UNT DALLAS
Faculty Senate

Agenda

I.   Call to Order – 11:15 a.m.

II.   Approval of Minutes 11:20 a.m.
        Public Comment re: Minutes
- Motion to approve minutes from the previous meeting.
- **Vote Required**

III.   Tenure Track Guidelines Review/Approval 11:25 a.m.
        Public Comment re: Tenure Track Guidelines
- Final Review of Draft
- **Vote Required**

IV.   Lecturer Promotion Guidelines Review 11:40 a.m.
        Public Comment re: Lecturer Promotion Guidelines
- Frist Review of Draft
- **Vote Scheduled for April Meeting**

V.   Academic Leadership Appointment Process Review 12:25 p.m.
        Public Comment re: Academic Leadership Appointment Process Guidelines
- Final Review of Draft
- **Vote Required**

VI.   Executive Officer's Report 12:45 p.m.
- TCFS Report
- Faculty Earnings by Job
- FS Elections

VII.   Unfinished Business and General Orders 1:00 p.m.
- Faculty Senate Mtg. – Date/Time/see below

        04/03/26   10:00 AM- 12:00 PM   FS Meeting, FH 208
        05/01/26   10:00 AM- 12:00 PM   FS Meeting, FH 208

VIII.   New business 1:02 p.m.

IX.   Adjournment – 1:15 p.m.

UNT Dallas Tenure and Promotion Guidelines for Tenure-Track Faculty Tenure and Promotion and Tenured Faculty Promotion Review
Beginning Fall 2026

This document outlines the principles, criteria, and procedures governing tenure and promotion decisions for eligible faculty at the University of North Texas at Dallas (UNTD). The purpose is to ensure that all faculty are informed of the criteria used to assess tenure and promotion, and that all reviews are conducted in a fair, transparent, rigorous, and consistent manner, aligned with the mission and values of UNTD, the respective school/college, and the expectations of faculty at a regional teaching-focused public institution of higher education.

Faculty performance is assessed in the areas of teaching and student success, research, scholarly and creative activity, and service and public engagement. It is the sole responsibility of the faculty member to explicitly demonstrate achievement in each of the areas to the review committees. It is understood that time allocation for each area will vary based on the individual faculty member. To successfully earn tenure and promotion, each candidate is expected to demonstrate excellence in teaching and student success and in one of the two remaining categories and at least meet expectations in the other as outlined in university policy 6.009. Because faculty roles are often multifaceted and may span multiple areas of responsibility, it is the faculty member's responsibility to clearly identify and delineate the activities and contributions associated with each area. The faculty member must also provide clear and appropriate evidence of achievement and performance for each identified element.

The university recognizes the variety of pedagogical and scholarly approaches and professional contributions across disciplines while maintaining clear expectations for sustained excellence, impact, and trajectory appropriate to each rank.

Included in this document are the current expectations for review of tenure and promotion in the following areas:
1. **Teaching and Student Success**
2. **Research, Scholarly and Creative Activity**
3. **Service and Public Engagement**

These guidelines serve as a shared framework for faculty development and evaluation. Prior to beginning the tenure and promotion packet, the faculty member must meet with their respective department Chair and Dean for an initial evaluation and discuss the tenure process outlined in this document. By articulating clear standards and procedures, the document aims to support faculty success, promote academic excellence, and ensure that tenure and promotion decisions contribute to the long-term strength and reputation of the institution.

Promotion Based on Extraordinary Administrative and Scholarly Leadership

Promotion may be granted on the basis of extraordinary administrative service, significant scholarly or professional impact, and strong external recognition. This pathway recognizes exceptional leadership, sustained institutional contribution, and established academic stature. Because this route departs from standard expectations for teaching and student success, it requires comprehensive and compelling documentation of impact and is typically considered an exceptional or special case, with the endorsement of the Dean and/or Provost. The Provost may assemble a committee for evaluation and review.

