

TAMIU Faculty Senate Meeting

April 5, 2019; WHTC Rm 126

- I. The meeting was called to order by the Faculty Senate President, Dr. Ken Tobin at 12:07 p.m.
- II. *Roll Call:* Dr. Kenneth Tobin, Dr. Lola Norris, Dr. Marvin Bennett, Dr. Frances Rhodes, Ms. Malynda Dalton, Dr. Puneet Gill, Dr. Ariadne Gonzalez, Dr. Diana Linn, Dr. Neal McReynolds, Ms. Angela Moran, Dr. James Norris, Dr. Jason Norris, Ms. Kimber Palmer, Dr. Marivic Torregosa, Dr. Lourdes Viloria
- III. Our *Guests* were given the floor.

Dr. Pablo Arenaz

Dr. Arenaz gave the Senate an update on budgets and the legislature. Both Senate Bill 1 and House Bill 1 have come out of committee. House Bill 1 has been approved by the House and they will be looking at Senate Bill 1 soon. We are in favor of the House version of the budget. Our current budget is flat compared to the last biennium, partly because they have not included this Spring's credit hour production in it. If they do put it in and we get full funding we could be up as much as \$5.3 M over the next biennium. This money could be used to create new positions, such as a coordinator for the New Public Health Program (if the new program is approved).

A new Tuition Revenue Bill was brought before the House from the A&M System and we have a \$60 M building included in it. The new building would be a classroom/event center and would be our first building on the back 100 acres.

We are also monitoring a number of other bills dealing with the transferability of courses. Part of the problem is the increased number of early-highschool and dual-credit programs out there where the highschool students are taking an increasingly higher number of courses that don't transfer into most programs/degrees.

We are still working with the City of Laredo on the possibility of building the tennis courts and if all goes well we may be breaking ground for this new facility sometime in November.

The Police Department will be moving into their new building at the end of this month. Also we will start moving into the Academic Innovation Center in July and early August.

There is a Senate Bill that has already passed the Senate related to freedom of speech. Basically, it allows anyone who wants to come onto a campus and talk; invited or not. We are not sure how this bill will fair in the House, but we are hoping it will fail.

Dr. Tom Mitchell

Dr. Mitchell reiterated that TAMIU does transfer most courses (except vocational or remedial courses), it's just that they might not all apply to the student's particular degree of interest.

He also announced that faculty evaluations have just arrived at his office and he will have them back to us before graduation.

Dr. Mitchel reminded the Senate that we are required to register for dual-identification or risk being locked out of the internet and of certain vital systems. He also announced that the old directory will be put onto Uconnect, just not updated as often as when it was on the website.

Dr. Patricia Abrego (Director of Instructional Technology & Distance Education)

Dr. Abrego gave the Senate a presentation on the newly-acquired software package (A11Y) that works within Blackboard to check the level of accessibility of documents placed within Blackboard.

IV. The minutes of the March 1, 2019 Senate meeting were approved with minor corrections.

V. Old Business

1. Results from the Support Survey.

Dr. Tobin passed out a summary of the results of the recent survey of Support Services. There were 88 respondents to this survey. The OIT items will be referred to the Technology Advisory Committee and Dr. Mitchell disseminated the rest to the VP's who will share them with their appropriate departments.

VI. New Business

1. Vote on College of Education Fixed Term Promotion Guidelines.

Discussion followed as to what the minimum degree requirement would be for Assistant Professional rank (and above). It was confirmed orally that the Assistant Professional rank and above does, in fact, require a terminal degree. There was also some discussion as to the timeframe in between Professional ranks. It was decided to vote on this document with the understanding that some additional wording would be provided to clarify the timeframe and minimum requirements for the various Professional ranks. With that the document was approved unanimously.

2. Discussion about the shortened Fall 2019 semester.

It was suggested by the Provost that the Senate conduct a survey among the faculty next year to get input on the overall affect the shortened semesters have had on their teaching.

