorial responsibilities.

[I.B.]11. Submissions / Forthcoming Publications

When making recommendations regarding merit rankings/evaluations, the PAC does not give credit to articles submitted for publication or to forthcoming publications. Submissions may, however, count as evidence of progress toward tenure when the PAC is conducting reappointment reviews of tenure-track faculty. In cases of tenure and/or promotion, forthcoming publications count the same as published work, provided that it has been officially documented they are fully accepted, with no contingencies or revisions required, and with the final draft having been submitted and awaiting publication at the journal or press that has accepted them (see Policies of the University of North Texas 06.004.V.D). Per the university tenure policy “when a scholarly/creative work submitted prior to the closing of the dossier has received final and unconditional acceptance” before the provost renders his or her own recommendation, “this material will be included in the dossier. All internal reviewers will reconsider any prior recommendation, based upon the new material.”

[I.]C. Service

Faculty members must demonstrate a continuing commitment to high-quality service to the department, the college, and the university. The PAC also recognizes professional service to constituencies external to UNT (e.g., professional organizations). In their evaluation of service, the PAC values department, college, university, and professional service equally. The quantity of service performed is accounted for in the percentage of effort apportioned in faculty workload assignments. After tenure, expectations regarding service assignments and the assumption of leadership roles increase. Thus, the PAC’s evaluation of service will focus on the quantity of service performed and, in evaluating candidates for promotion and tenure, may focus on the quality of service performed and on the faculty member’s willingness to take on service assignments as needed by the department. In questions of quality and willingness to serve, the PAC will consult with the department chair. For service to the profession, the PAC may solicit input from members of the academic community relevant to such service.

II. Reappointment, Tenure, Promotion

[II.]A. Procedures

[II.A.]1. In September of each year, the PAC and department chair will meet with probationary faculty as a group. The purpose of this meeting will be to ensure that all probationary faculty are in possession of and familiar with: 1) this document; 2) the CLASS “Guidelines for Documentation of Reappointment, Promotion, and/or Tenure Cases”; 3) the university’s “Faculty Reappointment, Tenure, Promotion, and Reduced Appointments ” policy; 4) all pertinent deadlines.

[II.A.]2. In keeping with the “Faculty Reappointment, Tenure, and Promotion, and Reduced Appointments” policy (UNT Policy 06.004), all probationary faculty will be reviewed annually. Per this university policy, the basis of the first-, second-, and third-year reappointment review is the annual review (II.B.1). The fourth-year (midterm) reappointment review begins at the end of the spring semester in the third year of the tenure-track and uses the same criteria of evaluation as the sixth-year tenure and promotion review, minus the external review letter process (II.B.2). The basis of the fifth- and sixth-year reappointment review is the annual review (II.B.3). In addition to the annual review process, sixth-year probationary faculty participate in the Tenure and Promotion Review process (II.B.4). All eligible tenured faculty will vote on the reappointment recommendation of probationary faculty members in the fourth (midterm), fifth, and sixth years of the tenure-track (II.B).

[II.A.]3. Candidates for midterm/reappointment review or tenure and/or promotion are responsible for submitting the required electronic dossier to the Faculty Information System in accordance with the deadlines for the annual tenure and promotion cycle set by the Office of Academic Research. After completing its review, the PAC must notify the candidate if it is considering a negative recommendation within ten (10) business days of the start of the unit review committee’s step in the university tenure/promotion schedule. The candidate then has the right to meet with the PAC co-chair in charge of tenure and promotion to discuss the case but must do so within five (5) business days of the notification. A faculty advocate, chosen by the candidate, may attend this meeting. The meeting between the candidate and the PAC co-chair provides the candidate the opportunity to clarify the content of the dossier. Afterwards, the PAC makes a written recommendation to the department chair in accordance with the tenure/promotion schedule. This recommendation must specify the number of votes for and against a recommendation for reappointment or tenure and/or promotion. Those

voting in the minority may submit a separate minority recommendation at their discretion. If a negative recommendation is transmitted, the candidate may write a response to the PAC disputing the negative recommendation, and this response will be added to the candidate's electronic dossier by the PAC co-chair for tenure and promotion. The candidate's deadline to submit this response to PAC co-chair is three (3) business days before the dossier moves to the department chair.

[II.A.]4. After reviewing the candidate's electronic dossier, the PAC recommendation(s), and the candidate's response to a negative consideration (if applicable), the department chair makes an independent, affirmative or negative recommendation to the college PAC. If the chair is considering a negative recommendation, they must first notify the candidate within ten (10) business days of the start of the unit administrator's step in the tenure/promotion schedule. The candidate has the right to meet with the chair to discuss the case within five (5) business days of this notification. A faculty advocate may accompany the candidate to this meeting. If a negative recommendation is transmitted, the candidate may write a response to the chair disputing the negative recommendation, and this response will be added to the candidate's electronic dossier by the chair. The candidate's deadline to submit this response to the chair is three (3) business days before the dossier moves to the college review committee.

