

School of Behavioral and Brain Sciences

Bylaws Revision Approved at BBS Faculty Meeting, May 9, 2017

PREAMBLE

The mission of the School of Behavioral and Brain Sciences is to understand the intersection of mind, brain and behavior; to enhance the health, education, and quality of life of children and families; and to create and implement technologies and therapies that repair and strengthen human abilities. We accomplish these goals by recruiting and supporting outstanding faculty to do innovative research and offer student training in a climate that fosters collaboration across disciplines. The School of Behavioral and Brain Sciences offers excellent educational programs at all levels, including carefully designed courses and ample opportunities for mentoring in research laboratories and in internship settings. We seek a high level of engagement with the Dallas, Richardson, Plano, and other North Texas communities by offering a broad array of clinical services, public lecture series, and faculty experts as consultants and speakers for community groups.

The academic programs of the School of Behavioral and Brain Sciences are organized into three major areas: Cognition and Neuroscience, Communication Sciences and Disorders, and Psychological Sciences. The Cognition and Neuroscience Area includes undergraduate programs in Cognitive Science and in Neuroscience, a master's program in Applied Cognition and Neuroscience, and a doctoral program in Cognition and Neuroscience. The Communication Sciences and Disorders Area includes an undergraduate program in Speech-Language Pathology and Audiology, a master's program in Communication Disorders, and doctoral programs in Audiology and in Communication Sciences and Disorders. The Psychological Sciences Area includes undergraduate programs in Psychology and in Child Learning and Development, master's programs in Psychological Sciences and in Human Development and Early Childhood Disorders, and a doctoral program in Psychological Sciences. Each major area is guided by an Area Head and an Associate Area Head who lead the faculty in developing and delivering the academic curriculum. Faculty members have a primary affiliation with one major Area but are encouraged to participate in multiple areas.

The School of Behavioral and Brain Sciences faculty also participate in four vibrant Centers: the Callier Center for Communication Disorders, the Center for BrainHealth, the Center for Children and Families, and the Center for Vital Longevity. The Centers enhance the academic programs by housing research activities and providing important training opportunities for students as well as clinical services and outreach programs for the community. Each Center has its own leadership, operating procedures, and bylaws.

The School of Behavioral and Brain Sciences conducts business through the regular meetings of Area faculty, and at least twice yearly meetings of the entire school faculty, conducted by the Dean. We have long maintained a collegial, collaborative atmosphere in which Deans, Associate Deans, and Area Heads regularly consult with faculty members, and in which suggestions and concerns are openly shared with the leadership of the school.

FACULTY

The voting members of the faculty in the School of Behavioral and Brain Sciences are individuals defined as voting members of the General Faculty per UTDPP1088:

1. Faculty appointed half-time or more to The University of Texas at Dallas who hold the rank of Regental Professor, Professor, Associate Professor, or Assistant Professor.
2. Faculty appointed half-time or more to The University of Texas at Dallas who hold the rank of Instructor (Note: Per UTD PP1057, the rank of Instructor is a probationary appointment and is reserved explicitly for those cases in which a faculty member's appointment is initiated prior to receipt of the highest professional degree in his/her field. It is otherwise equivalent to the rank of Assistant Professor and requires that the standards for that rank be met.
3. Faculty appointed full-time to The University of Texas at Dallas who hold the rank of Clinical Professor, Clinical Associate Professor, Clinical Assistant Professor, or Senior Lecturer.

Also consistent with UTDPP1088, non-voting members of the faculty of SBBS are all persons who hold the following titles:

1. Visiting Professor, Visiting Associate Professor, and Visiting Assistant Professor
2. Clinical Instructor, Instructor (less than half-time appointment)
3. Lecturer, Adjunct Professor (Assistant/Associate/Full), Professor Emeritus, Associate Professor Emeritus
4. Research Scientists and Research Associates holding appointments outside the classified pay plan of the University

Each BBS faculty member is required to select one of the three major Areas of BBS (Cognition and Neuroscience, Communication Sciences and Disorders, and Psychological Sciences) as his or her primary administrative home, but faculty may select an unlimited number of secondary affiliations with other BBS Areas and programs. Faculty members also may be affiliated with one or more of the School's Centers by mutual agreement of the faculty member, the Center Director, the relevant Area Head, and the Dean. Disputes regarding faculty affiliations with programs or centers will be resolved first by discussion between the faculty member and the Area Head or the Center Director, and if they cannot be resolved, then by discussion with the Dean.

