

# College of Arts and Sciences

Reviewing the PPE Form AEFIS Training



# Logging into AEFIS

Website:

<https://tamiu.aefis.net>

Make sure and have Duo  
Connect to login.

Login with your TAMIU  
Credentials



Remember me on this computer

**SIGN IN**

[Forgot Password?](#)

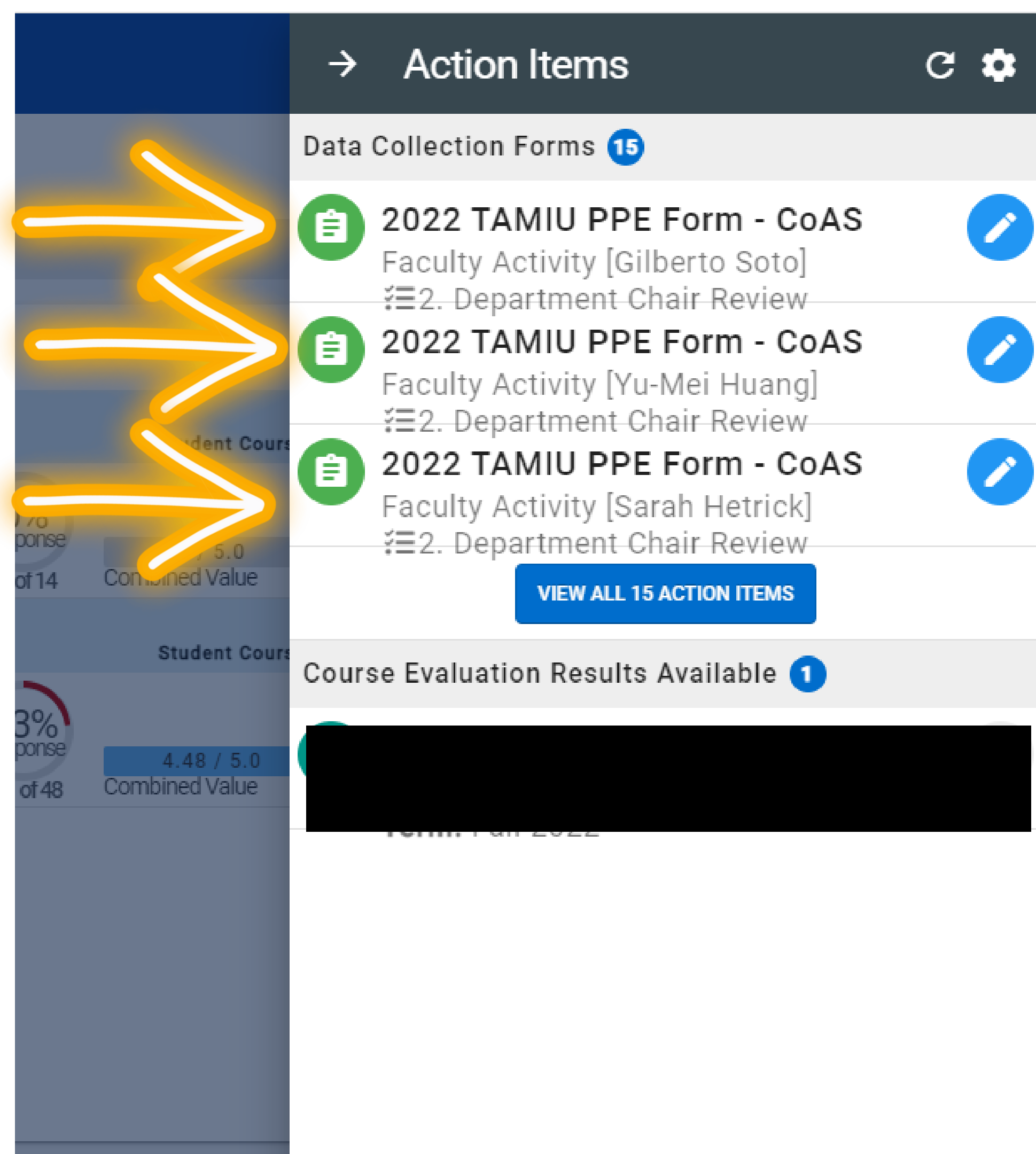
[Create Account](#)

Questions or Concerns? Please contact the OIT Helpdesk at 956.326.2310, [hotline@tamiu.edu](mailto:hotline@tamiu.edu), or [chat](#).