[II.A.]6. As per university tenure policy (06.004.I.B), "the sixth year normally will be the mandatory tenure-review year. If deemed appropriate by the chair and the dean, or as noted in a candidate's offer letter, a candidate for tenure and promotion may be reviewed early in the probationary period. If the early review process is unsuccessful, the candidate may be reviewed again during the sixth year."

[II.]B. Reappointment Review

University policy states that that all probationary faculty shall be reviewed for reappointment annually (see 06.0004.II.B). Although the self-evaluation/personal narrative is only required for fourth- and six-year reviews, tenure-track faculty are encouraged to submit these statements as part of their second-, third-, and fifth-year review documents.

In the English Department, at the time of the fourth-year (midterm) review, the PAC expects:

- At least one scholarly/creative publication accepted by a reputable peer-reviewed periodical. The expectation is that this work will be relatively recent, specifically that it will not have been published more than a year before the faculty member's arrival at UNT.
- Evidence of a significant quantity of additional scholarly or creative work in progress. The faculty member must show that his or her trajectory points toward tenure and promotion.
- A developing record of high-quality teaching responsive both to the educational needs of students and to the curricular and scheduling needs of the department. If notable problems with any aspect of the faculty member's teaching occur during the first two years, resolution of same must be under way if the PAC is to recommend reappointment.
- A developing record of high-quality service consistent in quantity with the faculty member's workload assignment.
- At least one internal or external grant or fellowship application.

[II.]C. Tenure/Promotion to the Rank of Associate Professor

Consideration for promotion to the rank of associate professor and a decision regarding tenure will be made concurrently. Therefore, the criteria for promotion to associate professor are the same as those for tenure.

To achieve tenure and promotion, an assistant professor 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 both graduate and undergraduate courses. Any deficiencies in the area of teaching noted at any point in the probationary period must be entirely and unambiguously resolved by the time of the tenure decision.
- Develop a consistent record of high-quality service consistent in quantity with the candidate's workload assignments and attentive to departmental needs as determined by the chair and the PAC. The candidate must show that they are a reliable departmental citizen, someone who will be willing and able to take on a greater share of service responsibilities after promotion to associate professor.

- Develop a consistent record of grant applications. During the course of the probationary period, the candidate must apply for at least two internal or external grants or fellowships.
- Write a scholarly book at least 75,000 words in length, excluding bibliography and index; or a creative book of at least 65,000 words of prose or 50 pages of poetry, in the case of a volume of poetry; and have it published or fully accepted for publication—that is, under contract without contingencies of any sort—by a well-regarded university or scholarly/literary press. Anyone whose book does not meet the minimum requirements stated above must make up the difference by publishing additional scholarly/creative work not appearing in any form in the book. At least one article must appear in a reputable or top-tier journal. This additional material and book must establish the author as an up-and-coming presence in the field.
- As an alternative to publishing a scholarly/creative book, a candidate may produce a series of shorter creative works or scholarly articles, inclusive of the piece of writing required at midterm, totaling at least 75,000 words for scholarly research, or 65,000 words for creative prose, or 50 pages of poetry. Co-authored works will be considered, but their per-author word count will be calculated according to the system specified above (see [I.]B). If the case for tenure rests exclusively on such shorter works rather than wholly or partly on a book, at least 50,000 words or 30 pages of poetry must appear in top-tier scholarly or literary periodicals, as defined above (see [I.B.]2). The remaining work must be published in reputable venues, as defined above (see [I.B.]2). As a group, these shorter works must evince a capacity for sustained intellectual and/or creative effort comparable to that of a book: they must constitute a major body of work sufficiently of a piece to establish their author as an up-and-coming presence in the field.

Critical editions that are rigorously vetted and well placed may be credited toward word-counts in applications for tenure and/or promotion. Potential editors, however, should realize that critical editing is a highly specialized discipline and that applications for promotion and/or tenure that include critical editions will be refereed externally by trained textualists in addition to specialists in the applicant's branch of literary or cultural studies. Textbooks, instructional works, anthologies, companion works, introductory studies, classroom editions, diplomatic editions, and analogous publications may contribute to a case for tenure and promotion but are not considered comparable to scholarly or creative books (see [I.B.]6). Probationary faculty

are advised to exercise caution in undertaking such projects: the amount of time consumed is typically out of proportion to the amount of credit accrued. Would-be editors are instructed to meet with the PAC and the department chair prior to agreeing to produce such an edition, in order that the nature and likely internal assessment of their work will be understood by all concerned parties.

Conference presentations and creative readings may provide valuable intellectual and networking opportunities but do not significantly bolster a bid for tenure/promotion.