Key Pathways and Criteria

Extraordinary Administrative Service
Sustained service in senior administrative roles (e.g., Dean, Associate Dean, or equivalent) may constitute a primary basis for promotion when such service demonstrates exceptional leadership, strategic vision, and substantial impact on the institution's mission and priorities. Eligibility for promotion on this basis must be consistent with applicable university policies governing extraordinary extended administrative service.

Research, Scholarly, and Creative Activity Impact
Although teaching and traditional research productivity may be reduced due to administrative responsibilities, evidence of scholarly impact remains essential for promotion. This impact must be demonstrated through a sustained record of scholarly and/or creative works that advance the discipline or academic enterprise outlined in this document.

Service and Public Engagement Beyond the Institution
Significant leadership and service at the regional, national, or international level strengthen the case for promotion. Examples include service to professional organizations, national committees, accreditation bodies, or other external academic entities, as well as mentoring faculty and shaping disciplinary or institutional practices.

Procedural Considerations

Candidates pursuing this pathway must adhere to institutional promotion and tenure policies addressing alternative workloads or administrative roles. The promotion dossier should clearly articulate the scope of administrative responsibilities and scholarly work, document measurable outcomes and impact, and justify any departures from standard teaching and student success or research, scholarly, and creative activity expectations.

Guidelines for Excellence in Teaching and Student Success

Excellence in teaching and student success elicits students' learning that makes sustained, substantial, and positive improvement in students' ability to demonstrate content knowledge, engage in critical thinking, and apply skills in work settings. Because of respect for the uniqueness of each faculty member's teaching and student success impact and accomplishments, it will be up to the faculty member to make their case for the quality of their teaching activity to the Tenure and Promotion committee(s) through a university designated form that includes a narrative so the faculty member can clearly highlight and document their teaching and student success impact. This narrative should mention the activity and place it in a category and clearly make the case for how that activity meets or exceeds the items that demonstrate excellence in that category. The university does not support a numerical approach only to teaching and student success evaluation, but rather a holistic approach based upon the quantity, quality, and impact of documented evidence of excellence. Individual colleges or departments may have additional guidelines built upon expectations from discipline-based accreditations held or sought. These expectations should be approved by the respective dean and the provost. The following guidelines are meant to direct the path to documenting evidence of excellence.

Teaching and Student Success Excellence Components

Input of Standards:
- Aligned with discipline related standards.
- Aligned with SACS & university standards.

Teaching and Student Success Process and Strategies:
- Discipline Expertise (content knowledge and skills knowledge)
- Curriculum Design and Development (Syllabi, rubrics, learning activities)
- Teaching instructional practices and performance (teaching methods and assessment instruction)
- Learning and Teaching environment (leadership style, interpersonal communication)
- Reflective practice (instructor reflection)
- Professional Development in discipline and pedagogy

Outcome:
- Student achievement of Student Learning Outcomes (documents)
- Peer-reviewed achievements
- Field supervisor feedback and student accomplishments

Recognizing that faculty members have strengths in different areas, this rubric provides flexibility in the types of evidence submitted. The evaluation includes two distinct requirements.

1. Baseline Requirement for All Faculty

It is expected that all faculty members will demonstrate meeting expectations in every category. Meeting expectations is defined as demonstrating impact on at least one listed item that demonstrates Excellence (referred to as item(s) hereafter) within each category. Impact typically refers to evidence that your actions made improvement in student learning. High impact practices can be defined by AAC&U (see Appendix A) High-Impact Practices | AAC&U).

2. Evaluation for Excellence

Faculty members should demonstrate Excellence in at least three categories. Excellence in Category Three (Student Evaluations) is required, and faculty must select two additional categories in which to be evaluated for Excellence. Excellence is defined as demonstrating impact on at least three listed items within the selected category. To be evaluated at the level of excellence, faculty must achieve the baseline requirements for all faculty.

Faculty are not expected to address every item in a category. Instead, they should provide evidence for the specific items they choose to highlight. It is understood that appropriate evidence will vary based on assigned courses, program responsibilities, and instructional context. See Appendix B for the Teaching and Student Success faculty instrument for assistance. It is the faculty's responsibility to justify any areas where they may not meet standards.