# AEFIS Homepage

# Entering the PPE Form





Click on the  
Pencil

The screenshot shows a mobile application interface with a dark blue header titled "Action Items" containing a refresh icon and a settings gear icon. Below the header, there are three sections:

- Data Collection Forms 15**: A light gray section header.
- Item 1**: A green clipboard icon, the text "2022 TAMIU PPE Form - CoAS", "Faculty Activity [Gilberto Soto]", and "2. Department Chair Review". A blue pencil icon is on the right, highlighted by a large yellow circle.
- Item 2**: A green clipboard icon, the text "2022 TAMIU PPE Form - CoAS", "Faculty Activity [Yu-Mei Huang]", and "2. Department Chair Review". A blue pencil icon is on the right.
- Item 3**: A green clipboard icon, the text "2022 TAMIU PPE Form - CoAS", "Faculty Activity [Sarah Hetrick]", and "2. Department Chair Review". A blue pencil icon is on the right.

Below the list is a blue button labeled "VIEW ALL 15 ACTION ITEMS".

**Course Evaluation Results Available 1**: A light gray section header.

The background of the screenshot shows a blurred view of a course evaluation page with a "Student Course" title, a "0 / 5.0 Combined Value" bar chart, and a "3% response of 14" gauge.

# Faculty Name

## Education & Licensures and Certification


1

### Education:

 No data found for the faculty.

2

### Licensures and Certifications:

 No data found for the faculty.

3

### Supporting Documentation:

Please provide supporting documentation to justify your Licensures and Certification  
To upload, please select the add a new document hyperlink to upload your files. Once uploaded, please select the files within the dropdown menu.

Please select the add a new document link to upload your files. Once uploaded, please select the files within the dropdown menu.

# PPE Form Page



# Phase I Teaching

# Phase I Teaching

## Phase I. Teaching

1 The evaluation of faculty teaching efforts is to be based primarily on the evidence supplied by a teaching portfolio and supplemented by other relevant data. The evaluation will follow the criteria set forth in the rubric for evaluating teaching found at the end of this document. The portfolio must contain both student percept performance ("student evaluations") and a narrative describing the faculty member's efforts to achieve or maintain teaching excellence. The narrative must be accompanied by supporting documentation. Among the documents that should be considered for inclusion in the portfolio are:

- Peer evaluations of teaching
- Student comments and testimonials
- Evidence of attendance at teaching workshops and conferences on pedagogy
- Course syllabi and learning objectives
- Students' scores on tests showing evidence of learning, possibly pre- and post-test results.
- Students' work showing evidence of learning which would include, but are not limited to, such items as workbooks, class logs, portfolios, essays, creative works, and projects.
- Supervision of master's theses.
- Teaching Independent Study courses
- Supervision of undergraduate student research
- Documentary evidence of assistance to students outside of class with course-related problems, advisement, securing employment, letters of recommendation, workshops and tutorial sessions.
- Special course materials prepared by the professor for students, such as workbooks, manuals, specialized instructional packets, collections of readings.
- Copies of corrected students work showing suggestions for improvement and encouragement.
- Evidence of innovation and/or general improvements in course development and delivery.
- Videotapes of teaching that reflect overall teaching effectiveness.
- Evidence of special preparations or modifications made to accommodate students with special needs.
- Development of teaching materials for on-campus or on-line course delivery.
- Instruction in Honors and WIN sections.
- Evidence of the use of student and professional feedback to improve teaching.

The preceding list is merely suggestive. Any evidence of teaching excellence should be included in the portfolio.



The first portion is instructions. Please scroll to number 2 entitled "Narrative describing the faculty member's efforts to achieve or maintain teaching excellence"

