

Texas A&M International University
Minutes of Faculty Senate Meeting
March 2, 2018

- I. *Call to order* by Dr. Ken Tobin at 12:00 noon.

- II. *Roll call*: Present: Dr. Kenneth J. Tobin, Dr. Marvin E. Bennett III, Dr. Ruby A. Ynalvez, Dr. Frances G. Rhodes, Dr. George R. Clarke, Ms. Malynda M. Dalton, Ms. Vivian Garcia, Dr. Puneet S. Gill, Dr. Ariadne A. Gonzalez, Mr. Joe Gutierrez- representing Ms. Destine D. Holmgreen, Dr. Diana Linn, Dr. David K. Milovich Jr., Ms. Marcela Moran, Dr. James A. Norris, Dr. Jason Norris, Dr. Lola O. Norris, Dr. Leonel Prieto, Dr. Philip S. Roberson, and Dr. Oswaldo A. Zapata Not present (in a conference): Dr. Lourdes Viloria

- III. a) *Our guest Dr. Tom Mitchell, Provost discussed the following*:
 - Graduate School Open House occurred on March 1, 2018.
 - On February 19-20, 2018 the Academic Partnership implementation team met with faculty group and staff via teleconference to implement arrangement for our graduate programs. Marketing of our graduate programs will initiate in May. Programs are scheduled to go live in August for Fall 2018.

 - TAMIU reached a landmark 7,000 student-enrollment this Spring 2018. We also reached a 3% increase in credit hours this semester. We project to maintain this steady increase with the approval of Pell Grants for our summer courses.

 - \$5,000 faculty cap salary for Summer 2018. Summer faculty cap salary is technically 1/12 of a faculty's 9-month salary per 3-hour class. There is a tentative plan to increase the cap for the future summers.

 - The new building construction is on schedule. We are hopeful that the current budget allows for the completion of a third floor, which will be designated for faculty offices.

 - Faculty Survey results are underway. Dr. Mitchell and Dr. Tobin have discussed the preliminary results of the faculty survey.

 - Q: How does Academic Partnership (AP) work? A: We signed the contract for Academic Partnership on December 14, 2017. Decision on this was made from gathering expert opinions from provosts across many different universities. *How was their experience with Academic Partnership?* AP spends millions of dollars aimed to market a school. It is revenue sharing so we have the same goal- student recruitment and retention. For example, AP tries to accomplish this through its "retention team", with each team assigned to work with 20 students throughout their school years addressing concerns like meeting deadlines, keeping students on track, calling students for log-in failures,

and registering. Their revenue is 50% of the tuition fee, and so financially, it is beneficial for them to recruit and also to retain students until they graduate.

- Q: Would any AP requirements work against academic freedom i.e. do they instate specific teaching requirements? A: No. We control the actual product- the admission of students, on-line development of curriculum, teaching methods, grading criteria, and graduation criteria. The university has control over the quality of the product.
- One of the constraints under AP though is that most students under this program are working adults, 30-40 years old. Enrolling in online courses is a way for them to improve their academic resume as employed adults. This student population wants fast enrollment without the hassle of waiting for a per semester cycle. We plan to implement a 7-week “*carousel courses*” so that students can enter at six different points: 2 in the fall, 2 in the winter, and 2 in the summer. Foundation courses will need to be offered at all six entry points of the carousel. With this type of cycle, the maximum enrollment wait time will be 6 weeks.
- Programs that will be offered under AP are only at the graduate level i.e. MBA in English and Spanish, MS in Nursing Administration, MS in Criminal Justice, MS Curriculum & Instruction and MS Educational Administration.

IV. *b) Our guest, Director of Academic Technology, Dr. Pat Abrego discussed the following:*

- Faculty Senate support to uphold Accessibility Matters Training requirement. Under this requirement, all faculty who teach face-to-face courses will also be required to take a one-time 45-min training on accessibility matters, similar to the training requirement for faculties teaching on-line and hybrid courses.
- Relevance of the Accessibility Matters Training: The use of digital uploads of educational materials on Blackboard to supplement classroom teaching has increased. Student and faculty use of the Office of Information Technology (OIT) services has been in high demand.
- 3 Goals of the Accessibility Matters Training: (1) to raise awareness on the issues of accessing materials (2) to provide user-friendly access to English language learner students (3) to educate faculty of the services OIT provides to streamline the accessibility of their digital materials to all students.
- The Faculty Senate was debriefed through an actual live Accessibility Matters Training.