Ratings:
- **Excellence in Teaching and Student Success**

CATEGORY	Items that demonstrate Excellence

1. **Curriculum Improvement**	• Advising and/or mentoring students • Curriculum improvement based on number of students, course(s) level, number of course credit hours, unique course preparations, and modality of the course(s) • Course development and implementation • Submitted courses proposals approved. • Course Improvement • Scholarly based re-formation of curriculum/courses • Successful teaching innovation that led to improved student learning • Providing extensive student feedback in courses • Experiential and/or service learning within courses • Scholarly activities with students • Continuing education • Other • Justification for lack of curriculum improvement
2. **Teaching Evaluations from Supervisor and/or Peers and Self Evaluations**	• Consistent supervisor evaluations of 4.0 or above on a 5-point scale or positive qualitative feedback for other types of supervisor-evaluation of teaching activity • Peer teaching evaluation of 4.0 or above on a 5-point scale or trend of positive qualitative feedback for other types of peer-evaluation of teaching activity • Other types of teaching evaluation • Justification for lower scores and/or qualitative feedback
3. **Student Evaluations**	• Student teaching evaluation scores trend equal to or above 4.3 on a 5-point scale • Trend of positive student qualitative comments on student teaching evaluations. • Course innovations that impact student evaluations • Other • Evidence of other positive student evaluation feedback (e.g., emails from students) • Justification for lower student evaluations scores. These may include course structure that impacts student evaluations. o Number of courses

	o Types of courses (core versus electives) o Number of students o Number of course credit hours.
4. **Professional Development**	• Attendance and/or leadership at teaching workshops leading to successful pedagogical innovations. • Attendance and/or leadership at academic conferences leading to successful pedagogical innovations. • Conducted teaching focused workshops and/or trainings. • Other • Justification for lack of professional development
5. **Outcome based Evidence**	• Demonstrated student achievement. • Documented student and/or alumni testimonials • Evidence of student career achievement • Evidence of assistance in successful student graduate/professional school admission (e.g., emails of appreciation for support, letter of recommendation, other) • Trend of positive field supervisors' or employers' feedback • Evidence of Classroom to Career impact • Implementation of university values in teaching • Service as a peer mentor/mentee • Award/recognition for teaching effectiveness. • Other • Justification for lack of outcome-based evidence

Guidelines for Excellence in Research, Scholarly and Creative Activities
A university's professional faculty is the core of an institution that must contribute to the good of society. Tenured and tenure-track faculty members carry special responsibilities with respect to creation and maintenance of high-quality research, scholarly and creative activity. This includes basic/discovery scholarship, applied/practice scholarship, teaching/pedagogical scholarship, other intellectual contributions, and academic engagement activities. Because of respect for the uniqueness of each faculty member's scholarly interests, creativity, impact, and accomplishments, it will be up to the faculty member to make their case for the quality of their scholarly and creative activity to the Tenure and Promotion committee(s) through a university designated form that includes a narrative so the faculty member can clearly highlight and document their body of work. This narrative should mention the activity and place it in a category and clearly make the case for how that activity meets or exceeds the items that demonstrate excellence in that category. The university does not support a numerical approach only to scholarly and creative activity evaluation, but rather a holistic approach based upon the quantity, quality and impact of documented evidence of excellence. Individual colleges or departments may have additional guidelines built upon expectations from discipline-based accreditations held or sought. These expectations should be approved by the respective dean and the provost. The following guidelines are meant to direct the path to documenting evidence of excellence.

Excellence in research, scholarly, and creative activities can be achieved through meeting base expectations of five (5) intellectual contributions in the preceding years for tenure and promotional review or, in the case of promotion to full professor, since the last promotion of the faculty member. High-quality scholarly and creative activity includes intellectual contributions from the basic/discovery scholarship, applied/practice scholarship, teaching/pedagogical scholarship, other intellectual contributions, and academic engagement activities.

For excellence, typically at least two of the intellectual contributions should come from categories 1, 2, or 3, and at least one other should come from categories 1, 2, 3, or 4. The other two intellectual contributions may come from 1,2, 3, 4, or 5.