3. The role of the Department in initiating curriculum.

Dr. McReynolds presented the Senate with some possible wording for the Faculty Handbook specifying the role of Department Curriculum Committees in initiating curriculum. The concern is that there is a disconnect whereby Departmental Curriculum Committees are being bypassed when curriculum changes are made. This was tabled for a future Senate meeting due to lack of time for proper discussion.

VII. Committee Reports

1. Academic Oversight Committee: Dr. Lola Norris thanked her committee members for all of their hard work in compiling the Support Survey results.

2. Budget and Finance Committee: did not meet.

3. The University Ethics Committee: did not meet.

4. The Committee on Creation, Composition, and Responsibilities of Committees:

Dr. Rhodes reported on the faculty votes for the 2 Handbook changes presented to the Senate in the March meeting. Both of these items passed. Also, Dr. Rhodes will be sending out a copy of the current committee list next week with the individuals whose terms are about to end.

5. The Awards Committee:

Dr. Lola Norris reported that the Committee has almost finished the classroom visitations for the Teaching Awards, with only one observation left to make.

6. The Handbook Committee:

Ms. Dalton reported that the Handbook Committee has finished updating the web Handbook with the recent changes and are going to start revising the final printed version of the Handbook soon.

7. The Assessment Committee: did not meet, but will be meeting soon to begin work compiling the results of the Administration Evaluations.

8. The Distance Education and Instructional Technology Committee: this was part of Dr. Abrego's presentation.

9. The Technology Advisory Committee: will not meet in March, but will on April 10th.

10. Fixed-Term Promotion Committee: did not meet.

11. Curriculum Committee:

Dr. Tobin presented the Ad Hoc Faculty Senate Curriculum Survey to the Senate (attached).

VIII. The meeting was adjourned at 2:45 p.m.

TAMIU Faculty Senate Support Services Survey – Conducted February 2019

(X# indicated number of multiple responses)

Parking (Negative)

- Insufficient reserved parking and parking for faculty in general (X17).
- Affects outreach activities to students and parents (X2)
- The parking situation was particularly bad this fall but has improved this semester (X2)
- Can parking permits be reissued without applying every year?
- Need to enforce better handicap parking
- Cannot transfer parking sticker to second vehicle
- Students are late to class because they cannot find parking.
- Improve city bus service to campus
- Lack proper signage for crosswalks - could be a major liability

OIT (Positive)

- OIT is highly supportive of teaching (X20). Special kudos for Tony and Gloria Sanchez (X2)
- OIT is supportive of faculty requests (X19)
- eLearning staff great. Good at addressing problems with Blackboard (X6)
- Assist with APQM course development (X2) and solve technical issues.
- The new ring connectors in classroom are very helpful (X2)
- OIT is much better than technology support at other institutions.
- Facilitated troubleshooting to view training sessions and webinars (Rosy Ochoa)
- Carlos Vallarta (OIT) is perhaps the most hardworking and supportive worker in that office
- Jesus Barrera has set up printers for us remotely, which made it easy/fast.
- Helped solved issues with classroom lecterns and overheads promoting better student learning
- Helpful with citation management, SPSS, etc.
- Provide loan computer to support research abroad
- BIG THANK you OIT for making my teaching a better experience!
- Blue shirt heroes. Think highly of OIT staff
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OIT (Negative)

- Lack of a back-up program and licensing for office computer (X5)
- Lack of administrative rights to install software hinders research and teaching (X4)
- Some classrooms are not fully functional (no internet, problems with AV visuals; X3)
- Not supportive of Mac users (X3)
- Unspecified problems? (X2)
- OIT not available after 7 PM even though faculty work until 10:30 PM or on weekends (X2)
- Updates stop software from working. Too much time to recover. OIT can't help user (X2)
- More classroom smart podiums and more state-of-the-art technology supporting teaching (X2)
- No compensation provided for new online courses
- Too long to receive feedback from on-line course development associated with AP carousels
- Issues with Turnitin drop box and blackboard apps that should not go down during a course
- eLearning does the bare minimum
- System maintenance needs to be scheduled when they do not interfere with on-line courses
- Technology in laboratory classrooms needs to be updated.