V. *Minutes for February 2, 2018 were approved by the Faculty Senate.*

VI. *Old Business*

a. *Vote on Handbook Specific Language for Changes in Graduate Faculty Status:*

- Dr. Tobin proposed the handbook specific language changes for (1) the promotion guideline of fixed-term faculty for full time status and (2) the appointment to temporary membership, which was changed from a period of one academic year to three academic years.
- The Faculty Senate approved the Handbook Specific Language for Changes in Graduate Faculty Status.

b. *Vote on Revisions of Senate Committee Descriptions:*

- Revision 1: Call for a member from each of the three colleges was removed for practical reasons.

Revision 2: The Faculty Work Environment and Morale Committee was renamed as the Awards Committee. Charges under the Faculty Work Environment and Morale Committee are already currently being done by the Academic Oversight.

Revision 3: Committees 7, 8, 9 (Assessment, Distance Education and Instructional Technology, Technology Advisory) were added to the Handbook.

- The Faculty Senate approved the revisions of Senate Committee descriptions.

c. *Vote on Promotion Guidelines for Fixed-Term Faculty in University College:*

- Dr. Tobin and Dr. Weitman discussed to fix the areas of concern during previous Senate discussion.
- Promotion Guidelines were discussed on the Senate floor for changes.
 - i. Classroom Effectiveness Index (CEI) to be changed from 6 to 4.5 (page 3).
 - ii. “consecutively years” to be changed to “consecutive years” (page 4, item 4).
- The Faculty Senate approved the Promotion Guidelines for Fixed-Term Faculty in University College with the changes mentioned.

d. *Update on Fall Faculty Survey and Planning for Spring 2018 Faculty Forum:*

- Dr. Bennett reported updates on the Fall Faculty Survey:
 - i. The Academic Oversight met last week to summarize the Fall Faculty Survey.

ii. Creation of one bulleted list for each question to make respondents completely anonymous is pending. Tentative completion time is within the next two weeks.

iii. Most common positive feedbacks are towards the Office of Grants & Contracts and Library Services.

- March 21, 2018 at 12:30-1:00 pm is our next conversation with Dr. Pablo Arenaz.
- Planning for the Spring 2018 Faculty Forum was initiated.

i. Question of an open administrator forum was opened for Senate floor discussion. *Opinions:*

1. It is a good idea to keep the forum closed to administrators to create an environment of free expression.
2. We need to ask Dr. Mitchell if he is willing to continue addressing the issues raised during the forum through written documentation.
3. Continue a close administrator Faculty Forum in the Fall and make the Spring forums open administrator.
4. Dr. Mitchell receives raised concerns from Faculty, which gives him the opportunity to respond in writing. Faculty then reads his responses. We then invite Dr. Mitchell only after reading his responses. This will allow for a progression to find a solution for a specific issue. We need to organize the timing if we were to implement this.

ii. Format of the forum: Tabulate slides with different responses, which Dr. Mitchell will address. We will adopt the Fall Faculty Forum format.

iii. Tentative date of the Spring 2018 Faculty Forum should be no later than the second week of April.

iv. Dr. Tobin, Dr. Bennett, and Dr. Ynalvez will be the principal forum organizers. Dr. Rhodes is open to help.

e. *Update on Fixed-Term Faculty Survey (Dr. Rhodes):*

- The survey will close on March 7, 2018, Wednesday at 5:00 pm.