SBBS FACULTY MEETINGS

Regular Meetings

Two regular meetings of the voting faculty of BBS will be held each academic year, in the fall and spring semesters. Additional meetings may be called by the Dean if necessary for academic reasons, or if requested by members of the voting faculty. Regular meetings will be chaired by the Dean or the Dean's Designee. All SBBS faculty members, voting and non-voting, may attend regular SBBS faculty meetings. A quorum for a regular faculty meeting will be a majority of the voting faculty who are in residence that term. A quorum of the voting faculty is required for any votes on major changes in academic policy. Minutes will be kept by the Associate Dean for Programs and Administration and will be made available to faculty via email. Meetings will be announced at least two weeks in advance with an agenda distributed at least one week in advance. Additional items proposed during the meeting not on the published agenda will be accepted by majority vote. Major decisions will be confined to meetings held during the nine month terms for which most faculty members are appointed.

Caucus Meetings

Caucus meetings of the voting faculty may be held without the Dean or Associate Deans being present, though caucus meetings cannot make policies for the school that require the assent of the Dean. Caucus meetings can formulate positions to be considered with the Dean at regular meetings. A faculty member or a group of faculty members can call a caucus meeting of the faculty via email. Every effort should be made to announce a caucus meeting two weeks in advance and to circulate an agenda, but in the case of urgent matters, meetings may be called on shorter notice.

Conduct of Business

Given our long history of cooperation and collaboration among faculty members and leaders in the School of Behavioral and Brain Sciences, meetings will be led by the Dean, with ample opportunity for questions and discussion by faculty members. Faculty meetings will not be conducted following *Robert's Rules of Order* unless the majority of faculty members present vote to invoke these rules at a particular meeting.

ADMINISTRATIVE OFFICERS

Dean

The Dean of the School of Behavioral and Brain Sciences leads and supports the faculty in the school's missions of understanding the intersection of mind, brain and behavior; enhancing the health, education, and quality of life of children and families; and creating and implementing technologies and therapies that repair and strengthen human abilities. The Dean works with the Associate Deans and Area Heads to recruit and support outstanding faculty to do innovative research and offer student training in a climate that fosters collaboration across disciplines. The Dean works with the Associate Deans and Area Heads to offer excellent educational programs at all levels, including carefully designed courses and ample opportunities for mentoring in research laboratories and in internship settings. The Dean fosters a high level of engagement with the Dallas, Richardson, Plano, and other North Texas communities by supporting the faculty in offering a broad array of clinical services, public lecture series, and faculty members as consultants and speakers for community groups. The Dean is responsible for the finances and physical resources of the school, and represents the school to the Provost and President. The Dean recommends the appointment of new faculty to the Provost, in consultation with faculty search committees. With the exception of the elected Academic Advisory Council and the Faculty Personnel Review Committees, the Dean appoints the members of school faculty committees in consultation with the Academic Advisory Council. The Dean appoints members of search and Ad Hoc tenure and promotion committees in consultation with the Faculty Personnel Review Committee. The Dean is primarily responsible for annual reviews of all tenured and tenure-track faculty members, and conducts Periodic Performance Reviews in consultation with the Faculty Personnel Review Committee. The Dean works collaboratively with the Associate Deans and the Area Heads to foster a collaborative, collegial environment where different disciplines are respected, newer faculty are mentored and supported, open communication about challenges is fostered, and new initiatives are welcomed and carefully considered.

Associate Dean of Graduate Studies

The Associate Dean of Graduate Studies leads all efforts to enhance graduate education across programs in the School of Behavioral and Brain Sciences (BBS). This includes coordination across graduate degree programs in curricula, semester course offerings, graduate student recruitment,

compliance with institutional and state policies related to graduate education, and appointment and assignment of teaching and research assistants. The Associate Dean convenes and works with the School's Graduate Studies Committee to oversee and advance graduate education in the School. With the Associate Dean for Undergraduate Studies, the Associate Dean for Graduate Studies coordinates course scheduling and faculty teaching assignments across school programs. The Associate Dean works with graduate students having academic difficulty, and responds to graduate students' concerns and academic grievances, often by involving the relevant Area Head. The Associate Dean for Graduate Studies serves as the BBS Representative on the Committee for Graduate Education, develops curriculum and program milestones so as to comply with state mandates, and communicates all institutional and state policies to faculty. The Associate Dean is responsible for coordinating the periodic evaluation of graduate programs. The Associate Dean is charged with maintaining the quality and integrity of graduate education across programs in the School of Behavioral and Brain Sciences.

The Associate Dean of Graduate Studies is appointed by the Dean in consultation with BBS faculty. The Associate Dean of Graduate Studies must be a tenured faculty member.