- Removal of DVD player from the classroom
- Problem with projectors in Bullock 224, 225, and Cohort 101
- Problems with sound equipment in the Fine and Performing Arts building
- Classroom support needs to be better trained
- Synclpicity is not configured in a way to link with personal computers
- TAMIU laptops cannot access Dropbox to transfer data
- Lack of Abode suite impacts delivery of art courses.
- Bandwidth needs to be improved – difficult to stream videos
- Delays in approval. Faculty need more autonomy
- Limited access to high-end computational resources off-campus.
- Only 10 remote connections are allowed at a time. Not enough to support even a single class.
- Dusty e-mails are changed from @dusty.tamtu.edu to @dustytamtu.onmicrosoft.com. Students cannot receive these e-mails
- Lack access to SPSS software to support analysis associated with research
- Faculty computers are insufficiently powerful to support high-end computational research
- OIT is the main cause inhibiting my research productivity.

Purchasing (Positive)

- Is in general helpful (X2)
- Easy to obtain parking permits

Purchasing (Negative)

- Purchasing takes too long to complete orders impacting teaching & research (X5)
- Approval chain needs to be streamlined to expediate purchases.
- Requirements on how to find vendors are unclear and confusing
- Restrictions on purchasing APP's has hindered research
- It is difficult to print out posters
- Delays in getting needed scientific supplies. No consistent notification for time sensitive items.

Human Resources (Positive)

- Provides helpful services

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Human Resources (Negative)

- Administrative procedures slow down the hiring process (X2). Streamlining is needed.
- Procedures that hinder grants execution. No appreciation that PI is accountable not HR.
- High cost of health insurance particularly for faculty who have children
- Takes a long time to receive a response. Poor customer service.
- Mistakenly assumes faculty is not full-time when supported by a grant
- Transition to WorkDay has been a nightmare.

Business Office/Payroll (Positive)

- Laura Medina has been very helpful with processing travel (X2)

Business Office/Payroll (Negative)

- Need better notification of when reimbursements are deposited in the bank
- Pay delays and unable to attend conferences because funds not available

Physical Plant (Negative)

- Bathrooms need to be better cleaned (X2)
- Not enough women's bathrooms to accommodate students and faculty in some buildings.
- Should be able to directly e-mail physical plant to report problems
- Difficult to contact in evening. Issues with classroom temperature
- Should have overhead screens that do not block the whiteboard
- Blinds are missing in LVB 188 imposing a visual challenge on students.
- Risk management is very inflexible. This office tries to defend faculty needs but is overridden.
- Ecological research is being hindered by the destruction of natural habitats on campus

Registrar (Positive)

- Very helpful (X4)
- Improved teaching effectiveness by scheduling in times/places that work best for students (X2)
- Done a good job with Workflow (especially Chelelo)
- Coping well with the increased enrollment
- CourseLeaf has greatly assisted with the curriculum process this year
- Helped fixed problems with DegreeWorks during advising period.

Registrar (Negative)

- Changing room assignment right before the semester begins is disruptive. Confuses students.
- Need e-mail notification to students and faculty when rooms are changed
- Non-trackable forms (grade changes, add/drop forms, substitution forms, etc.) frustrating
- Requests for time and room course assignments not honored (A college level problem?)
- Advising forms not completed in a timely manner (A college level problem?)

Student Recruitment (Positive)

- Very helpful ensuing that new students get the information needed.

Disability Services (Positive)

- Easy to work with and helpful to students

Bookstore (Positive)

- Helpful in obtaining textbooks

Bookstore (Negative)

- Books arrive after the semester begins. Sometimes mid-semester (X2)
- Do not order enough textbooks for larger classes (X2)
- Be more proactive in checking order accuracy. Not wait until the week before the semester.

Testing Center (Positive)

- Helpful in facilitating training classes and supporting activities (X2)

Testing Center (Negative)

- Notices of test accommodations not sent to the faculty until the day before the test. This is a problem especially for students who have not submitted forms to faculty.