VII. *New Business*

a. *Vote to Endorse Accessibility Matters Module:*

- Faculty Senate motioned to table the Accessibility Matters Module to allow members of the FS to look over accessibility matters.
- Dr. Tobin will request OIT to give module access to FS to allow an educated vote in the next FS meeting.

b. Ongoing Technology and Distance Education Issues:

- Quality Matters review that are not associated with Academic Partnerships are being rejected. Follow-up on the question: *When can faculty submit for Quality Matters reviews?*
- Providing Adobe Acrobat Pro for college program coordinators have yet to be initiated. The lack of access impedes the process of cataloging.
 1. One thing that impedes this is the monetary expense of providing licensed Adobe program to the entire university cloud. It will take the entire OIT budget. *Opinion:* One solution is for OIT to hire somebody who can actually support the use of more free software.
- iOS-specific technology issues are still ongoing. No update from OIT on the progress of hiring an OIT staff with iOS-specific knowledge.

c. Report from Texas Council of Faculty Senates:

- Dr. Tobin reported highlights of the Texas Council Faculty Senate Meeting in Austin, TX held on February 16-17, 2018.
- Two ideas implemented on other campuses that TAMIU could consider:
 1. FS has the authority to approve software changes related to the function of their job.
 2. Administrators' evaluations are linked to their College Dean's Missions. This requires College Deans to articulate specific missions for their college annually. At the end of each academic year, the Faculty evaluates their specific dean on how well he or she executed the mission. Dr. Tobin will share this idea to Dr. Mitchell.

VIII. Our guest, Director of Student Conduct and Community Engagement Mayra Hernandez discussed the following:

- TAMIU is applying for the 2018 Carnegie Foundation Community Engagement Classification (a national university recognition).
- The Foundation requested for documentation of faculty community involvement to be more condensed.

- This requires recognition by the University of Faculty Members who have served the community. To capture and collect this information, we plan on a centralized process of documenting community engagement of our faculty.
- This is a software interface in which faculty creates a profile and logs the type of service and commitment hours on the website.
- The application for the 2018 Classification requires service documentation from August 2017 - May 2018. Service has to be within the 2017-2018 academic year. As we work on the 2018 application, we are calling for volunteers to help on a 30-page document ranging from student services, employee-based community engagements, faculty-led service projects, and use of civic engagement for tenure track qualification.
- We need to promote this to all our faculty to showcase TAMIU's community engagement at a national level.

IX. Committee Reports

- a. Academic Oversight Committee: reported in item VI d.
- b. The Budget and Finance Committee: Nothing to report.
- c. The University Ethics Committee: Nothing to report.
- d. The Committee on Creation, Composition, and Responsibilities of Committees: Nothing to report.
- e. The Committee on Faculty Work Environment and Morale: Currently processing Observer schedules.
- f. The Faculty Handbook Revision Committee: No changes were made.
- g. The Distance Education and Instructional Technology Committee: Discussed Accessibility Matters module. Will meet again on Monday, March 5, 2018. Dr. Tobin will convey to Pat Abrego the FS request for module access before voting.
- h. The Technology Advisory Committee: minutes of the meeting were attached in the February Minutes of the Faculty Senate Meeting
- i. The Assessment Committee: Nothing to report.
- j. Ad Hoc Committees: Evaluation and Fixed-Term Promotion meetings are pending.

X. The meeting was adjourned by Dr. Tobin at 2:16 p.m.

Texas A&M International University/ Technology Advisory Committee
Meeting Agenda

March 8, 2018

9:00 a.m. KL 102 De La Chica Room

Meeting Facilitator: Dr. Maria de Lourdes Vilorio

Invitees:

Fran Bernat – COAS,

Hugo Garcia –ARSSBA,

Seong Kwan Cho- COED

Wendy Donnell – CNHS,

Nerissa Lindsey – KL,

Jose Maria (Joe) Gutierrez, University College

President's Appointee, Marvin E. Bennett, III

Trevor Liddle, VP for Finance & Admissions Appointee,

Albert Chavez, VP for IT Appointee

Catarina Colunga, VP for Institutional Advancement Appointee

Gina Gonzalez, VP for Student Success Appointee

Leebrian Gaskins, VP for Informational Technology/CIO, ex-officio

Patricia Abrego, Director of Instructional Technology & Distance Education

Pablo Reyes, Associate Director of User Services

Ricardo Ramirez, Associate Director of Student Information Services

Roberto Gonzalez, Associate Director of Instructional Technology Services

- I. Welcome/ Roll call
- II. Approve February 8, 2018 minutes
- III. New Business
 - a. QM –Faculty Member interested in certifying courses are being told that courses that will be with Academic Partners have priority. As per Dr. P. Abrego a QM Certification process can continue to take place. However, QM Certification compensation for approximately 70 courses that will be offered via Academic Partners is a priority. Dr. Abrego will have a better idea of the budget status soon.
 - b. Open Agenda.