Associate Dean of Undergraduate Studies

The Associate Dean of Undergraduate Studies leads all efforts to enhance undergraduate education across programs in the School of Behavioral and Brain Sciences. The Associate Dean convenes and works with the Undergraduate Studies Committee to oversee and advance undergraduate education in the School. The Associate Dean oversees the development of all recruitment activities and materials to attract outstanding undergraduates. The Associate Dean supervises the academic advisors in implementing university policies and advising undergraduates. The Associate Dean for Undergraduate Studies supports high quality teaching by developing teaching policies and communicating these to faculty; and consulting with new faculty on teaching needs, expectations and policies. The Associate Dean for Undergraduate Studies is responsible for developing and revising webpages to communicate with undergraduate students about academic issues, and for holding a yearly majors meeting and other professional development events for undergraduate students. With the Associate Dean for Graduate Studies, the Associate Dean for Undergraduate Studies coordinates course scheduling across school programs. The Associate Dean for Undergraduate Studies works with undergraduate students having academic difficulty, and responds to undergraduates' concerns and academic grievances, often by involving the relevant Area Head. The Associate Dean for Undergraduate Studies serves as the BBS Representative on the Committee for Undergraduate Education (CUE), develops Core curricula so as to comply with state mandates, and communicates all institutional and state policies to faculty. The Associate Dean for Undergraduate Studies is responsible for coordinating reviews for accreditation by the Southern Association of Colleges and Schools (SACS) for undergraduate programs. The Associate Dean for Undergraduate Studies is charged with maintaining the quality and integrity of undergraduate education across programs in the School of Behavioral and Brain Sciences.

The Associate Dean of Undergraduate Studies is appointed by the Dean in consultation with BBS faculty. The Associate Dean of Undergraduate Studies must be a tenured faculty member.

Associate Dean for Programs and Administration

This position in the School of Behavioral and Brain Sciences is charged to work with the Associate Dean of Graduate Studies, the Associate Dean of Undergraduate Studies, and the Dean to ensure that School programs are effective and in compliance with institutional policies and objectives. Specifically, the holder of this position facilitates activities such as faculty reviews, faculty hiring,

faculty governance, program reviews, accreditation compliance, teaching effectiveness, research infrastructure, community outreach, faculty mentoring and other operational domains. The Associate Dean for Programs and Administration also guides special projects and participates with the other Associate Deans, the Academic Advisory Council, Area Heads and Center Directors to develop priorities for new initiatives.

The Associate Dean for Programs and Administration is appointed by the Dean in consultation with BBS faculty. The Associate Dean of Programs and Administration must be a tenured faculty member.

Area Head for Cognition and Neuroscience

The Area Head for Cognition and Neuroscience leads the faculty in enhancing programs and curricula in Cognition and Neuroscience, with the support of the Associate Area Head and in coordination with the Associate Dean for Undergraduate Studies and the Associate Dean for Graduate Studies. The Area Head oversees the development and the review of the Cognition and Neuroscience curriculum at the undergraduate, masters, and doctoral levels. The Area Head provides information to the Associate Deans of Undergraduate and Graduate Studies for SACS reviews. The Area Head reviews and updates the catalogue annually, and insures that all courses are offered as indicated in the catalogue. The Area Head leads the faculty in developing priorities for new faculty hires. The Area Head communicates with faculty and lecturers about teaching assignments and provides the Cognition and Neuroscience portions of the schedule to the Associate Deans for Undergraduate and Graduate Studies for coordination across programs. The Area Head is responsible for selecting, appointing, and evaluating all lecturers in Cognition and Neuroscience. The Area Head supervises the recruitment of doctoral students in Cognition and Neuroscience, oversees admissions decisions, and plans a variety of activities for Cognition and Neuroscience doctoral students to create an intellectually rich graduate student culture that prepares students for professional careers. The Area Head provides input to the Dean for consideration in annual evaluations and Periodic Performance Evaluations of faculty.

The Area Head is appointed by the Dean in consultation with area faculty, for a term of five years, renewable. The Area Head must be a tenured faculty member.

Area Head for Communication Sciences and Disorders

The Area Head for Communication Sciences and Disorders leads the faculty in enhancing programs and curricula in Communication Sciences and Disorders, with the support of the Associate Area Head and in coordination with the Associate Dean for Undergraduate Studies and the Associate Dean for Graduate Studies. The Area Head oversees the development and the review of the Communication Sciences and Disorders curricula at the undergraduate, masters, and doctoral levels. The Area Head provides information to the Associate Deans of Undergraduate and Graduate Studies for SACS reviews and for reviews by accrediting bodies for professional degrees in speech-language pathology and in audiology. The Area Head reviews and updates the catalogue annually, and insures that all courses are offered as indicated in the catalogue. The Area Head leads the faculty in developing priorities for new faculty hires. The Area Head communicates with faculty and lecturers about teaching assignments and provides the Communication Sciences and Disorders portions of the schedule to the Associate Deans for Undergraduate and Graduate Education for coordination across programs. The Area Head is responsible for selecting, appointing, and evaluating all lecturers in Communication Sciences and Disorders. The Area Head supervises the recruitment of doctoral students in Communication Sciences and Disorders, oversees admissions decisions, and plans a variety of activities for doctoral students to create an intellectual rich graduate student culture that prepares students for

professional careers. The Area Head provides input to the Dean for consideration in annual evaluations and Periodic Performance Evaluations of faculty.

