

**UNIVERSITY OF NORTH TEXAS
COLLEGE OF BUSINESS**

DEAN'S GUIDELINES FOR REAPPOINTMENT, PROMOTION, AND TENURE

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I. STATEMENT OF PHILOSOPHY

The Dean of the College of Business is responsible for recommending to the Provost candidates for reappointment, promotion, and tenure from within the College. The Dean also has a responsibility to candidates for reappointment, promotion, and tenure to evaluate carefully, consistently, and in accordance with guidelines, the quality and extent of their contributions in the areas of teaching, intellectual contributions, and service. Consistent with their role as teachers, candidates for reappointment, promotion, and tenure must present evidence that they have engaged in quality teaching. Consistent with their role as scholars, candidates must present evidence that they have advanced knowledge and/or translated existing knowledge to improve business practice or pedagogy. Consistent with their role as members of an academic community, they must present evidence that they have practiced good citizenship by providing meaningful service to the communities to which they belong.

Although the Dean relies to a large extent on the evaluations of a candidate by the candidate's chair, departmental reappointment, promotion, and tenure committee, and College reappointment, promotion, and tenure committee, the Dean's assessment of the candidate's level of achievement is an independent evaluation subject to the Dean's own judgment.

Teaching

The faculty of the College of Business at the University of North Texas prides itself on its reputation for outstanding teaching. Candidates for reappointment, promotion, and tenure must demonstrate dedication to student learning and to continuous improvement of their teaching.

Intellectual Contributions

The faculty of the College of Business at the University of North Texas expects its members to produce intellectual contributions that bring credit to the College and enhance its national reputation. To this end, candidates for reappointment, promotion, and tenure should have a coherent stream of research in journals widely recognized as having relevance to their academic disciplines.

Service

The faculty of the College of Business at the University of North Texas expects its members to evince collegiality in the form of service to their departments, the College, the University, and to their professional and business communities. Although service activities may differ widely, the Dean expects candidates to evidence a service commitment that increases with seniority.

Articulation with Other Policies

Every faculty member should read carefully and understand thoroughly the University's policies on reappointment, promotion, and tenure as set forth in the University of North Texas *Policy Manual*, 15.0.1, "Faculty Appointment and the Granting of Tenure and Promotion." The same holds true with regard to the policies and guidelines

of the College of Business and the department in which the faculty member resides. Faculty members are responsible for seeking clarification of any and all policies they do not understand.

Meeting Expectations

Candidates for reappointment, promotion, and tenure should not construe meeting in simple check-list fashion the expectations set forth in these guidelines as guaranteeing a positive recommendation on the part of the Dean. Rather, the Dean will consider the *quality* of a candidate's contributions in the categories of teaching, intellectual contributions, and service severally as well as a whole, with outstanding performance in one category not offsetting minimal performance in another. Reappointment, promotion, and tenure decisions also include broader considerations such as the candidate's reputation in the field, the cogency of the candidate's research agenda, the impact of the candidate's accomplishments, and the likelihood of continued performance.

Annual Merit Evaluation and Dean's Guidelines for Reappointment, Promotion, and Tenure

The Dean's guidelines for reappointment, promotion, and tenure are separate and distinct from annual merit evaluations. Although a candidate is expected to have received positive annual merit evaluations during the period under review, annual merit evaluations are based on (1) a three-year rolling window and (2) individualized workload assignments that might emphasize one or two of the categories of teaching, intellectual contributions, and service. Reappointment, promotion, and tenure decisions, on the other hand, are based on a candidate's contributions in each of the categories of teaching, intellectual contributions, and service over a specific three-year, six-year, or, in the case of promotion to professor, possibly longer window. Reappointment, promotion, and tenure decisions also include broader considerations such as the candidate's reputation in the field, the cogency of the candidate's research agenda, the impact of the candidate's accomplishments, and the likelihood of continued performance. Thus, the criteria by which a candidate is judged meritorious in the annual merit review process are not alone sufficient to warrant reappointment, promotion, or tenure.

Definitions

The following definitions are used throughout this document.

Must versus *should* statements. *Must* connotes an imperative, a requirement, or a condition to be achieved with certainty. *Should* connotes what is expected or advisable. Deviations from statements preceded by *should* require an explanation or alternative.

Instructional development is the enhancement of the educational value of instructional efforts.