Full Membership

Full members of the Graduate Faculty must:

- Be tenured or on a tenure track on the Texas A&M International faculty;
- Hold the rank of Assistant Professor, Associate Professor or Full Professor;
- Have earned a doctorate or other terminal degree in the teaching discipline or a related discipline; and
- Produce continued tangible evidence of continued productive scholarship, as normally defined within the discipline concerned.

For fixed-term faculty (Assistant Professional, Associate Professional, or Senior Professional) who have a research focus they can apply for full time status on a five-year basis subject to a review of the research qualifications of these faculty by the graduate council.

Temporary Membership

This category is for those who teach masters-level courses and are not otherwise involved in the departmental graduate programs.

Any faculty member holding the master's degree or what is generally considered to be a terminal degree in his or her discipline may be appointed as a Temporary member of the Graduate Faculty upon approval by the Dean of Graduate Studies and Research of a request in writing from the faculty member (see this handbook pp. 19-24, "Definition of Faculty Status" for a definition of the term "faculty member").

Review of the Temporary member's qualifications for possible advancement to a higher membership category shall be made by the chair of the department with the optional assistance of the Full members of the Graduate Faculty in that department. When an advancement appears to be warranted, the department chair shall recommend in writing such advancement to the Dean of Graduate Studies and Research and shall include a rationale for the recommendation based on the stated criteria for the higher membership classification. College Deans will make this recommendation where departmental chairs do not exist.

Appointment to Temporary membership is for a period of one to three academic years. This membership need be approved only by the Dean of Graduate Studies and Research. Temporary members of the Graduate Faculty are eligible to teach masters-level courses.

Faculty Senate Committees

At-large Senators may be deemed to represent their colleges for the purpose of committee assignments. Senators from the Canseco School of Nursing, University College, and Killam Library may be assigned committees in the same way as any other Senator, but they are not required to be on any particular committee. Faculty Senate Committees, whose meetings are open to the public, include these ~~six~~ nine standing committees. At the beginning of the fall semester the President of the Senate will ask each senator if they have an interest in serving on a particular committee(s). The President of the Senate will do their best to assign committees based to the responses from this inquiry.

1. **The Budget and Finance Committee.** The purpose of this committee is to monitor financial matters affecting the faculty, instructional matters, and other matters deemed within the purview of the Senate, and assist in the University budgeting process. Membership in the committee will be by appointment by the President of the Senate; ~~members will be Faculty Senators, including at least one Senator from each of the three colleges,~~ with the Chair elected by the committee membership.

2. **The Academic Oversight Committee.** The purpose of this committee is to Evaluate and make recommendations to the Senate pertaining to all matters relating to the faculty that do not fall within the purview of the other Senate Committees. Membership in the committee will be by appointment by the President of the Senate; ~~members will be Faculty Senators, including at least one Senator from each of the three colleges,~~ with the Chair the Vice President of the Senate as directed in the Faculty Constitution. ~~elected by the committee membership~~

3. **University Ethics Committee.** The purpose of this committee is to consider issues and proposals related to academic honesty and integrity and ethical practices involving students and faculty and other university employees, and to report to the Senate and make such recommendations as are deemed advisable. Membership in the committee will be by appointment of the President of the

Senate; members will be Faculty Senators, including at least one Senator from each of the three colleges, with the Chair elected by the committee membership.