The Area Head is appointed by the Dean in consultation with area faculty, for a term of five years, renewable. The Area Head must be a tenured faculty member.

Area Head for Psychological Sciences

The Area Head for Psychological Sciences leads the faculty in enhancing programs and curricula in Psychological Sciences, with the support of the Associate Area Head and in coordination with the Associate Dean for Undergraduate Studies and the Associate Dean for Graduate Studies. The Area Head oversees the development and the review of the Psychological Sciences curricula at the undergraduate, masters, and doctoral levels, as well as the undergraduate program in Child Learning and Development (CLDP). The Area Head provides information to the Associate Dean of Undergraduate Studies and the Associate Dean of Graduate Studies for SACS reviews. The Area Head reviews and updates the catalogue annually, and insures that all courses are offered as indicated in the catalogue. The Area Head leads the faculty in developing priorities for new faculty hires. The Area Head communicates with faculty and lecturers about teaching assignments and provides the Psychological Sciences and Child Learning and Development portions of the schedule to the Associate Deans for Undergraduate and Graduate Education for coordination across programs. The Area Head is responsible for selecting, appointing, and evaluating all lecturers in Psychological Sciences. The Area Head supervises the recruitment of doctoral students in Psychological Sciences, oversees admissions decisions, and plans a variety of activities for Psychological Sciences doctoral students to create an intellectually rich graduate student culture that prepares students for professional careers. The Area Head provides input to the Dean for consideration in annual evaluations and Periodic Performance Evaluations of faculty.

The Area Head is appointed by the Dean in consultation with area faculty, for a term of five years, renewable. The Area Head must be a tenured faculty member.

CENTERS AND INSTITUTES

Members of the School of Behavioral and Brain Sciences faculty have the opportunity to participate in four affiliated research Centers: the Callier Center for Communication Disorders, the Center for BrainHealth, the Center for Children and Families, and the Center for Vital Longevity. The Centers enhance the academic programs by housing research activities and by providing important training opportunities for students as well as clinical services and outreach programs for the community. Each Center has its own leadership and operating procedures, and its own by-laws. Center Directors will only propose new hires in consultation with Area faculty, consistent with Area priorities for hires, and will notify the Dean and program area faculty prior to proposing new positions.

EVALUATION OF ADMINISTRATORS

Deans, Associate Deans, Department Chairs, and Area Heads are subject to upward evaluation under the UTD policy on *Evaluation of Academic Administrators - UTDPP1047*.

STANDING COMMITTEES

Academic Advisory Council

The Academic Advisory Council consists of the Dean, the three Associate Deans, the three Area Heads, and three tenure-system faculty members of any rank elected each spring: one from Cognition and Neuroscience, one from Communication Sciences and Disorders, and one from Psychological Sciences. The Academic Advisory Council meets monthly to discuss academic policy. The Associate Dean for Programs and Administration will prepare minutes of each Academic Advisory Council meeting which will be shared with all BBS faculty.

Faculty Personnel Review Committee

The Faculty Personnel Review Committee (FPRC) is an elected faculty committee that consults with the Dean on the appointment of Ad Hoc Committees for promotion and tenure reviews, policies on annual reviews of faculty, Periodic Performance Evaluations, reviews of applications for Special Faculty Development Assignments, and appointment of all search committees. As stated in UTDPP1077, Faculty Personnel Review Committees are chaired by the Dean of the School and must include at least four tenured faculty members from the School elected by the faculty. Because only equal or above-rank faculty can participate in these reviews, this committee should consist of tenured full professors. Members of the committee will be elected for two year terms with no members succeeding themselves. The election of the Faculty Personnel Review Committee will be conducted each spring by the Associate Dean for Programs and Administration.

All tenured and tenure-system faculty members other than tenured Professors will have their previous year's work reviewed annually by the Faculty Personnel Review Committee. This annual review can lead to:

1. A recommendation that an Ad Hoc committee be composed to assess the faculty member's suitability for reappointment, tenure, and/or promotion, or
2. In the case of faculty in their first or second year of service, a recommendation that the faculty member not be reappointed.

These recommendations will be communicated by the Dean to the Provost according to the schedule. A faculty member may request an Ad Hoc committee review even if the School's initial decision is not to initiate such a review. Such requests will be submitted to the Dean of the School for recommendation to the Provost.