Intellectual contributions include “contributions to learning and pedagogical research, contributions to practice, and discipline-based research.”¹ Scrutiny of peers or practitioners is required of all work submitted as an intellectual contribution. Publication in a peer-reviewed journal is sufficient to meet this requirement. Absent such publication, the candidate must demonstrate that his or her work has contributed to business education or practice. Examples of such demonstration include frequent citation, required reading or widespread use in college classes or among professionals, and written reviews by experts in the field.

Discipline-based scholarship represents the creation of new knowledge.²

Applied scholarship is the application, transfer, and interpretation of existing knowledge.

High quality journals include both A and A+ discipline-based journals. (See Appendix A for criteria).

¹ AACSB International, *Standards for Business Accreditation with Interpretive Information* (as revised January 31, 2010), Standard 2, INTELLECTUAL CONTRIBUTIONS, p. 20.

² “Discipline-based scholarship” is AACSB International terminology for “basic research”: “Discipline-based scholarship (often referred to as basic research) contributions add to the theory or knowledge base of the faculty member’s field. Published research results and theoretical innovation qualify as Discipline-based scholarship contributions,” *Standards for Business Accreditation with Interpretive Information* (as revised January 31, 2010), Standard 2, INTELLECTUAL CONTRIBUTIONS, p. 21.

II. PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR

A. Minimum Criteria for Teaching

1. Evidence of quality teaching: For the period under review, the candidate must present evidence of a consistent level of quality teaching. Good student evaluations of teaching are necessary, but insufficient to meet this requirement. Rather, candidates should present teaching portfolios with appropriate documentation. In addition to an overview of student evaluations of teaching, the portfolio should contain, at a minimum, syllabi that clearly state the learning objectives in the classes the candidate teaches along with examples of the methods the candidate uses to determine if students are meeting the learning objectives (e.g., exams, class assignments).
2. Evidence of instructional development: The candidate should have engaged in instructional development, which might include activities such as the following:
 - a. course revision or new course development;
 - b. instructional development grants;
 - c. supervision of independent study or internships that are not a part of an organized class; and
 - d. pedagogical publications such as peer reviewed articles about pedagogy, cases with instructional materials, instructional software, textbooks, presentations at professional meetings describing pedagogical innovations, or materials available for scrutiny by peers or practitioners describing the design and implementation of new courses or course materials.
3. Evidence of service on dissertation committees: The candidate should have served on one or more dissertation committees.

B. Minimum Criteria for Intellectual Contributions

Published research in the candidate's field constitutes the primary basis for evaluating a candidate's intellectual contributions. The candidate's entire record of research in his or her field shall be considered.

1. Evidence of intellectual contributions:
 - a. Published research: A candidate generally should have published from five to seven journal articles. The exact number of published articles required of a candidate, however, will be a function of the quality of the work. Consistent with the University's designation as an Emerging Research University, the

majority of these articles should be discipline-based. Also consistent with the University's designation as an Emerging Research University, candidates should aspire to publish in premier journals. Their portfolio of five to seven articles, accordingly, should contain at least three articles in journals that are recognized by the candidate's department as high quality (A and A+) outlets for discipline-based research. A candidate's published articles and his or her work in progress should evince a clear research agenda.

Departments are to provide their faculties with a list of high quality journals in their discipline(s). The departmental lists as a group shall constitute the College's journal list. Articles published in a journal on the College's list outside a candidate's discipline (or in a premier journal outside the business disciplines) are encouraged and may count toward the required number of articles in high quality journals when (1) the discipline the journal represents reasonably relates to the candidate's discipline, (2) the article advances the candidate's research agenda, and (3) the candidate has contributed substantially to the research effort. Examples include an accounting information systems article in *MISQ* or other high quality management information systems journal or a management article in *Journal of Applied Psychology*.

- b. Non-published research: Intellectual contributions that are made available for scrutiny by peers and practitioners, but are not published, are properly part of the candidate's record of achievement. It is, however, the faculty member's responsibility to demonstrate the impact of the contribution on business education or practice.
2. Evidence of independent thought and ability: Co-authored work is in the best tradition of the community of scholars. Candidates, however, are expected to demonstrate their ability to conduct research independently or make substantive contributions to joint research projects. In the absence of sole-authored publications or clear lead authorships, department chairs and departmental reappointment, promotion, and tenure committees should assess and comment on a candidate's contributions to joint work.
3. Other intellectual contributions that enhance the credentials of a candidate include research monographs, externally funded research grants, papers presented at academic meetings, publicly available research working papers, papers presented at faculty research seminars and workshops, professional presentations, book reviews, editorial activities, and service as a research paper discussant or panelist at academic meetings. Consistent with the University's designation as an Emerging Research University, published research monographs and externally funded research grants (with Principal Investigator or Co-principal Investigator status) that meet the Texas Higher Education Coordinating Board's definition of Restricted Research (see Appendix B) shall substitute for articles in high quality (A and A+) journals. A refereed article published as a result of such a grant shall count sepa-

rately from the receipt of the grant. None of the other activities described in this paragraph, however, may substitute for the criteria set forth in II.B.1 and II.B.2.