4. **The Committee on Creation, Composition, and Responsibilities of Committees.** The purpose of this committee is to make recommendations to the Senate concerning the management of University committees and to provide guidance to the colleges with regard to the composition of college and department-level committees. Membership in this committee will be by appointment by the President of the Senate; members will be Faculty Senators, including at least one Senator from each of the three colleges, with the Chair elected by the committee membership.

- ~~5. **The Committee on Faculty Work Environment and Morale.** The purpose of this committee is to monitor and make recommendations to the Senate regarding campus issues and administrative policies that affect the work environment and/or morale of the faculty. Membership of this committee will be by appointment by the President of the Senate. Members will be Faculty Senators, including at least one Senator from each of the three colleges, with the Chair elected by the committee membership.~~

5. **The Awards Committee.** The purpose of this committee is to oversee the annual University Awards selection procedures (Distinguished University Teacher, Outstanding Teacher, and Distinguished University Scholar). Membership of this committee, which will consist of three or more faculty senators, will be by appointment by the President of the Senate, with the Chair elected by the committee membership.

6. **The Faculty Handbook Revision Committee.** The purpose of this committee is to receive proposals for Faculty Handbook revision from any member of the University community, to consider those proposals, and to submit draft proposals to the Faculty Senate for consideration, following the process described in the

Preface to this handbook. Membership in this committee will be by appointment by the President of the Senate; ~~members will be Faculty Senators, including at least one Senator from each of the three colleges, with the Chair elected by the~~ committee membership.

7. **The Assessment Committee.** The purposes of this committee are to oversee and analyze results from a biannual faculty survey evaluating administrators and to provide assistance as needed to other assessment efforts of the Senate. Membership in the committee will be by appointment by the President of the Senate with the Chair elected by the committee membership.
8. **The Technology Advisory Committee.** The purpose of this committee is to monitor matters related to the development and implementation of University-based strategic technology plan. The member appointed from the Faculty Senate will serve as a co-chair of the related University Technology Advisory Committee. Other senators with expertise in Information Technology may also serve as appointed by the Faculty Senate President.
9. **The Distance Education and Instructional Technology Committee.** The purpose of this committee is to monitor matters related to Distance Education and serve as an interface between the faculty and the Office of Instructional Technology and Distance Educational Services. The President of the Senate will serve as the co-chair of the related Distance Education and Instructional Technology university committee. Other senators with expertise in Distance Education may also serve as appointed by the Faculty Senate President.

Professional (Fixed Term) Faculty¹
Appointment and Promotion
University College

University College recognizes the unique contribution that fixed-term non-tenure track professionals make to the success of students and the enhancement of quality programs. Further, the Texas A&M System “recognizes the merit individuals whose interest, excellence, or discipline does not include research” (Standard Administrative Policy (SAP) 12.07) bring to the institution. As noted, “These individuals provide a specific, professional skill to the system academic institution, faculty, staff and students” (SAP 12.07).

The guidelines that follow are intended to support the development of qualified professional faculty within the Professional fixed-term non-tenure rank. As such, the College recognizes that these individuals possess distinct knowledge, credentials, and proficiencies that augment the expertise of the faculty, as well as the mission of the College. Professional faculty make it possible for the College to achieve its mission by contributing in many ways, most significantly in the areas of teaching and service.

Definition of Faculty Status (p. 19):

1. **Assistant Professional** is a non-tenure track faculty rank whose main focus is on teaching and service, as well as continuing to develop currency in the discipline/pedagogy. Faculty at this rank have a commitment to teaching, exemplified by a substantial record of teaching and service effectiveness, as well as continuously developing currency in the discipline/pedagogy through identification of advancements in scholarship that are related to their teaching specialty. The faculty workload includes teaching and service, as well as engagement in professional development activities, which may include scholarly work². Assistant Professional faculty demonstrate professional growth across teaching, service, and scholarship³.
2. **Associate Professional** is a non-tenure track faculty rank whose main focus is on advancing their pedagogy, evidenced by significant teaching, and noteworthy service responsibilities through substantial contributions to the University, local communities, and professional organizations. The scholarship of teaching and learning is more explicit and disseminated. Leadership materializes on many fronts. Associate Professionals are effective teachers, whose work in design of or professional practice, or a combination thereof, is recognized by peers as a significant contribution to teaching, service and/or the department/College.
3. **Senior Professional** is a non-tenure track faculty rank whose main focus is on leading other faculty in advancing their pedagogy, teaching, and service, while continuing to establish a record of successful recognition and professional productivity.