Teaching Effectiveness Committee

Consistent with UTDPP1006, the BBS Teaching Effectiveness Committee (TEC) is an independent faculty committee charged with developing a teaching evaluation process for faculty with classroom or class-laboratory teaching responsibilities, compiling information on teaching performance, providing teaching performance feedback to the individual faculty member and to the dean, and identifying individual faculty deserving recognition or needing improvement. UTDPP 1006 mandates that the process for evaluating faculty teaching must include written objective standards including student course evaluations, teaching load contributions, diversity of courses covered, course development and administration, and factors such as thesis and dissertation supervision. Standards must also include procedures for periodic collection of reliable and verifiable information related to teaching performance including periodic classroom visits by designated faculty to gather direct observation information that supplements information taken from sources such as course syllabi, the learning assessment activities portion of the Annual Reports of Professional Activities and Accomplishments,

and student course evaluations. The process should specify mechanism for communicating results of the evaluation to the faculty member, who in turn may comment on the results of his or her evaluation and provide information they feel is pertinent to the teaching evaluation process.

The Chair of the Teaching Effectiveness Committee will be appointed each year by the Dean, and the Associate Dean for Programs and Administration will support the work of the Teaching Effectiveness Committee. Members of the committee will be appointed by the Dean in consultation with the Chair for one year terms, renewable. Each year, the TEC will prioritize the evaluation of faculty members coming up for promotion to the rank of associate professor with tenure in the subsequent year, so that TEC reviews will be available in the early fall of the year of the promotion review. Results of TEC reviews will be shared with the faculty member, with his or her area head, and with the chair of the TEC, who will provide the appropriate administrative assistant with a copy of the review for inclusion in the faculty member's promotion materials/portfolio.

Committee for Undergraduate Studies

The Committee for Undergraduate Studies will be chaired by the Associate Dean for Undergraduate Studies and will advise on matters related to academic policy, including but not limited to: curriculum review and development, honors programs, activities to increase undergraduate engagement and retention, and future goals for strengthening all undergraduate programs. Committee members will be appointed to one-year terms, renewable, by the Dean in consultation with the Associate Dean of Undergraduate Studies, with representation across the three major areas of BBS: Cognition and Neuroscience, Communication Sciences and Disorders, and Psychological Sciences. The committee will meet at least once in each fall and spring semester, and more frequently as needed.

Committee for Graduate Studies

The Committee for Graduate Studies will be chaired by the Associate Dean for Graduate Studies and will advise on matters related to academic policy, including but not limited to: curriculum review and development, requirements and timelines for progress toward the degree, professional development activities to enhance graduate student culture, and future goals for strengthening all graduate programs. Committee members will include each Area Head and other members to be appointed to one-year terms, renewable, by the Dean in consultation with the Associate Dean of Graduate Studies. The committee will meet at least once in each fall and spring semester, and more frequently as needed.

OTHER COMMITTEES

Other temporary committees may be established and appointed by the Dean to meet academic and administrative needs. Faculty members wishing to establish such committees or to participate in them should consult with the Dean and with the Associate Deans. These committees may be dissolved when the designated project is complete or when committee members decide that further work on the particular project would no longer be fruitful.

KEY ADMINISTRATIVE PROCESSES

State of the School Report and Consultation

The Dean will present a "state of the school" report to the faculty at the beginning of each academic year at a meeting of the school faculty. This will include plans for searches and other program

initiatives. The meeting should provide opportunity for discussion. At the end of each spring term, the Dean will report on the outcomes of plans and initiatives and the faculty should again have the opportunity to discuss and offer suggestions.

Appointments of Tenure System Faculty

All appointments of tenure-system faculty in the University of Texas at Dallas shall be made in accordance with UTDPP1057, General Standards and Procedures: Initial Appointments to the Ranks of Instructor, Assistant Professor, Associate Professor, and Professor. Hires of tenure system faculty in BBS will follow the guidelines below.

Each tenure-track faculty search is an opportunity to fill critical needs for our current programs, strengthen our teaching and research and thus our national reputation, and broaden the expertise needed to best serve our students. Therefore, in the School of Behavioral and Brain Sciences, proposals for academic positions will always be formulated with broad faculty input from faculty members in the Areas that the new appointment would serve. Faculty searches are initiated by the relevant Area faculty and are the outcome of the Area faculty's assessment of expansion and replacement needs. Proposals for a particular search will be made in the context of established Area priorities. Area faculty will meet annually to discuss general hiring priorities and make recommendations to the Dean regarding needed specific searches. Recommendations to the Dean will include key phrases for the search ad formulated to attract the broadest possible pool of candidates most likely to best meet Area priorities. The language of search ads will be sufficiently broad to attract a sizable pool.

The following set of guidelines for tenure-system searches in BBS is designed to augment the detailed search procedures outlined in the UTD policy titled "General Standards and Procedures: Initial Appointments to Ranks of Instructor, Assistant Professor, Associate Professor and Professor [UTDPP1057]". The heart of this policy is contained in the following steps taken from this policy; it should be followed strictly.