To meet expectations, typically at least one of the intellectual contributions should come from categories 1, 2, or 3. The other four intellectual contributions may come from categories 1, 2, 3, 4, or 5.

Research, Scholarly and Creative Activity Categories for Intellectual Contributions

CATEGORY	Items that demonstrate Excellence
1. Basic/discovery scholarship	Peer reviewed scholarship directed toward increasing the knowledge base and the development of theory. In most disciplines, this will be represented by a peer reviewed journal article.
2. Applied/practice scholarship	Peer reviewed scholarship that draws from basic research and uses accumulated theories, knowledge, methods, and techniques to solve real-world problems and/or issues associated with practice. In most disciplines, this will be represented by a peer reviewed journal articles or book chapters or books.
3. Teaching/pedagogical scholarship	Peer reviewed scholarship that explores the theory and methods of teaching and advances new understandings, insights, content, and methods that impact learning behavior. In most disciplines, this will be represented by a peer reviewed journal article or book chapters or books. Publications of tests, mediated resources, and instructional materials when professional colleagues have reviewed those products.
4. Other intellectual contributions	• Peer reviewed scholarship that does not meet the quality guidelines of the above categories or is sufficiently influential with public policy, government, or industry. • Wide variety of scholarly outputs such as presentations and proceedings at academic or professional meetings, research workshops led, invited talks, etc.

	• Significant grants awards (typically greater than $5,000) by bodies external to the university. • First edition published textbooks
5. Academic engagement activities	Activities consistent with the faculty member's role and the school's mission, <u>vision,</u> strategies, and expected outcomes. Examples of academic engagement activities include: • Participation in research workshops and/or academic conferences that enhances the faculty member's discipline. • Relevant, active editorships with academic journals or other business publications • Invited or competitively accepted papers to be presented at professionally recognized conferences of international, national, regional, and state organizations. • Significant participation in recognized academic societies and associations, • Scholarship awards • Academic fellow status • Invited presentations. • Obtaining external funding for scholarly work in one's discipline. • Formal peer-review of at least three journal articles or five conference submissions • Documentation of extraordinary impact of scholarship • Published textbooks beyond first edition. • Other Published case studies • Published book reviews. • Active professional certification that enhances the faculty member's discipline • Internal grants awarded • Grants that do not meet the criteria outlined in category four (4)

Quality scholarly publications are vital to the health of the academic community and university. It is incumbent upon the faculty member to document the quality of their contributions. Contributions from the basic/discovery scholarship, applied/practice scholarship, and teaching/pedagogical scholarship for all faculty must be of sufficient quality. Scholarly contributions should never be represented in predatory outlets. A primary tool to identify predatory journals is Cabell's Predatory Report.

Scholarly contributions accepted, forthcoming or published should meet at least one of the following criteria.
1) Acceptance rate of 50% or lower according to Cabell's Journalytics Report.
2) Journals listed in the Thomas Reuters Social Sciences Citation Index, Scopus, or SCImago
3) UNT Denton or a comparable University Department Journal List.
4) Documented peer-reviewed book or book chapter
5) Documented quality and impact of media products that have been through a peer-reviewed process.
6) Federal or Texas State grant awards linked to research.
7) College-approved lists of journals and peer-reviewed scholarly reference works (these lists must be approved by the respective dean and provost).

Individual colleges or departments may have guidelines built upon expectations from discipline-based accreditations held or sought.