¹ The Texas A&M International University's (TAMIU) Faculty Handbook (2017, June), pp. 24-25 describe the Fixed-term faculty status.

² See the TAMIU Faculty Handbook (2017, June), p. 19 for an applicable definition of scholarship.

³ Scholarship for professional faculty should focus on Carnegie Institute's areas of the Scholarship of Teaching and the Scholarship of Integration from *Scholarship Reassessed*.

Professional development is an ongoing activity that cuts across teaching, service, and scholarship activities. Professional faculty demonstrate leadership activities.

Appointments:

Initial full-time appointments will be at the recommendation of the dean of the College in collaboration with the Texas A&M International University (TAMIU) provost and president. Appointments may be made at the rank of Assistant Professional, Associate Professional, and/or Senior Professional.

Initial appointments are for one year each for the first three years. Subsequent appointments will be made for a period of time up to three academic years. Renewals and/or promotions will be based on the quality of the faculty's contributions within their primary responsibilities.

Fixed-term non-tenure track faculty members may request to move to tenure-track. Approval of the request will be at the recommendation of the dean in collaboration with the provost and determined by the provost and the president. When such a request is determined, time spent in a fixed-term non-tenure track position will *not* apply toward the tenure probationary year. Faculty who move to tenure-track may request to return to a fixed-term non-tenure track; however, this decision is *not* reversible. All time spent in tenure track is cumulative. Faculty in tenure-track positions will follow the College's and University's promotion and tenure guidelines and policies.

Appointment letters are renewable up to five years in length.

Ranks:

1. **Assistant Professional Track (Fixed-Term, Non-tenure).** This rank is for those non-tenured/non-tenure-track faculty who:
 - a. completed a terminal degree;
 - b. have an established record of significant sustained success in teaching (4.0 or higher with a challenge index of 3.5 or higher);
 - c. have an established record of service responsibilities to the department, college, university, and community;
 - d. engages in professional development activities, which may include scholarly work⁴; and
 - e. engages in professional organizations.

2. **Associate Professional Track (Fixed-Term, Non-tenure).** This rank is for those non-tenured/non-tenure-track faculty who:
 - a. completed a terminal degree;
 - b. held the rank of Assistant Professional for a minimum of five years, with at least two years at TAMIU;
 - c. have a sustained substantial record of teaching effectiveness (4.5 or higher, with a challenge index of 4.0 or higher) to include advanced teaching ability to mentor new or adjunct faculty in teaching and service, as well as mentoring

⁴ See the TAMIU Faculty Handbook (2017, June), p. 18 for an applicable definition of scholarship.

- and advising students with their development, including choices relating to academic programs, research projects, and career directions.
- d. have a sustained substantial record of active participation in service as a member of the overall University community (e.g., to include organizational committees (e.g., Undergraduate strategic planning committee), search committees, and/or college governance activities, as well as service to the state, region, and/or national professional organizations; and in professional service in the community (e.g., outreach activities to service organizations, civic groups, and/or local educational agencies);
 - e. provide leadership in the discipline/pedagogy and department/college (e.g., invest in new teaching materials, course segments and/or develops new courses which keep pace with changes in the discipline/pedagogy); and
 - f. demonstrate scholarship through grantsmanship and/or refereed presentations at regional/national conferences that focus on the Carnegie's Scholarship of Teaching⁵; and engage in professional development activities, which may include scholarly work⁶.

Scholarship activities are expected to contribute to professional issues or program development. Results of research/scholarly work should be disseminated, particularly at peer reviewed regional/national conferences/symposia.

Additionally, effective teachers' work in pedagogy or professional practice, or a combination thereof, is recognized by peers as a significant contribution to the field.