1. Executive Vice President and Provost approve academic position at the request of the SBBS Dean.
2. SBBS Dean submits search plan including documentation of compliance with affirmative action procedures for approval by the Provost
3. SBBS Dean recommends a Search Committee for approval by the Provost. Search committees must include at least three SBBS faculty members; faculty members from other Schools may be appointed at the discretion of the Dean and must be approved by the Provost
4. Search Committee solicits applications for the position, reviews files of all applicants, notifies those candidates deemed unqualified for the position, and conducts interviews with preferred candidates. All SBBS faculty should be invited in advance to attend public presentations by candidates during their interviews.
5. Search Committee assesses the qualifications of candidates in relation to the nature of the position and in terms of the University's standards, using information from whatever sources might be necessary to conduct a thorough review. Particular attention should be paid to eliciting the opinions of faculty in the Areas in which the candidate will be active. For tenured appointments, the Search Committee should solicit at least five independent judgments of the candidate's qualifications (these may include, but must not be limited to, individuals recommended by the candidate). For non-tenured appointments, at least three independent judgments of the candidate's qualifications are required. Requests for evaluation of the candidate should state clearly that the candidate's file may be inspected by the candidate. Ad hoc

committees should certify credentials of candidates using the University's Certification of Credentials and Qualifications form for faculty positions.

6. Search Committee presents its recommendations concerning candidates at a meeting to which all appropriate rank tenure-track faculty in the Area in which the appointment will be made have been invited.
7. After discussion at this meeting, all appropriate rank tenure-track faculty in attendance vote by secret ballot to accept or reject the Search Committee's recommendation concerning each candidate, with results tallied and announced immediately.
8. Search Committee forwards its recommendations, including attendant evidence, minority reports and a summary report of compliance with University affirmative action procedures to the School Dean.
9. After consultation with Provost, School Dean forwards preferred candidate's file for review by the Committee on Qualifications (CQ).
10. CQ forwards file including its recommendation to the Provost

Note that both a preferred and one or more alternate candidates may be recommended for appointment through this process.

A note regarding Internal Candidates - Hiring internal candidates is not encouraged and should present an exceptional opportunity. Internal candidates may choose to apply for an advertised position and this will require sensitivity in handling communication regarding the search process. A recommendation to hire an internal candidate will require strong arguments that no other candidate could better serve program needs, and stringent documentation that external candidates were recruited energetically and that the search was conducted fairly and impartially. Searches that result in recommendations to hire internal candidates will receive additional scrutiny at each step of the process.

Opportunity Hires - In exceptional situations, an opportunity to recruit a faculty member(s) may require an expedited search process, because of the necessity of rapid response and /or the sensitivity of the situation. Examples might include candidates who help to achieve institutional and school goals of increasing faculty diversity or high profile senior faculty who might not have emerged through the usual search mechanisms. Although such searches may be expedited, Area faculty must first be consulted before the expedited process is initiated. In addition, as described above, the search must be conducted through a specially appointed faculty search committee and candidates approved by a vote of the relevant Area faculty.

Appointments and Annual Reviews of Nontenure-System Faculty

The term "nontenure-system faculty" has two meanings at UTD. The first meaning is specified in UTDPP1062, which defines nontenure-system faculty as those with classroom or class-laboratory responsibilities who are hired for a fixed term of service and who are not subject to the various rules and regulations pertaining to tenure-system faculty; their titles include Senior Lecturers and Clinical Assistant/Associate/Full Professors. To hire these faculty, UTDPP1062 specifies that the School or Department should appoint or designate a search committee that should include, whenever possible, at least one nontenure-system faculty member at the highest rank. The search committee recommends a candidate and an initial hiring ranks to the Dean and/or Program Head and program faculty should have the opportunity to comment on the recommendation prior to any formal job offer, whenever possible.

By contrast, UTDPP1061 governs a different type of nontenure-system faculty, defined as those who are hired to teach specific courses offered for academic credit, on a course-by-course basis and who are not subject to the procedures for tenure-system faculty. UTDPP1061 states that the responsibility for the initial hiring of these faculty, and for evaluating their performance, is primarily placed with the Dean, using whatever advice and recommendations from Area Heads or other members of the Dean's administrative structure as appropriate in the School. The Dean, Area Head or Program Head certifies the credentials of selected candidates using the University's specified process and form; these forms along with search plans and results of each pool of applicants are submitted each semester to the OEVP and Provost.

All UTD faculty are subject to an annual administrative review. Nontenure-system faculty as defined in UTDPP1062 will submit annual review documents in the same manner and schedule as tenure-system faculty, to the Dean, the Area Head, and the Program Head. The review file submitted to the Office of the Dean for evaluation by the designated reviewing committee should include a complete professional curriculum vitae covering the areas of his or her assigned responsibility, including statistical summaries of the UES teaching evaluation form for each course taught during the previous six regular long semesters (including transcripts of or original comments by students) and other course information such as syllabi and exams. The review committee can add clearly identified material to the review, such as evaluation letters, the committee's review of teaching performance..