2

**Narrative describing the faculty member's efforts to achieve or maintain teaching excellence:**

Writing is covered for privacy reasons

# Reading Supporting Documentation

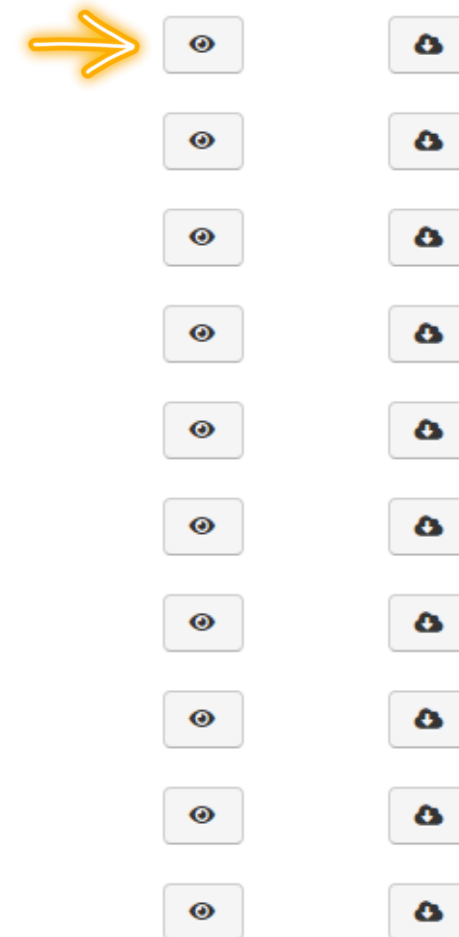
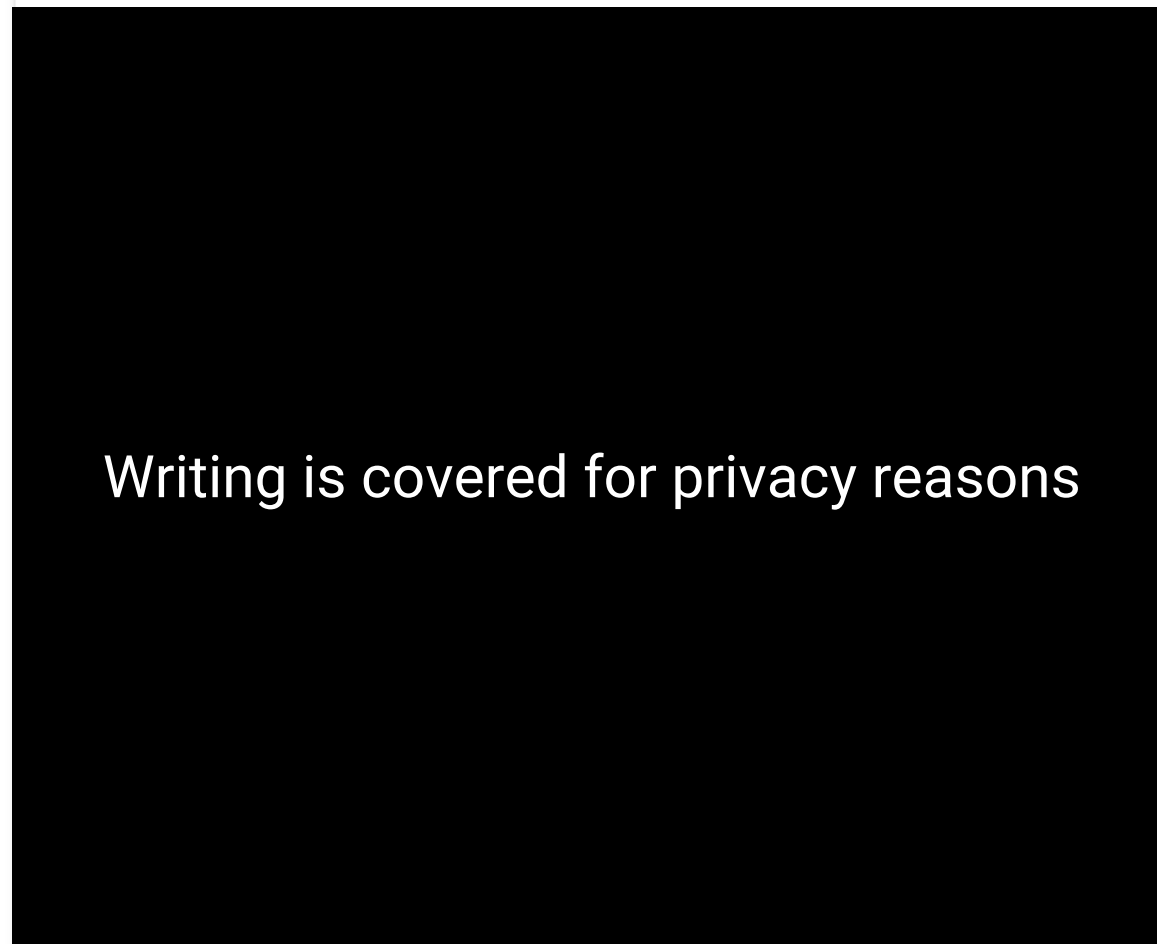
To read supporting documentation, click the eye to read it directly in AEFIS.