Guidelines for Excellence in Service and Public Engagement

The following document provides guidelines for assessing a tenure-track faculty member's work and impact in the service and public engagement category for tenure. Service and public engagement work and impact must be well-documented by faculty in their promotion and tenure portfolios through the creation of detailed narratives of their work, along with supporting documentation where appropriate and available. Service to the university, profession, and community are highly valued. Because of respect for the uniqueness of each faculty member's service and public engagement contributions, it will be up to the faculty member to make their case for the quality of their service and public engagement to the Tenure and Promotion committee(s) and other reviewers through a university designated form that includes a narrative so the faculty member can clearly highlight and document their service and public engagement activity. This narrative should mention the activity and place it at a service level and clearly make the case for how the impact of tthat activity meets or exceeds the items that demonstrate excellence in that category. The university does not support a numerical-only approach to service and public engagement activity evaluation, but rather a holistic approach based upon the quantity, quality, and impact in impact on the mission and/or reputation of the university through documented evidence of excellence. Individual colleges or departments may have additional guidelines built upon expectations from discipline-based accreditations held or sought. These expectations should be approved by the respective dean and the provost.

Please note that service and public engagement work typically should be performed pro-bono, and faculty should not have received fees or payments for this work that significantly exceed the expenses associated with doing the work. If compensation was received for service and public engagement-related activity, it should align with university policy (5.006) and justify its impact on the university mission and relevance to your discipline. The following guidelines are meant to direct the path to documenting evidence of excellence in Service and Public Engagement.

Levels of Service and Public Engagement Activities

To aid in the determination of the level of Service for tenure and promotion, Service and Public Engagement activities are broken down into three categories: major, supporting, and routine. **Major Service** refers to service and public engagement that are designed to set institutional standards, anticipate future institutional needs/planning, and drive continuous improvement across the university. Major service typically requires a significant time commitment with prolonged service. **Supporting Service** refers to services that enable, sustain, or enhance the delivery of the university's core academic mission. Supporting services typically require a smaller time commitment with a small service duration. **Routine Service** refers to services that support other university activities and do not directly impact the core academic, research, scholarly, and creative activity, or operational mission if temporarily delayed. Routine service typically requires a very small-time commitment with no prolonged duration.

Categories of University Service

Service and public engagement work may occur in three types: 1) Service to University and Student Success; 2) Service to the Professions; and 3) Service to the Community. See Appendix C for the Service and Public Engagement faculty instrument for assistance.

Service and Public Engagement Requirements for Tenure

Excellence – In order to be ranked as "Excellence" in Service and Public Engagement for the purpose of tenure, a faculty member must have achieved the equivalent of two major service and public engagement activities at the time of tenure and promotion submission and demonstrate ongoing, effective contribution and involvement in meeting professional, and university strategic goals. Service to the University is required during each year. An aggregate of multiple supportive and routine activities with strong justification may replace one of the major activities during the tenure and promotion review period. The quality and impact of service is most significant component in the review of Service.

Meets Expectations – In order to be ranked as "Meets Expectations" in Service for the purpose of tenure, a faculty member must achieve the equivalent of one major service activity at the time of tenure and demonstrate ongoing, effective contribution and involvement in meeting professional, and university strategic goals. Service to the University is required during each year. An aggregate of multiple supportive and routine activities with strong justification may replace the major activity during the tenure and promotion review period. The quality and impact of service is the most significant component in the review of Service.

The UNT Dallas Tenure and Promotion Guidelines for Tenure-Track Faculty, governing Tenure and Promotion and Tenured Faculty Promotion Review, will take effect on September 1, 2026, for new hires and on September 1, 2027, for existing faculty.

Appendix A: High Impact Practices as defined by AAC&U standards.

High-Impact Practices | AAC&U (www.aacu.org/trending-topics/high-impact)

Appendix B: Teaching and Student Success Narrative

1. **Discuss your Curriculum Improvement (Hyperlink documents)**

2. **Discuss your Teaching Evaluations (Supervisor and/or Peer) and Self Evaluations (Hyperlink documents)**

3. **Discuss your Student Evaluations (Hyperlink documents)**

4. **Discuss your professional development. Include your teaching philosophy appropriate for your discipline. (Hyperlink documents)**

5. **Discuss your Outcome based Evidence (Hyperlink documents)**

APPENDIX C: SERVICE AND PUBLIC ENGAGEMENT

Service and public engagement activities are an essential part of the UNT Dallas mission. Well-documented service work should be described through the creation of a detailed narrative, along with supporting documentation where appropriate and available. Faculty service develops and promotes goals of the university, profession and external constituents. Service is important for the smooth running of the university and for its obligation to serve society. For each activity, please provide a description and documentation/details in an appendix titled Service and Public Engagement.