Office of Student Counseling (Negative)

- Accommodations issued before a diagnosis. Issues blanket accommodations. Do not confirm student's condition or accommodation needs. (X2)
- Wrong accommodation letters were sent with the wrong student name
- Given student the wrong password for proctored take-home exams

Athletics (Negative)

- Do not provide schedules for student absences in a timely manner

Office of Research and Sponsored Project (Positive)

- Is very supportive of faculty research (X9)
- Led by Dr. John Kilburn is very helpful
- Celeste Kidd (IRB) is fantastic and has made the IRB changes a seamless transition.
- IRB committee is prompt in responding. Helpful with Spanish translation.

Office of Research and Sponsored Project (Negative)

- Offices whose data are needed are willing to share the data with me subject to IRB approval
- Hiring student workers for grants is very difficult. Still this office is the best unit on campus.

Library (Positive)

- Is in general helpful (X2)
- Is supportive of faculty research (X2)
- Is helpful in getting articles

Library (Negative)

- Convert microfiche into electronic records

School of Business (Negative)

- Need training on how to spend research funds

General (Negative)

- Too high of faculty turnover
- Complaint about too much bureaucratic paperwork
- Need a greater focus on the music, language, culture, cuisine of Mexico
- Greater efforts are needed to establish a first day norm so students come to class prepared.
- Lack of departmental resources reflects poorly on the university's reputation.

General-Research (Negative)

- Lack of communication from the administration about decisions that affect faculty research (e.g. bulldozing on eastern side of campus)

- Had problems with OIT, HR, and Purchasing in the past with my grants. In recent years these areas have improved.
- Need more research release time/support (e.g. TA's) for research active tenure-track faculty

General-Teaching (Negative)

- Shortened semester has impacted the delivery of courses in fine arts and sciences (X6)
- Too heavy of teaching load for visiting faculty and not enough time for research
- Basing caps on room size and not best practices hinders teaching
- Too many adjuncts being hired and not enough tenure track lines
- Not capping graduate courses thus too many students to grade
- Too large of teaching load and not enough time to develop and improve courses
- Survey courses are too big

General-Service (Negative)

- Not sure how to get involved in more service across campus
- Increase service exceptions risks promotion and tenure for tenure track faculty

Instructors and Professional (Fixed-Term) Faculty¹
Appointment, Retention, and Promotion
College of Education

The **College of Education** (College) recognizes the unique contribution that fixed-term non-tenure track Instructors and 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. The policy “is designed to provide a means to recruit and retain faculty whose excellence in teaching, research or service make them beneficial members of the system academic institution, while providing them with stable, long-term employment” (SAP 12.07).

The guidelines that follow are designed to provide guidance for the recruitment, retention, and promotion of qualified professional faculty within Instructor and Professional ranks. 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 and University. The aforementioned faculty make it possible for the College to achieve its mission by contributing in many ways, generally in the areas of teaching and service.

Definition of Faculty Status:

Instructors

For appointment, an **Instructor I** must hold at least a master's degree, with a minimum of 18 hours in the area that they will offer instruction. They will typically supplement their degree by professional or work experience in the field, and may hold special certification, license or other certification of proficiency in the field. Instructors must demonstrate a basic knowledge of the teaching area, careful classroom preparation, and a willingness to assist students. They must show continuing progress in teaching by expanding knowledge in the teaching specialty and developing effective instructional strategies and techniques. In their initial appointments, Instructors must participate at an introductory level of responsibility in service to the College and/or University through committees and special projects. They must show clear evidence of understanding advancements in scholarship that are related to the teaching specialty.