[II.]D. Promotion to the Rank of Professor

In keeping with university policy, “an associate professor may undergo the promotion process when, in consultation of the chair and/or unit review committee chair, the faculty member believes their record warrants consideration for promotion” (06.004, IV.C.3). In the area of teaching, candidates must participate in the graduate program by offering and developing graduate seminars as appropriate to departmental need and graduate student demand, and by serving on thesis and dissertation committees when asked. Candidates must also demonstrate a record of mentorship, which may include directing theses and dissertations to completion, attending conferences with students, assisting students with placement in graduate programs or with navigating the job market, and assisting graduate students with their publication goals. In the areas of grant applications and scholarship/creative activities, the candidate’s post-tenure record of accomplishment must equal or surpass what is required from an assistant professor seeking tenure and promotion.

In the area of service, candidates must demonstrate a record of service and leadership at the department and either the college or the university levels, as well as to the profession. 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 Director of Freshman English, Director of Creative Writing, Director of Graduate Studies, Director of Undergraduate Studies, co-chair of the PAC, or the editorship of departmental journals. Candidates can also demonstrate a record of service to the profession, including leadership roles in learned societies, journal-editing, manuscript reading, or tenure-case adjudication. Following consultation between the chair and candidate for promotion to full professor, the chair will convene an ad hoc committee of full professors totaling five members (constituted with full professors from other departments as necessary). This committee will deliberate per the

procedures followed by the PAC for tenure and promotion cases, and all university and departmental policy regarding rights, responsibilities, and particulars for promotion and tenure will apply to cases of promotion to full professor.

[II.]E. External Reviewers

The departmental PAC assigns considerable weight to the letters provided by external reviewers. The reviewers, chosen according to the process described in section XII.A-E of the CLASS “Guidelines for Documentation of Reappointment, Promotion, and/or Tenure Cases” (May 2018), are experts in the candidate’s field and are as such qualified to make more sophisticated qualitative judgments about the applicant’s scholarly or creative record than the PAC is likely to be. The CLASS “Guidelines” describe the external reviewers’ purview thus: “The external review letters must address the candidate’s record as a scholar, the extent to which his/her scholarly/creative record constitutes a significant contribution to the discipline, and his or her potential for continued productivity. The reviewers will also address the question of whether the reviewer thinks the candidate should be promoted based on the UNT department’s criteria for promotion and/or tenure” (XII.E). The PAC expects claims about “continued productivity” to rest on a clear evidentiary basis.

III. Procedures for Evaluating Merit

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

When formulating merit rankings each spring, the PAC examines 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 PAC factors in the percentages allotted to each of the three areas by the workload assignments given to the faculty member during the evaluation period (in accordance with departmental and university workload policy). Each PAC member assigns a number to each member of the faculty (except himself or herself, his or her relatives and domestic partners, and the PAC co-chair responsible for merit evaluation) in the areas of scholarship/creative activity and service on a scale of 0 to 5, in increments of 0.5 and with 5.0 being the highest score. The numbers are weighted to

factor in workload percentages, then combined to create an overall number for each faculty member in each of the three areas as well as a final composite number (rounded to the nearest 0.25).

At the end of the process, the PAC distributes to each faculty member a “composite report” detailing the faculty member’s numbers in each of the three areas as well as the final composite number. The composite report also provides a written summary of the faculty member’s performance in each of the three areas. The chair may contribute an addendum to the composite report if they have anything to add to the PAC’s evaluation; in such cases the addendum must be distributed to the faculty member along with the composite report.

In the PAC’s annual review, first-year faculty will receive scores that are no lower than the tenure-system departmental average.

IV. Post-Tenure Review

Applying the standards specified in this document, the PAC rates every faculty member on a scale of 0 to 5 where 5.0 is the highest possible score. Any faculty member who receives a final composite score of 2.5 or below will be regarded as having been rated unsatisfactory by the PAC and will be referred to the department chair for appropriate application of Policy 06.052, “Review of Tenured Faculty.”

Per this policy, “A faculty member who receives a single overall review of unsatisfactory may be placed on a Professional Development Plan (PDP). A faculty member who receives two (2) overall reviews of unsatisfactory must be placed on a PDP.” At that time, a Faculty Professional Development Committee (FPDC) will be assembled along the lines specified in 06.052 and establish a plan of action, also as stipulated in the policy, with the faculty member involved. “A faculty member may be on a PDP for up to three (3) calendar years.” By or before that time, the FPDC may determine that the faculty member has addressed all issues and submit a report to the chair, dean, and provost recommending removal from the PDP. If after three years, outcomes have not been achieved, the FPDC will again report to the chair, dean and provost, who will ultimately determine “whether to recommend revocation of tenure and termination of employment, taking into account the faculty member’s record and all annual reviews.”