Service and Public Engagement Narrative:

Please refer to the rubric for examples

MAJOR SERVICE ACTIVITY	DATE	LEVEL OF INVOLVEMENT (leadership, supportive, passive participant)	IMPACT (quantitative or qualitative results)	LINK TO UNT DALLAS MISSION OR STRATEGIC PLAN

SUPPORTING SERVICE ACTIVITY	DATE	LEVEL OF INVOLVEMENT (leadership, supportive, passive participant)	IMPACT (quantitative or qualitative results)	LINK TO UNT DALLAS MISSION OR STRATEGIC PLAN

ROUTINE SERVICE ACTIVITY	DATE	LEVEL OF INVOLVEMENT (leadership, supportive, passive participant)	IMPACT (quantitative or qualitative results)	LINK TO UNT DALLAS MISSION OR STRATEGIC PLAN

Academic Leadership Appointment Process

This document outlines the proposed internal processes for the qualifications, selection, appointment, term structure, and workload expectations for Department Chairs, Assistant Chairs, Graduate Coordinators, Assistant Deans, and Associate Deans **when these positions are filled through internal appointments at UNT Dallas. External hires will follow the university's standard hiring procedures.** The purpose of this framework is to ensure consistency, transparency, leadership effectiveness, and alignment with institutional priorities across all academic units. It is intended to guide administrative practice and support structured discussion among academic leadership.

I. Eligibility and Qualifications

Department Chair

Candidates must be full-time faculty members who hold tenure or serve at the rank of Senior or Principal Lecturer. They must demonstrate sustained leadership effectiveness, administrative capacity, collaborative skills, and a record of professional achievement aligned with the institution's mission and strategic priorities.

Assistant Chair

The Assistant Chair must be a full-time faculty member, preferably from a different discipline or program than the Chair, and capable of assuming delegated administrative responsibilities. Currently, this role is applicable in LAS and is activated based on workload thresholds and operational complexity, as determined by the Dean in consultation with the Provost.

Graduate Coordinator

Graduate Coordinators must be full-time graduate faculty members with active graduate faculty status and demonstrated experience in graduate education, curriculum oversight, and student advising.

Assistant Dean /Associate Dean

Assistant and Associate Deans must be faculty members or qualified administrators with demonstrated leadership, strategic planning, and operational management experience. Candidates must be able to advance academic initiatives, support faculty and student success, and promote college-level priorities.

II. Selection and Appointment Process

Department Chair

The Dean's Office will initiate the selection process by issuing a formal call for nominations. Eligible faculty may be nominated by peers or may submit self-nominations. The Dean will evaluate candidates through a comprehensive review process that will include assessments of credentials and leadership experience and potential, interviews with the dean as well as input from faculty. Faculty feedback may include recommendations from a Faculty Advisory Committee if formed for that purpose, written observations from formal presentations, or other means as approved by the provost. Following this evaluation, the Dean will select the Department Chair, subject to the Provost's final approval.

Assistant Chair

Assistant Chairs are appointed by the Dean in consultation with the Department Chair, based on documented operational need and in accordance with institutional approval processes.

Graduate Coordinator

Graduate Coordinators are selected through a consultative process led by the Department Chair in

coordination with the Dean. Nominations, including self-nominations, will be solicited. The College Dean holds final appointment authority.

Assistant Dean / Associate Dean

The Dean appoints Assistant and Associate Deans following a transparent review process that includes soliciting nominations and/or applications. The Dean evaluates qualifications and recommends the appointment to the Provost for approval, consistent with institutional governance policies.