Following successful completion of their first five years, or any time thereafter, a candidate may apply for advancement to **Instructor II**. At this point, an Instructor will have confirmed advanced knowledge of the pedagogy in their teaching area through demonstration of careful classroom preparation, and a willingness to assist students. They will have expanded their knowledge in the teaching specialty and developed effective instructional strategies and

¹ Texas A&M International University's (TAMIU) Faculty Handbook (2018), pp. 24-25, 31-32 describe the fixed-term faculty status.

techniques through the engagement of professional and/or scholarly activities. They will have contributed to the mission of the College and University through committee service and special projects. They must show clear evidence of understanding advancements in scholarship related to their teaching specialty.

At such appropriate time, but no sooner than after five successful years as an Instructor II, a candidate may apply for promotion to **Instructor III**. A successful candidate will have progressed in their knowledge of their teaching specialty and be able to demonstrate that progress through products from professional activities together with recognition from their peers and their students. They will have demonstrated willingness and a capacity for service to the College and the University. Their teaching, service, and scholarly (if applicable) activities will demonstrate a maturity that comes from extended experience.

Professionals

The **Assistant Professional** rank is a non-tenure track faculty rank whose primary focus is typically on teaching and service but may also include scholarly pursuits in his or her discipline or in 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 and/or service specialty. The faculty workload typically includes teaching and service, as well as engagement in professional development activities. Scholarly work is not expected unless specifically noted in the letter of appointment ². Assistant Professional faculty demonstrate professional growth across teaching, service, and/or scholarship, consistent with their current letter of appointment.

The **Associate Professional** rank is a non-tenure track faculty rank whose primary focus is typically on teaching evidenced by expertise in discipline-specific teaching, and noteworthy service responsibilities to the College, University, local communities, and the profession. Evidence of leadership may also be prominent. Associate Professionals are effective professional educators, whose pedagogy and service are recognized by students, peers and others as noteworthy. Associate Professional faculty demonstrate expertise and sustained professional growth across teaching, service, and/or scholarship, consistent with their current letter of appointment.

The **Senior Professional** rank is a non-tenure track faculty rank whose primary focus is on exemplary teaching, service, and/or scholarship, with evidence of leadership, discipline-specific expertise, and/or professional productivity. Senior Professional faculty demonstrate

² See the TAMU Faculty Handbook (2018), pp. 23-24 for an applicable definition of scholarship.

expertise and continued professional growth across teaching, service, and/or scholarship, consistent with their current letter of appointment

Appointments:

Faculty currently employed at the time of the adoption of these new definitions, even if such adoption falls within an academic year rather than prior to, may petition to be placed into the rank they think is most appropriate to their education and experience, to take effect immediately. If such application is approved, they will receive all benefits, including any financial or professional rewards, commensurate with that rank. However, any advancements in rank or salary will be prospective only as of the date of the new appointment. No Instructor or Professional faculty is required to apply for promotion, and may serve indefinitely at the highest rank they achieve; dismissal from a Professional faculty position shall comport with university and system rules (TAMUS Rule 12.07.5). The rank of new Instructor or Professional faculty hired after the implementation of this policy shall be determined with the application of this policy and by the dean of the College in collaboration with the university provost and president.

Initial appointments are made by the dean of the College with the approval of the provost, and president of the University; rank placement is made considering the candidate's education, experience and expertise together with the needs of the College. Initial appointments for the first three years are for one year each. Subsequent appointments are generally three to five years, but may not exceed five years. Renewal of appointments are made with the consideration of said faculty member's fulfillment of the expectations and requirements of their rank and provisions of their appointment contract.

Additionally, the placement, definition and employment expectations or requirements for an individual Instructor or Professional faculty member are subject to and may be defined by contract with the dean of the College and University administration and may provide for additional or different terms and requirements. Following initial appointments, an Instructor or Professional faculty member will negotiate a contract from three to five years with the University outlining their rank, expectations, as well as financial remuneration. It is anticipated that a promotion will carry with it an increase in salary beyond standard merit increase awarded all faculty.

Professional 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. Fixed-term faculty who are moved to tenure-track may request to return to a fixed-term, non-tenure track position, but if approved, they may not return to a tenure-track position. Faculty in tenure-track positions will follow the College's and University's promotion and tenure guidelines and policies.