3

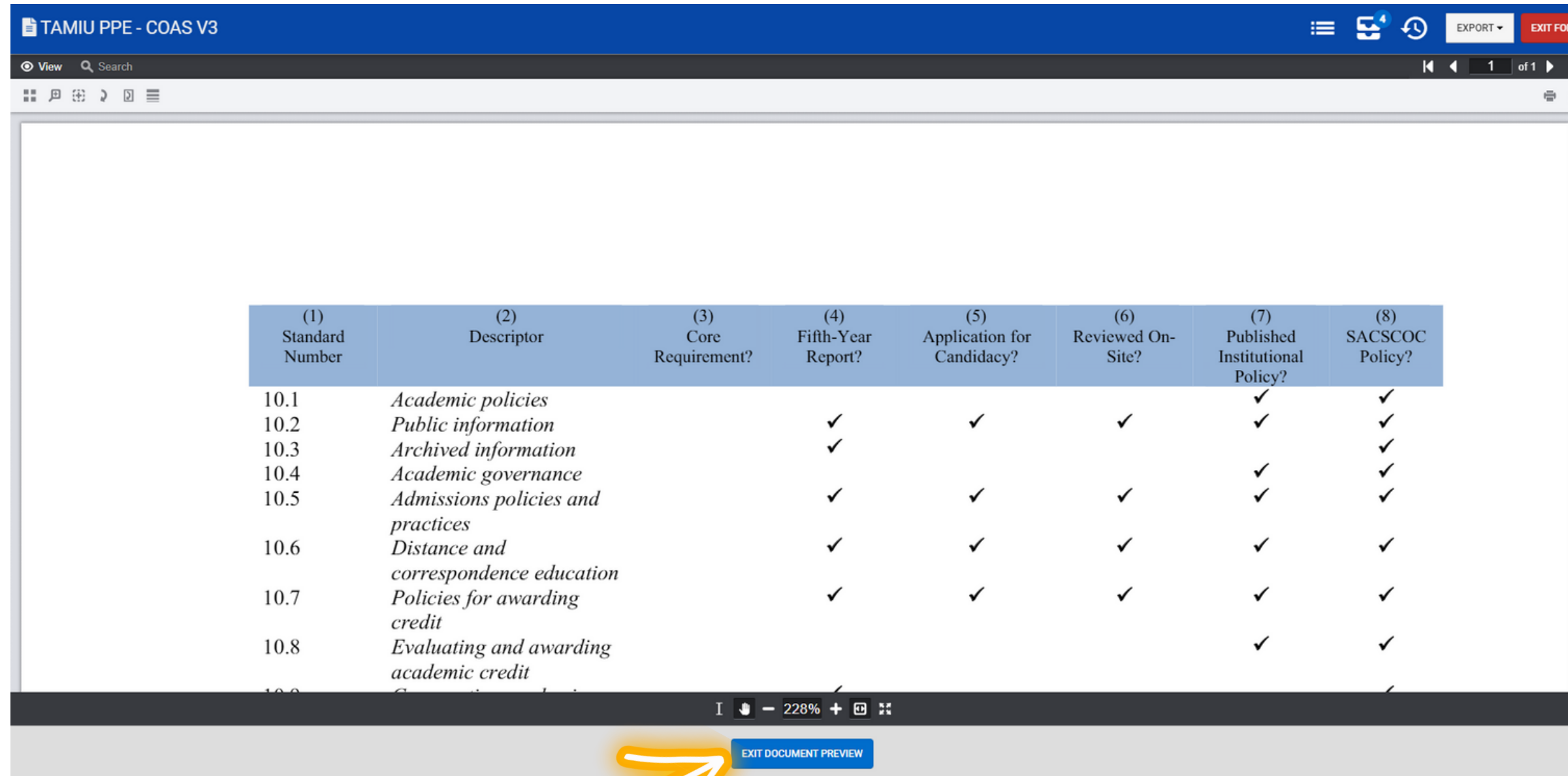
## Supporting Documentation:

Please provide supporting documentation to justify your teaching activities.  
To upload, please select the add a new document hyperlink to upload your files. Once uploaded, please select the files within the dropdown menu.

Supporting Documentation:



# Reading Uploaded Supporting Documentation



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10.1	<i>Academic policies</i>					✓	✓
10.2	<i>Public information</i>		✓	✓	✓	✓	✓
10.3	<i>Archived information</i>		✓				✓
10.4	<i>Academic governance</i>					✓	✓
10.5	<i>Admissions policies and practices</i>		✓	✓	✓	✓	✓
10.6	<i>Distance and correspondence education</i>		✓	✓	✓	✓	✓
10.7	<i>Policies for awarding credit</i>		✓	✓	✓	✓	✓
10.8	<i>Evaluating and awarding academic credit</i>					✓	✓
10.9	<i>...</i>						

After clicking the eye, you can view the document. To exit the document preview click the "EXIT DOCUMENT PREVIEW" at the bottom of the page.