III. Term Structure and Renewal

- Department Chairs will be appointed on an annual basis, with appointments renewable for up to four consecutive years, contingent upon satisfactory annual performance. A midpoint review will be conducted at the conclusion of the second year, during which the Dean will evaluate the Chair's performance and solicit faculty feedback to inform the assessment. A Chair may be reappointed to serve additional terms beyond the initial four-year period, with each renewal subject to a satisfactory performance evaluation and continued alignment with institutional priorities.
- Assistant Chairs and Graduate Coordinators serve terms based on operational and programmatic needs. Continuation is contingent upon performance and administrative requirements.
- Assistant and Associate Deans serve at the discretion of the Dean, subject to institutional policies, performance review, and strategic alignment.

IV. Workload and Compensation

- Department Chairs serve on 11-month contracts and receive two course releases per semester in addition to an annual administrative stipend.
- Graduate Coordinators are appointed on 11-month contracts and receive one course release per semester and a stipend, with the amount determined based on program size and complexity.
- Assistant Chairs serve in a 9-month administrative capacity and receive a stipend.
- Assistant and Associate Deans serve on 11-month contracts with two course releases per semester and receive an administrative stipend.

V. Governance and Review

All leadership appointments are subject to institutional governance policies, budget availability, and approval by the Office of the Provost. **The provost may make exceptions to the provisions outlined in this framework when deemed appropriate and in the best interest of the institution**. Exceptions may include the need to appoint an interim chair, search for a chair from outside the institution or other situations not covered by this process. This framework will be reviewed periodically to ensure its continued effectiveness, accountability, and alignment with evolving institutional priorities.

Roles and Responsibilities of Department Chairs
University of North Texas at Dallas

Overview

A Department Chair serves as both a faculty member and an academic administrator, providing leadership and management to the department consistent with the university's mission and goals. They report directly to the **College Dean** and act as the primary liaison between the faculty and the administration.

Core Responsibilities

1. Faculty & Staff Leadership

- **Recruitment & Hiring:** Organize and oversee departmental recruiting programs to ensure high quality, integrity, and diversity among faculty and staff.

- **Performance Evaluation:** Meet regularly with individual faculty and staff to discuss workloads and performance. Prepare annual evaluations and make recommendations for merit and salary adjustments.

- **Promotion & Tenure:** Coordinate faculty promotion and tenure applications in accordance with departmental, college, and institutional guidelines.

- **Professional Development:** Support and mentor faculty in pedagogy, student success, research proposals, and curriculum development in a fair and transparent manner.

- **Institutional Initiatives:** Campion institutional and College initiatives such as the Classroom to Career Initiative, Experiential Learning, and High Impact Practices.

- **Compliance:** Ensure compliance with all Institution, System, State, Federal and accreditation expectations.

2. Curricular & Academic Management

- **Program Oversight:** Maintain strong undergraduate and graduate programs through continuous Curricular Development, assessment, and revision.

- **Course Scheduling:** Prepare long-term course schedules and teaching assignments to ensure student access to required courses and efficient resource allocation.

- **Accreditation:** Provide leadership for program reviews and outcomes assessments to meet Internal and External Accreditation Standards.

- **Academic Requirements:** Enforce academic requirements and regulations for all departmental programs.

3. Student Affairs

- **Success Initiatives:** Develop and implement plans to recruit, advise, mentor, and retain students to ensure timely graduation.

- **Grievance Resolution:** Adjudicate student concerns and grievances in a fair manner while upholding UNT System Policies.

- **Student Services:** Provide information and facilitate access to university student services.

4. Administrative & Fiscal Management

- **Budgeting:** Manage departmental maintenance and operation (M&O), travel, and part-time budgets, as appropriate.

- **Facilities Management:** Oversee the allocation of office space, equipment, and departmental facilities in collaboration with the Dean.

- **Shared Governance:** Ensure all departmental and college committees are appropriately staffed and conduct regular department meetings to foster collegiality.

- **Record Keeping:** Maintain appropriate departmental records and file space allocation or compliance reports as required.

5. Evaluation and Appointment

- **Term:** Chairs are typically appointed for a specific term (often 11 months) and are evaluated annually by the Dean. The Dean will solicit feedback from department faculty in the second year.

- **Return to Faculty:** Tenured Chairs retain the right to return to full-time academic status at the end of their administrative term.