For nontenure-system faculty as defined by UTDPP1061, evaluation of performance is primarily placed with the Dean in consultation with the faculty. Consistent with UTDPP1006, BBS Area Heads have developed evaluation procedures appropriate for their circumstances, including the opportunity for the faculty member to respond to the review report.

CRITERIA FOR PROMOTION AND TENURE

Tenure system faculty will be evaluated for promotion and tenure following the procedures outlined in UTDPP1077, General Standards and Procedures, Faculty Promotion, Reappointment and Tenure.

For promotion to Associate Professor with tenure, creative productivity and professional achievement will be assessed in accordance with the following guidelines:

- 1 The candidate's research has contributed significantly to the field and, where appropriate, the candidate's clinical innovations have had an impact on clinical practice.
- 2 The candidate has demonstrated through performance at UTD the ability to conduct independent research.
- 3 The candidate's independent research has contributed significantly to the field.
- 4 For candidates with clinical responsibilities as part of their academic appointment, evidence that clinical duties are performed in an excellent manner and that the candidate provides innovative and creative contributions in the clinical domain.

For promotion to the rank of Professor with tenure, creative productivity and professional achievements will be assessed as follows:

- 1 Scholars in related fields recognize as notable the contributions of the candidate.
- 2 The candidate has made an impact in the field of the candidate's scholarly pursuits.

- 3 For candidates with clinical responsibilities as part of their academic appointment, evidence that clinical duties are performed in an excellent manner and that the candidate provides innovative and creative contributions in the clinical domain.

As do all schools at UTD, BBS has supplementary guidelines that appear in this policy; these are summarized below. These guidelines may be amended or revised by a majority vote of the tenured faculty in BBS. As stated in UTDP1077, the following guidelines serve to elaborate and provide greater specificity to the Standard of Creative Productivity and Professional Achievement for the review of faculty in the School of Behavioral and Brain Sciences.

The candidate must present evidence of an ability to maintain a successful scholarly career. The most significant evidence of creative productivity and professional achievement for faculty members in the School of Behavioral and Brain Sciences is publication in peer-reviewed journals, chapters, books, or monographs. Other forms of evidence of scholarly contributions are success in attracting extramural support, abstracts of presentations before professional groups, and invited presentations. Although the pattern may vary across individual faculty, a significant record of contribution in these various categories is expected from a typical faculty member in the School of Behavioral and Brain Sciences.

The Callier Center for Communication Disorders' presence in the School of Behavioral and Brain Sciences gives not only a distinctive quality to the School, but also a distinctive quality to some faculty appointments within the School. Faculty may have small to significant clinical service and/or clinical supervision responsibilities as part of their faculty duties. These clinical duties naturally influence the amount of effort that is devoted to other forms of teaching and scholarly productivity. These clinical responsibilities also introduce distinctive issues in the evaluation of contributions in the clinical role. The School of Behavioral and Brain Sciences recognizes clinical contributions as being a component of the overall assessment of faculty contributions for those faculty holding appointments with clinical duties. In general, faculty holding clinical appointments are expected to make teaching and scholarly contributions of equal quality to other faculty in the School but with a lesser expectation of the quantity of such contributions, proportionate to the percentage of time committed to clinical activity. The qualitative evaluation of clinical contributions is difficult given the private nature of the clinical process but there are some measures by which candidates may be reasonably evaluated. Criteria by which the School will evaluate clinical contributions may include: evidence that the candidate's clinical innovations have had an impact on clinical practice, testimony from knowledgeable professionals who regularly interact with the clinical role of the candidate, sampling of client satisfaction with the candidate's services, leadership roles in clinical professional organizations on a state, regional, or national level, appointments to government or professional committees who oversee clinical preparation and certification, other evidence of clinical contributions including preparation of professional materials for dissemination of information, professional presentations and writings of a primarily clinical nature, and indices of clinical contributions to the community as well as the Callier Center.

Joint, Adjunct, and Affiliated Faculty Appointments in SBBS

Eligible individuals can receive one of three additional kinds of appointment described below. Candidates for such appointments can be recommended by colleagues in BBS or may request that they be considered by contacting the relevant Area Head; the Area Head and Area faculty can then recommend the appointment for the Dean's consideration. If the Dean agrees with the appointment, he, the Area Head, and the candidate will agree on the appointment type and title and the responsibilities

and privileges associated with the appointment; these will be specified in writing to the candidate along with the initial duration of the appointment and the conditions necessary to maintain it. Appointments should be reviewed every two years and discontinued if these conditions are no longer in force by agreement of the Dean, the Area Head, and the faculty member.