3. Senior Professional Track (Fixed-Term, Non-tenure). This rank is for those non-tenured/non-tenure-track faculty who completed a terminal degree; held the rank of Associate Professional for a minimum of five years, with at least two years at TAMIU, and a minimum of ten years at an accredited institution; and have a sustained substantial record of:

- a. *Teaching effectiveness* shall be demonstrated on course evaluations (with a 4.5 or higher and a CEI of 6.0 or higher), along with high peer observations. Senior Professional faculty demonstrate forward-thinking, leadership, and innovative teaching ability. Consistent evidence of excellence in teaching and curricular influence (e.g., program development, curriculum development, program supervision, mentoring undergraduate faculty and undergraduate students (e.g., Honors thesis, chairing/co-chairing committees, teaching with technology, study-abroad programs, etc.) is documented. Professional pedagogy/practice, is recognized by peers/colleagues (both internally and externally) as significant contributions to the field.
- b. *Service effectiveness* shall be demonstrated through the pursuit of significant responsibility and impact within the college to influence the discipline/pedagogy, as evidenced through service and engagement in

⁵ See Glassic, C., Huber, M. T., & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the Professoriate*. San Francisco: Joessy-Bass; and The Carnegie Foundation for the Advancement of Teaching (2106). *Scholarship reconsidered: Priorities of the professoriate* (expanded version). San Francisco: Joessy-Bass.

⁶ See the TAMIU faculty Handbook (2017, June), p. 18 for an applicable definition of scholarship.

professional activities within the department, the college, the institution, and the profession (e.g., membership on departmental, college, and university committees; leadership in professional organizations, service to professional organizations, planning and delivering workshops and/or other learning opportunities, involvement in creative works, program/curriculum reviewer, membership on journal review boards, etc.).

- c. *Scholarship* shall be demonstrated through evidence of an established record of success in professional productivity, which includes research, scholarly writings (published or not), presentations at professional peer-reviewed national/international conferences and workshops, external grant funding activities, certifications, licensing etc.

Annual Review:

According to SAP 12.07, "Promotion criteria include excellence in teaching for faculty with teaching responsibilities, or excellence in research or service, as appropriate for other appointments. Overall superior performance and potential for development are also expected as criteria for promotion."

1. Initial appointments are for a one-year term for the first three years with renewable contracts, contingent on satisfactory annual evaluations.
2. All Professional faculty shall be reviewed annually in accordance with the College and University policies for annual faculty evaluations (AFEs). Please see the Faculty Handbook for responsibilities regarding teaching, service, and scholarship⁷. Annual evaluations will include student, peer, self, and dean's evaluations in teaching, service, and influences of advancements in scholarship that pertain to the teaching specialty.
3. Copies of all evaluations shall be placed in the faculty member's personnel file. Copies will be provided to the faculty member.
4. Any faculty receiving less than satisfactory evaluations for two consecutively years in teaching, service, and/or scholarly work will be placed on a professional development plan, similar to the plan noted in the Faculty Handbook⁸.

Promotion in Rank:

The College will maintain written standards of promotion which delineate expectations for promotion to each rank. The written standards will be approved by the College faculty and the Faculty Senate, after which copies will be provided to and available for all faculty.

Faculty members wishing to apply for promotion shall review the criteria to ensure they meet the qualifications for advancement in rank. Faculty are eligible for promotion at the end of their fifth year as an Assistant or Associate Professional, with at least two years of experience at TAMIU.

⁷ See the TAMIU Faculty Handbook, (2017, June), pp. 17-18.

⁸ See the TAMIU Faculty Handbook, (2017, June), pp. 33-35.

Faculty interested in promotion will submit a dossier (up to 25 pages) aligned to the promotion process, as applicable to the College and University. The dossier will include the following:

The faculty member's dossier consists of:

- A. a written request to be considered for promotion to the dean by February 1, of the year requesting promotion;
- B. a statement delineating the faculty member's philosophy of teaching, service and scholarly accomplishments, which includes a discussion of the relationship to TAMIU's and College's mission (3 pages maximum)⁹;
- C. a synopsis (3 pages maximum) of sustained quality attainment in the areas of assigned responsibility as applicable within the general headings of:
 - (i) teaching¹⁰,
 - (ii) service/engagement/professional activities, and/or
 - (iii) scholarship;
- D. a current curriculum vitae (10 pages maximum) ;
- E. previous AFEs from the last five (5) years;
- F. A chart delineating the faculty member's summative course evaluations (attached);
- G. At least two different peer teaching observation assessments and accompanying reflections;
- H. Letters from individuals speaking to the quality, contributions, and accomplishments of the faculty member¹¹ as extracted from the dossier; and
- I. Supportive sample documentation of exceptional teaching¹², excellence in service¹³, and engagement in professional development activities.