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 typically 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/or scholarship ³. Annual evaluations will include student, self, department chair, and dean’s evaluations in teaching and service, and/or scholarship, consistent with the current letter of appointment.
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 consecutive years in teaching, service, and/or scholarly work will be placed on a professional development plan, similar to the plan noted in the Faculty Handbook ⁴.

Promotion in Rank:

The College will maintain written standards of promotion which delineate expectations for promotion to each Instructor or Professional 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.

Instructor or Professional 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, or equivalent, as an Instructor I or II, or Assistant or Associate Professional, with at least two years of experience at TAMIU.

Instructor or Professional 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:

- A. A written request to be considered for promotion to the dean by February 1, of the year requesting promotion;

³ See the TAMIU Faculty Handbook, (2018), pp. 21-24.

⁴ See the TAMIU Faculty Handbook, (2018), pp. 43-46.

- 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 the College's mission (3 pages maximum) ⁵;
- C. A synopsis (3 pages maximum) of sustained quality attainment in the areas of assigned responsibility as applicable within the general headings of:
 - (i) Teaching ⁶,
 - (ii) Service/engagement/professional activities, and/or
 - (iii) Scholarship;
- D. A current curriculum vitae (10 pages maximum);
- E. AFEs from the last five (5) years;
- F. A chart delineating the faculty member's summative course evaluations;
- 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 member ⁷ as extracted from the dossier; and
- I. Supportive sample documentation of exceptional teaching ⁸, excellence in service ⁹, and engagement in professional development activities.

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

⁵ The purpose of this statement is to provide a context for reviewers of the dossier in regards to the faculty member.

⁶ Examples of student course evaluations should be included with supplemental materials.

⁷ For promotion to Instructor II or Associate Professional, two (2) letters from peers are to be included. For promotion to Instructor III or Senior Professional, three (3) letters are to be included, whereas one letter (1) is from outside the College; one letter (1) from outside TAMIU; and one letter (1) from an individual familiar with your qualifications and abilities.

⁸ 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.

⁹ 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 EC-12 faculty, organizational leadership on project development, Honors, and/or awards for mentorship.

Fixed-term faculty considering application for promotion will meet with the department chair and College dean to review and discuss the request for promotion, promotion criteria and process, as 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 Instructor or Professional rank that is advanced from the applicant will review the faculty member's dossier. Should the College have less than three faculty at the Instructor or Professional rank, fixed term 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).

Approved by the TAMIU Faculty Senate on xxx, 20xx

3. The University Curriculum Committee. Composition will be one representative per academic department or division or free-standing academic unit and the University Registrar, faculty appointments will be made by department chairs (or heads of academic units), who will submit their choices through the Provost to the Faculty Senate for concurrence. The Associate Provost will chair the committee as an ex-officio member.

The University Curriculum Committee is responsible for the development of courses and programs that begin at the faculty level and follows the process below.

- Department Curriculum Committees (or curriculum committee for division or free-standing academic unit) review and approve curriculum changes and make recommendations to the department chair. Curriculum recommendations include new/revised degree programs or new/revised courses. Curriculum changes approved by the department committee and the department chair (or head of academic unit) are forwarded to the appropriate college/school curriculum committee. The members of the department curriculum committee are appointed by the chair (or head of academic unit). The process begins at the smallest academic unit even if the unit is a college or school.
- College/School Curriculum Committees review and approve requests submitted by the Department Curriculum Committees and forward to the dean. Upon approval by the dean, curriculum recommendations are forwarded to the University Curriculum Committee. Members of the college/school curriculum committee are appointed by the dean or unit head.
- The University Curriculum Committee (UCC) reviews and approves the requests submitted by the College Curriculum Committees as forwarded by the dean or unit head of the college/school. The UCC evaluates the proposed new course/revisions, the appropriateness of the learning outcomes for the level of the course as well as the appropriateness of the credit hours. In evaluating new programs, the UCC assesses the program content, the appropriateness of the curriculum to the program outcomes and the connection to the mission of the University.