C. Minimum Criteria for Service

Although junior faculty members are expected to concentrate primarily on teaching and research during their probationary period, they must demonstrate a willingness to engage in service.

1. For the period under review, the candidate must render service to the College of Business by serving on College or departmental committees, serving as a program advisor, or by serving in a similar service capacity.
2. The candidate should be actively involved in his or her departmental doctoral program (e.g., contributing to the preparation and grading of doctoral exams; attending doctoral oral exams, proposal defenses, and dissertation defenses; and serving on dissertation committees [see also II.A.3. above]).
3. The candidate should also demonstrate a willingness to render service to the University, academic professional organizations, or the business community.

D. Minimum Time for Promotion

1. Candidates should spend at least six years in rank as an assistant professor before being promoted to associate professor. Promotion before the end of the sixth year of service as an assistant professor will be considered only in cases of truly outstanding and internationally acclaimed performance. These instances will be rare.
2. Candidates with prior service as an assistant professor at other institutions may be reviewed for promotion to associate professor beginning in their sixth year of service in rank, including service at other institutions.

III. PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

The criteria set forth in Part III assume that the candidate has already fulfilled the criteria set forth in Part II. All evidence of accomplishments required in Part III must date from the time of the candidate's first appointment to the rank of associate professor.

A. Minimum Criteria for Teaching

1. Evidence of quality teaching: For the period under review, the candidate must present evidence of a consistent level of quality teaching. Good student evaluations of teaching are necessary, but insufficient to meet this requirement. Rather, candidates should present teaching portfolios with appropriate documentation. In addition to an overview of student evaluations of teaching, the portfolio should contain, at a minimum, syllabi that clearly state the learning objectives in the classes the candidate teaches along with examples of the methods the candidate uses to determine if students are meeting the learning objectives (e.g., exams, class assignments).
2. Evidence of instructional development: A candidate must have engaged in instructional development as evidenced by one or more of the following:
 - a. course revision or new course development;
 - b. instructional development grants; or
 - c. supervision of independent study or internships that are not a part of an organized class.
 - d. pedagogical publications such as peer reviewed articles about pedagogy, cases with instructional materials, instructional software, textbooks, presentations at professional meetings describing pedagogical innovations, or materials available for scrutiny by peers or practitioners describing the design and implementation of new courses or course materials;
3. Evidence of service on dissertation committees: The candidate should have served on multiple dissertation committees and, in those disciplines with doctoral programs, chaired dissertation committees.

B. Minimum Criteria for Intellectual Contributions

Published research in the candidate's field constitutes the primary basis for evaluating a candidate's intellectual contributions.

1. Evidence of intellectual contributions:

- a. Published research: A candidate must have an overall portfolio of publications that has earned the candidate a national reputation for scholarly achievement. Consistent with the University's designation as an Emerging Research University, candidates should aspire to publish in premier journals. A candidate's portfolio of publications should contain, among other publications, four or more articles in journals recognized by the candidate's department as high quality (A and A+) outlets for discipline-based research. The exact composition of a successful candidate's portfolio, however, will be a function of the quality of the work. A candidate's published articles and his or her work in progress should evince the continuation of a clear research agenda, although these guidelines recognize that a candidate's research agenda may reasonably develop (change direction, expand, or become more specialized) over time.

Departments are to provide their faculties with a list of high quality journals in their discipline(s). The departmental lists as a group shall constitute the College's journal list. Articles published in a journal on the College's list outside a candidate's discipline (or in a premier journal outside the business disciplines) are encouraged and may count toward the required number of articles in high quality journals when (1) the discipline the journal represents reasonably relates to the candidate's discipline, (2) the article advances the candidate's research agenda, and (3) the candidate has contributed substantially to the research effort. Examples include an accounting information systems article in *MISQ* or other high quality management information systems journal or a management article in *Journal of Applied Psychology*.