Supportive materials (e.g., copies of articles, conference presentations, letters of reference, letters of recognitions, course syllabi, final examinations, grant proposals, and samples of student

⁹ The purpose of this statement is to provide a context for reviewers of the dossier in regards to the faculty member.

¹⁰ Examples of student course evaluations should be included with supplemental materials.

¹¹ For promotion to Associate Professional, two (2) letters from peers are to be included. For promotion to Senior Professional, three (3) letters are to be included, whereas one letter (1) is from outside University College; one letter (1) from outside TAMIU; and one letter (1) from an individual familiar with your qualifications and abilities.

¹² Examples of supportive documents for teaching may include a statement of teaching goals; teaching load information, including level and class size; evaluation of curriculum development, including sample syllabi and course materials; evidence of use of technology and innovative pedagogy to complement instruction; and/or professional development in teaching, including workshops and seminars presented and attended. Examples from students regarding teaching may include student evaluations, articles co-authored with students, Honors and awards to supervise students, and/or community and school based projects guided and produced in connection with courses. Examples from peers regarding teaching may include letters from peers who have observed classes or reviewed course materials, Honors or awards for teaching excellence, extramural funds awarded for instructional innovation, facilities, and/or student support.

¹³ Examples of supportive documents for service to the University may include service on departmental, College, or University committees; student advising; and/or faculty or staff mentoring. Examples of service to community, regional, national, or international organizations and/or schools may include service on boards, consulting work, letters from professionals, work with K-12 faculty, organizational leadership on project development, Honors, and/or awards for mentorship.

course evaluations) are to be *excluded* from the 25-page limit. Supplemental materials should be placed in a second dossier labeled as such.

Promotion Review Process:

Faculty considering promotion will meet with the College dean to review and discuss the request for promotion, promotion criteria and process, and well as readiness for promotion in the fall of the academic year they wish to apply for promotion.

A peer-review committee of three faculty at the Professional rank (i.e., Assistant, Associate, or Senior levels) will review the faculty member's dossier. Should the College have less than three faculty at the Professional rank, Professional faculty from outside the College will be asked to serve in collaboration with the faculty member's chair and/or dean. The peer-reviewers should be selected based on the similarity of the faculty member's assignment and responsibilities (i.e., teaching, service, professional development, and scholarly work).

Review of the faculty member's dossier is to be completed by March 1. The peer-review committee will make a recommendation, along with a rationale for the recommendation, to the dean noting that the faculty member either:

- a. meets the qualifications for promotion, or
- b. does not meet the qualification for promotion.

The dean will forward the committee's recommendation, along with the dean's recommendation, which may differ from the committee's recommendation, to the provost by April 1.

The faculty member will be notified by the provost regarding the recommendation of promotion.

Faculty denied promotion remain in their current rank and may request promotion in subsequent year(s).

Quantitative Summary of Course Evaluations

Spring 20xx					
	Course and Title N=	Course and Title N=	Course and Title N=	Course and Title N=	Course and Title N=
Add course number and title with total number of respondents					
Total median score					
The course as a whole was:					
The course content was:					
The instructor's contribution to the course was:					
The instructor's effectiveness in teaching the subject matter was:					
Fall 20xx					
	Course and Title N=	Course and Title N=	Course and Title N=	Course and Title N=	Course and Title N=
Add course number and title with total number of respondents					
Total median score					
The course as a whole was:					
The course content was:					
The instructor's contribution to the course was:					
The instructor's effectiveness in teaching the subject matter was:					