Suggested additions in green and bold.

The original source is from:

<https://www.tamtu.edu/adminis/avpaa/ucc/index.shtml>

Handbook Changes: 4-3-19			Proposal 1		Proposal 2			
	COL	DEPT	Yea	Nay	Yea	Nay	Total	
√	BA	IBFS	4	2	3	3	6	22
√	BA	IBTS	2		2		2	14
√	CoAS	BC	3		3		3	15
√	CoAS	FPA					0	18
√	CoAS	SSC	8		8		8	14
√	CoAS	PSCM	4		4		4	16
√	CoAS	MPHY					0	8
√	CoAS	HUM	10	2	10	2	12	22
√	CoAS	ENGR	2		2		2	10
√	CoED	Educational Prog.	3		3		3	19
√	KL	Killam Library	1		1		1	6
√	Nur	School of Nursing	3		3		3	28
√	UC	DEV	3		3		3	9
		Totals:	43	4	42	5	47	201

Report from the Ad Hoc Faculty Senate on Committee

FACULTY SENATE CURRICULUM SURVEY

Name: _____

Discipline: _____

Department: _____

We are asking the faculty to check the current catalog (2018-2019) for accuracy. Please cross-check to see if there are any mistakes. We are especially interested in finding any previous catalog changes your department made that are not in the present catalog. Any programs that have certification or are related to AP should be double checked for accuracy. The Faculty Senate will tabulate a list of needed corrections and present them to the Provost. If we can find documentation that the change has been previously approved it might be possible to correct the catalog without submitting through the curriculum committee. Drs. Arenaz and Mitchell have asked the faculty to take a greater role in maintaining stewardship of the curriculum. This survey is the first step in this process. Your cooperation will be greatly appreciated.

Courses (Course Number, Description, Prerequisites)

Degree Plans (Courses, Course Type, Hours)

Minors (Courses, Course Type, Hours)

Other Issues

PROCESS

1. During mid-November 2018 the following e-mail was sent to over 100 faculty who have responsibility for curriculum.

Good afternoon,

We are asking the faculty to check the current catalog (2018-2019) for accuracy. You are being e-mailed this survey because you are listed as a faculty who has or may have involvement in initiating curriculum changes at the department/college level. The following survey is intended to inventory the current status of the 2018-2019 catalog. We are especially interested in finding any previous catalog changes your department made that are not in the present catalog. Such oversights if not corrected have the potential to impact accreditation or AP programs. **The Faculty Senate is not directly involved in the curriculum process. So, do not send us curriculum forms or try to forward CourseLeaf documents to us.** Merely fill out the attached survey if you identify any issues. If we can find documentation that the change has been previously approved it might be possible to correct the catalog without submitting paperwork through the curriculum committee. Drs. Arenaz and Mitchell have asked the faculty to take a greater role in maintaining stewardship of the curriculum. This survey is the first step in this process. Your cooperation will be greatly appreciated.

2. We received limited replies to this generic e-mail. So, at the beginning of the spring 2019 semester we adopted a more focused approach giving priority to programs associated with AP or accreditation.

As you may recall the Faculty Senate Curriculum Committee has the charge of examining the catalog for any issues. We are especially looking to see if previously approved changes are not reflected in the current catalog. I have attached a copy of the curriculum survey that we sent out toward the end of the fall semester.

To make this task more manageable and focus on the most critical potential issues I have decided to focus on programs either associated with AP or have some sort of accreditation. Of course, feedback from other areas would be welcome.

Therefore, I am making the following assignments. Please e-mail and if possible talk to the following individuals so that we have something to report on in the February meeting next week.

Thanks
Ken

Puneet Gil	
Business	George Clark or Kimber Palmer
Nursing	Marivic Torregosa or Wendy Donnell

Neal McReynolds

Psychology Ariadne Gonzalez or Eddie Garza

CJ Kate Houston

Public Adm Peter Haruna

Ken Tobin

Engineering Mahmoud Khasawneh

Music James Moyer

3. After talking to these faculty only a few issues were identified (in CJ) that are included in the survey results below.