- b. Non-published research: Intellectual contributions that are made available for scrutiny by peers and practitioners, but are not published, are properly part of the candidate's record of achievement. It is, however, the faculty member's responsibility to demonstrate the impact of the contribution on business education or practice.
2. Evidence of independent thought and ability: Co-authored work is in the best tradition of the community of scholars. Candidates for the rank of professor, however, are expected to demonstrate clearly their ability to conduct research independently or contribute substantively to joint work. In the absence of sole-authored publications or clear lead authorships, the candidate's department chair and departmental reappointment, promotion, and tenure committee must assess and comment on a candidate's contribution to joint work.
3. Other intellectual contributions that enhance the credentials of a candidate include research monographs, externally funded research grants, papers presented at academic meetings, publicly available research working papers, papers presented at faculty research seminars and workshops, professional presentations, book reviews, editorial activities, and service as a research paper discussant or panelist at academic meetings. Consistent with the University's designation as an Emerging

Research University, published research monographs and externally funded research grants (with Principal Investigator or Co-principal Investigator status) that meet the Texas Higher Education Coordinating Board's definition of Restricted Research (see Appendix B) shall substitute for articles in high quality (A and A+) journals. A refereed article published as a result of such a grant shall count separately from the receipt of the grant. None of the other activities described in this paragraph, however, may substitute for the criteria set forth in III.B.1 and III.B.2.

4. The candidate must be a full member of the University's graduate faculty.

C. Minimum Criteria for Service

1. For the period under review, the candidate must have rendered substantive service to the College of Business. This service may include, but is not limited to, chairing College and departmental committees, serving as a program advisor, sponsoring student organizations, and mentoring students.
2. The candidate should be actively involved in his or her departmental doctoral program (e.g., teaching doctoral seminars; contributing to the preparation and grading of doctoral exams; attending doctoral oral exams, proposal defenses, and dissertation defenses; and serving on or chairing dissertation committees [see also III.A.3. above]).
3. The candidate must also have rendered service to the University, professional organizations, and the business community.

D. Minimum Time for Promotion

1. Candidates should spend at least six years in rank as an associate professor before being promoted to professor. Promotion before the end of the sixth year of service as an associate professor will be considered only in cases of truly outstanding and internationally acclaimed performance. These instances will be rare.
2. Candidates with prior service as an associate professor at other institutions may be reviewed for promotion to professor beginning in their sixth year of service in rank, including service at other institutions.

IV. Third-Year Reappointment Review

All assistant professors on tenure track shall be reviewed for reappointment during the third year of the probationary period. The procedure for conducting the reappointment review is similar to that for the tenure and promotion review as set forth in UNT's *Policy Manual*, 15.0.6, "Procedures," except that external review letters are not sought.

A. Minimum Criteria for Teaching

1. Evidence of quality teaching: For the period under review, the candidate must present evidence of a consistent level of quality teaching. Good student evaluations of teaching are necessary, but insufficient to meet this requirement. Rather, candidates should present teaching portfolios with appropriate documentation. In addition to an overview of student evaluations of teaching, the portfolio should contain, at a minimum, syllabi that clearly state the learning objectives in the classes the candidate teaches along with examples of the methods the candidate uses to determine if students are meeting the learning objectives (e.g., exams, class assignments).
2. Evidence of instructional development: The candidate should have participated in instructional development, which might include activities such as the following:
 - a. course revision or new course development;
 - b. service on dissertation committees;
 - c. instructional development grants;
 - d. supervision of independent study or internships that are not a part of an organized class; and
 - e. pedagogical publications such as peer reviewed articles about pedagogy, cases with instructional materials, instructional software, textbooks, presentations at professional meetings describing pedagogical innovations, or materials available for scrutiny by peers or practitioners describing the design and implementation of new courses or course materials.

B. Minimum Criteria for Intellectual Contributions

Published research in the candidate's field constitutes the primary basis for evaluating a candidate's intellectual contributions. For third-year reappointment review, articles accepted for publication and work in progress are also particularly relevant.

1. Evidence of intellectual contributions:

- a. Published research: A candidate should have published or had accepted at least two journal articles, although the exact number of published or accepted articles required of a candidate shall be a function of (1) the quality of the work and (2) the quality and time-to-acceptance of the journals to which the candidate has submitted. A revise and re-submit at a high quality (A and A+) journal, for example, might count equally with an acceptance at a lesser journal. Consistent with the University's designation as an Emerging Research University, a candidate's published or accepted work and work in progress should be discipline-based and evince a clear research agenda.
- b. Also consistent with the University's designation as an Emerging Research University, candidates should aspire to publish in premier journals and should have published or had accepted at least one article in a journal that is recognized by the candidate's department as a high quality (A and A+) outlet for discipline-based research.