1. Individuals who are salaried by BBS and other unit (s) of UTD may hold a **joint appointment** in BBS. Salary and commitment-of-effort distributions should be agreed upon before the appointment is accepted and reviewed annually by the relevant department/area heads, deans, and the appointee. BBS responsibilities and privileges, including voting on personnel decisions (appointments, reviews, promotion) and academic policy decisions, as well as eligibility to chair student committees independently and apply for internal BBS funds, should be agreed at the outset and reviewed annually.
2. Individuals from institutions outside UTD, including business, industry, government, private practice, or another institution of higher education, may receive an **adjunct appointment** to participate in teaching or research in BBS. For those holding tenure system academic appointments in another university, the title will be **adjunct assistant/associate/full professor**; all others will be referred to as **adjunct faculty**.

Adjunct assistant/associate/full professors are non-voting members of the General Faculty (UTDPP1088). As such, they may not independently chair doctoral supervising committees but may serve as co-chairs with BBS faculty members (see UTDPP 1052). With respect to doctoral dissertation and master's thesis committees, adjunct faculty can be appointed as chair if they receive a 2/3 majority recommendation of the Professors of the student's academic discipline and approval of the Academic Dean of the School offering the degree.

3. Individuals may receive a courtesy appointment in BBS as a **Faculty Affiliate** or **Affiliated Faculty**. Such appointments are appropriate when faculty in other UTD schools or Centers become active in research or education in BBS, such as research collaborations or team-taught courses. With support of BBS Area faculty and approval of the Dean, such appointments may be made without salary obligations or formal responsibilities, though if agreed and approved, additional courtesies may be extended, such as use of letterhead, access to space, instrumentation, supplies and secretarial assistance, and inclusion as a "Faculty Affiliate" on the BBS webpage. Faculty Affiliates in BBS may attend faculty meetings, but as non-voting members of the faculty.

Example 1

- Dr. X is a biostatistician with an appointment at UTSW as a clinical assistant professor; she has no formal association with UTD. Dr. Y is a BBS professor whose primary Area is CSD; she has met Dr. X and wants to include her as a consultant/collaborator on a federal grant application; a formal appointment would strengthen the proposal.
- Because Dr. X is from an institution outside UTD, the appropriate appointment and title for her would be "Adjunct Assistant Professor of CSD." Dr. Y should contact her Area head and the Dean to obtain their approval for such an appointment and to outline its conditions and terms for discussion with Dr. X. If Dr. X agrees, the Dean should send her a letter offering the appointment and specifying the conditions.

Example 2

- Dr. No is an assistant professor in ATEC who has been co-supervising a graduate student with Dr. Maybe, a BBS faculty member whose primary home is CGN. Dr. No would like to make his association with BBS more visible; in particular, he would like to be listed on the BBS webpage.
- Because Dr. No already has a faculty appointment at UTD and will not receive a salary from BBS, the appropriate appointment for him would be as a BBS Faculty Affiliate. Dr. Maybe should initiate a request for such an appointment with the CGN Area Head; if the Area Head and Dean approve the appointment, they and Dr. No should agree on its conditions, including the way in which Dr. No's status as Affiliated Faculty will be shown on the BBS webpage.

CREATING NEW DEGREE PROGRAMS

The School of Behavioral and Brain Sciences welcomes initiatives for possible new degree programs and is committed to considering these carefully. Proposals for new programs may originate from the BBS Dean, Associate Deans, Area Heads, Program Faculty, or Center Directors. All proposals for new degree programs must be discussed at regular Area faculty meetings to which all faculty members are invited. Area faculty will approve written proposals of new degree programs by majority vote. If a new degree program involves multiple Areas or Centers, then approval of new degree programs will be by majority vote of all program faculty members. Results of the votes should be reported to the Committee on Educational Policy and the Faculty Senate in requests for Senate approval of the new programs.

CLOSING EXISTING DEGREE PROGRAMS

Combining or eliminating degree programs and transferring their faculty to other programs in the school requires majority, in-person votes by the Area faculty and voting school faculty with a quorum present, at a meeting announced at least two weeks in advance. Votes in Areas should be taken before a school wide vote. Votes in Areas should be made available to program faculty (if any) before they vote; results of the vote in Areas and programs should be made available to entire school faculty before they vote. Elimination of programs that would result in termination of tenured faculty requires conformance to Regents Rule 31003, Section 2, Elimination of Academic Positions of Programs: Elimination for Academic Reasons as implemented in the *UTD Academic Program Abandonment Policy - UTDP1000*.

AUTHORITY

No provisions in the various bylaws may override or contravene established university or Regents' policies.

PROVISIONS FOR AMENDING THE BYLAWS

By-laws may be amended by majority vote of a quorum of the BBS voting faculty at a school wide faculty meeting announced two weeks in advance.