RESULTS

1. (November 2018)

When I clicked on the “degree plan” under the website’s grad school or college of education site I get a “**Not Found**” error message . . . therefore I was unable to confirm that the program requirements are correct . . . ?????

2. (November 2018)

Under the reading specialization it reads "EDRD 5303 or EDRD 5309" can be selected as an option in the 2018-2019 catalog. Only EDRD 5303 should be an option. This was a catalog change that went through.

3. (November 2018)

"*Students interested in completing 18 hours in an academic field should consult their academic advisor." This quotation was taken out and needs to be in place for students who would like to pursue 18 hours in an academic emphasis. This was an accidental deletion in the 2018-2019 catalog.

4. (November 2018)

There is an error in the <https://online.tamtu.edu/programs/ms-edu-admin.aspx>) The Educational Administration Degree Plan does not have the EDGR 5320 Foundations of Educational Research)

This 30 credit-hour program is designed to enhance your ability to pass required Texas Education Agency principal exams, such as the new Principal 268 and Performance Assessment for School Leaders (PASL) Certification Assessment. Taught by experienced practitioners, the M.S. Ed Admin curriculum emphasizes organizational and instructional leadership to help you develop exceptional problem-solving skills with a focus on supporting student success.

Coursework includes Principalship; Advanced Problems in Supervision; Public School Law; and Foundations of Educational Research. You will complete the program with a practicum so you can demonstrate key competencies under the supervision of a university supervisor and a field mentor in at least three different education levels (elementary, middle and high school).

Our accelerated, 7-week courses are delivered in an online format ideal for working professionals. You can complete your degree in as few as 10 months.

5. (February 2019)

Prerequisite changed in BIOL 3413 (should be CHEM 1412 not CHEM 2423)

Catalog 2018-2019

BIOL 3413 Intro to Genetics

A study of the basic principles of the science of heredity, with an emphasis in classical and molecular genetics. Classical and molecular approaches are discussed as applied to a range of organisms from bacteria to man. Lab fee: \$30.

Prerequisites: BIOL 1306/1106

and BIOL 1311/1111, BIOL 1413 or BIOL 2421 and CHEM 2423 or permission of instructor.

Catalog 2016-2017

BIOL 3413

Introduction to Genetics

Four semester hours.

A study of the basic principles of the science of heredity, with an emphasis in classical and molecular genetics. Classical and molecular approaches are discussed as applied to a range of organisms from bacteria to man. Prerequisites: Eight SCH lower-level biology for majors and CHEM 1412 or permission of instructor. Lab fee: \$30.

Need Lab Fee of \$30 if appropriate for BIOL 4471 (read the same as BIOL 5471).

Catalog 2018-2019

BIOL 4471 Current Topics in Biology

A seminar course on topics of current biological interest. Laboratory section included at discretion of instructor. May be repeated when topic changes.

Prerequisites: Junior standing and permission of instructor.

Catalog 2016-2017

BIOL 4371-4471

Current Topics in Biology

Three-four semester hours. (FL/SP)

A seminar course on topics of current biological interests. Laboratory section included at discretion of instructor. May be repeated when topic changes. Prerequisites: Junior standing and permission of instructor. Laboratory fee: \$30, if appropriate.

BIOL 4371 and 5371 do not need the lab fees. Three-hour courses in the department would (or do) not have labs.

6. (February 2019)

An additional comment on the Curriculum

Changes to the curriculum by the Registrar without consulting departments or curriculum committees. Example changing Lab Fees without informing anyone of the change.

7. (February 2019)

CRIJ 3305 Research Methods in Social Sci

An introduction to the scientific method as applied to social science research. Topics include research methods, research designs, the analysis of data, and basic computer techniques. (Cross listed with PSCI 3301 and SOCI 3305).

NOTE: This course should have been deleted from the course catalogue (it was updated to CRIJ 3301). CRIJ 3305 shows as deleted in CIM but appears in the online course catalog.