Departments are to provide their faculties with a list of high quality journals in their discipline(s). The departmental lists as a group shall constitute the College's journal list. Articles published in a journal on the College's list outside a candidate's discipline (or in a premier journal outside the business disciplines) are encouraged and may count toward the required number of articles in high quality journals when (1) the discipline the journal represents reasonably relates to the candidate's discipline, (2) the article advances the candidate's research agenda, and (3) the candidate has contributed substantially to the research effort. Examples are an accounting information systems article in *MISQ* or other high quality management information systems journal or a management article in *Journal of Applied Psychology*.

- c. Non-published research: Intellectual contributions that are made available for scrutiny by peers and practitioners, but are not published, are properly part of the candidate's record of achievement. It is, however, the faculty member's responsibility to demonstrate the impact of the contribution on business education or practice.
2. Evidence of independent thought and ability: Co-authored work is in the best tradition of the community of scholars. Candidates, however, are expected to demonstrate their ability to conduct research independently or make substantive contributions to joint research projects. In the absence of sole-authored publications or clear lead authorships, department chairs and departmental reappointment, promotion, and tenure committees should assess and comment on a candidate's contribution to joint work.
3. Other intellectual contributions that enhance the credentials of a candidate include research monographs, externally funded research grants, papers presented at academic meetings, publicly available research working papers, papers presented at faculty research seminars and workshops, professional presentations,

book reviews, editorial activities, and service as a research paper discussant or panelist at academic meetings. Consistent with the University's designation as an Emerging Research University, published research monographs and externally funded research grants (with Principal Investigator or Co-principal Investigator status) that meet the Texas Higher Education Coordinating Board's definition of Restricted Research (see Appendix B) shall substitute for articles in high quality A and A+) journals. A refereed article published as a result of such a grant shall count separately from the receipt of the grant. None of the other activities described in this paragraph, however, may substitute for the criteria set forth in IV.B.1 and IV.B.2.

C. Minimum Criteria for Service

Although junior faculty members are expected to concentrate primarily on teaching and research during their probationary period, they must demonstrate a willingness to engage in service.

1. For the period under review, the candidate should render service to the College of Business by serving on College or departmental committees or by serving in a similar service capacity.
2. The candidate should be actively involved in his or her departmental doctoral program (e.g., contributing to the preparation and grading of doctoral exams; attending doctoral oral exams, proposal defenses, and dissertation defenses; and serving on dissertation committees).
3. The candidate might also demonstrate a willingness to render service through involvement on the University committees, in academic professional organizations, or in the business community.

V. THE GRANTING OF TENURE³

Two distinct groups of faculty may apply for tenure: (1) assistant professors completing their six-year probationary period and applying for both tenure and promotion to associate professor and (2) new-hire faculty of any rank with prior experience at other institutions.

1. For assistant professors completing their six-year probationary period, tenure and promotion are normally simultaneous. The criteria for both, accordingly, are the same.
2. New-hire assistant professors with prior experience at the rank of assistant professor at other institutions will have the full six-year probationary period and thus may be reviewed for tenure and promotion during their sixth year of service at the University. A faculty member with prior service at the rank of assistant professor, however, may apply for tenure and promotion when the faculty member's service at the University and his or her prior institution(s) equates to the full probationary period. Each such new faculty member shall serve a minimum probationary period of no less than one year, except as the President of the University may make an exception and recommend immediate tenure upon hire.
3. New-hire associate professors and professors with prior experience in rank at other institutions will normally have the full three-year probationary period and thus may be reviewed for tenure during their third year of service. A faculty member with prior service as an associate professor or professor, however, may apply for tenure and promotion at any time prior to the expiration of the maximum three-year probationary period. Each such new faculty member shall serve a minimum probationary period of no less than one year, except as the President of the University may make an exception and recommend immediate tenure upon hire.
4. The criteria for tenure for new-hire assistant professors with prior experience at other institutions are the same as the criteria for assistant professors completing their six-year probationary period at UNT. The criteria for tenure for associate professors and professors with prior experience at other institutions are the same as the criteria for attainment of the rank they hold, except that such new-hire faculty must provide evidence of continuing productivity since their promotion, including since their hire date at UNT.

³ Per the University of North Texas *Policy Manual*, 15.0.3.4, “Choice of Tenure Criteria,” “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.” A candidate for tenure, accordingly, should clearly specify in his or her dossier the criteria he or she has elected to follow if different from those currently in force in the College of Business.

V. IMPLEMENTATION OF THE DEAN'S GUIDELINES FOR TENURE AND PROMOTION

Applications for tenure and promotion forwarded to the Dean of the College of Business must conform to the requirements of the University of North Texas *Policy Manual*, 15.0.1, "Faculty Appointment and the Granting of Tenure and Promotion."

Each year, the Dean of the College shall publish a calendar that contains dates by which applications for reappointment, promotion, and tenure and all supporting documentation must be received by the Dean. Departmental reappointment, promotion, and tenure committees, chairs, and the College's reappointment, promotion, and tenure committee are obligated to meet those deadlines. The Dean, in turn, is obligated to meet the deadlines established by the Provost for the submission of reappointment, promotion, and tenure materials to the Provost's Office.

APPENDIX A

Minimum Criteria for High Quality (A and A+) Discipline-based Journals:

1. High impact (relative to other journals in the discipline) based on external measures that might include one or more of the following: published ratings/rankings, impact indices, citation indices, or rankings by aspirant schools or their equivalents.
2. National or international reputation as evidenced by the journal's institutional (academic) affiliation and/or the members of the journal's editorial board.
3. Rigor of the review process (typically should be double-blind).
4. Minimum five-year life.

Department journal lists must be periodically externally validated.

APPENDIX B

Definition of Restricted Research Awards:

GUIDE TO
UNDERSTANDING RESTRICTED RESEARCH AWARDS

Most sponsored projects are contributing in one way or another to an overall research initiative, program, or plan. *Restricted Research* awards—an accounting category of the Texas Higher Education Coordinating Board (THECB)—include research and development activities that are sponsored by a third party. However, in order for an award to be coded as *Restricted Research*, the proposal narrative must meet THECB's definitions of Research and Development.

R E S E A R C H
is defined as a systematic study directed toward fuller scientific knowledge or understanding of the subject studied.

& D E V E L O P M E N T
is the systematic use of knowledge and understanding gained from research directed toward the production of useful materials, devices, systems or methods, including design and development of prototypes and processes.

Many solicitations are mixed purpose (Instruction, Research, Public Service). If more than half of the proposal objectives and budget reflects R&D activity, the award can be categorized as *Research* as long as the proposal includes clear descriptions of specific research methodologies (i.e., data collection, evaluation, dissemination, and publication).

The Research Development team in the Office of Research and Economic Development is available to review proposals and provide specific suggestions to highlight overall research components and plans involved and/or related to the proposal. If interested, contact Diana Dorer at 940-565-4430 or diana.dorer@unt.edu to schedule an appointment very early in the proposal development process.

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WHAT IS DEFINITELY RESEARCH?	
Δ Basic research leading to generalizable knowledge (for publication, etc.)	Δ Development (devices, methods, etc.)

WHAT CAN BE RESEARCH:	WHAT IS NOT RESEARCH:
Applied research leading to generalizable knowledge (for publication, etc.)	Consultation that does not lead to generalizable knowledge
Surveys gathering information to answer research questions or test hypotheses	Surveys used for program evaluation; collection and delivery of raw survey data
Curriculum development projects to test an educational model through appropriate research methodologies and including a dissemination plan	Curriculum implementation projects using already-tested models, or curriculum development projects without the testing of an educational model
Research training in the same facilities that are concurrently being used for on-going research	Research education in classroom settings
Public outreach/public education/school projects that test a theory or evaluate a method, using research methodologies and including a dissemination plan	Public outreach/public education/school projects that do not test a theory or evaluate a dissemination method
Book-writing projects that disseminate knowledge gained via research (as defined herein)	Book-writing projects on topics other than disseminating research (as defined herein)
Projects that develop and test archiving methods, using established research methodologies and including a dissemination plan	Library collections and cataloging
Geographical research (which may involve mapping) that leads to generalizable knowledge and includes a dissemination plan	Mapping that leads only to the production of the map itself
Travel related to conducting research	Travel related to giving papers, presentation, etc.
Bringing researchers together to conduct research	Putting on a workshop/conference to share research findings
Projects that test theories or models of methodologies to increase underrepresented groups	Outreach efforts to increase underrepresented groups in sciences, professions, and/or educational contexts