# Downloading Supporting Documentation

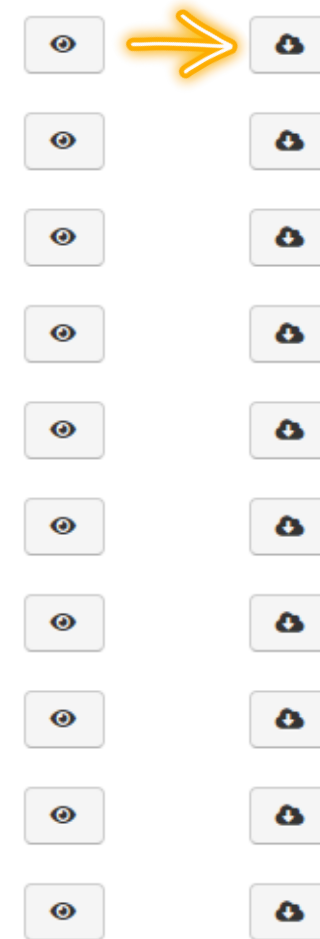
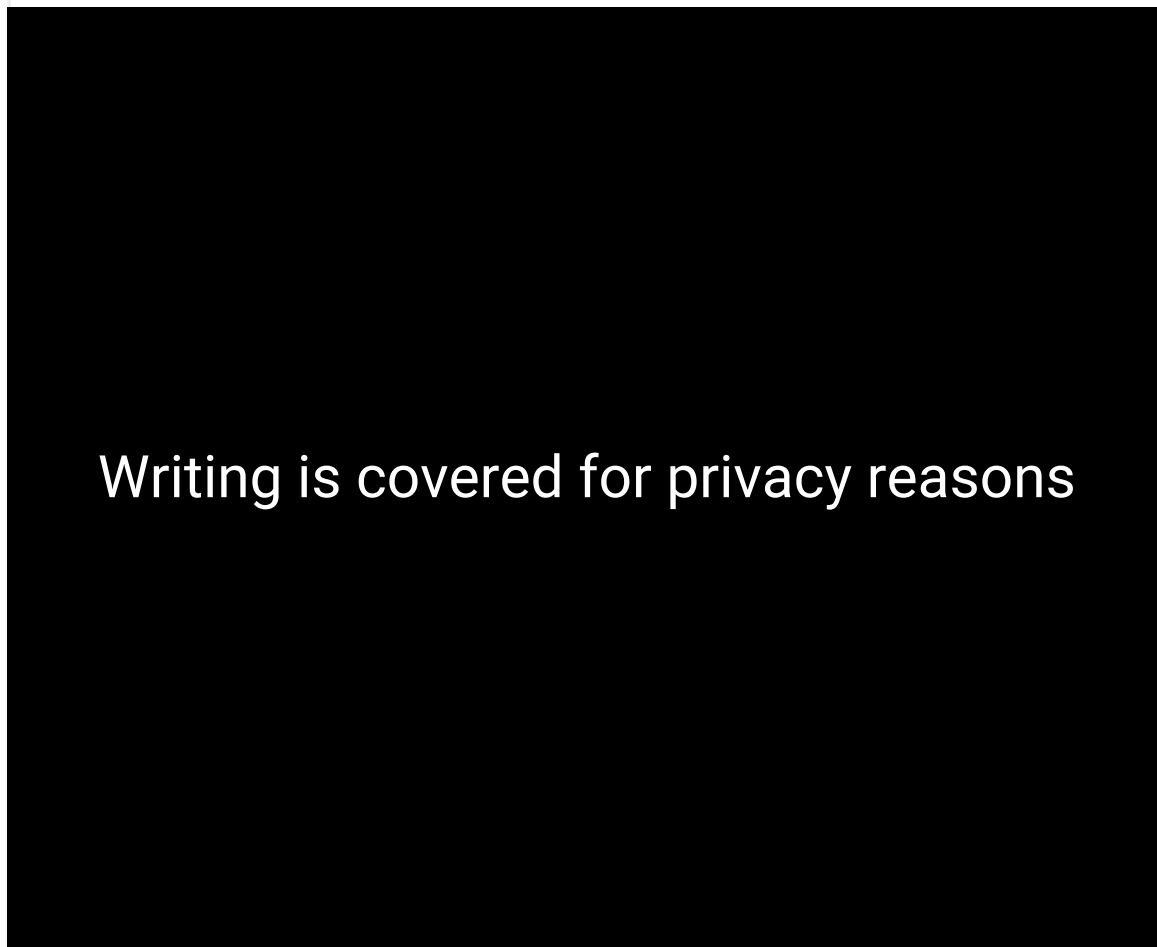
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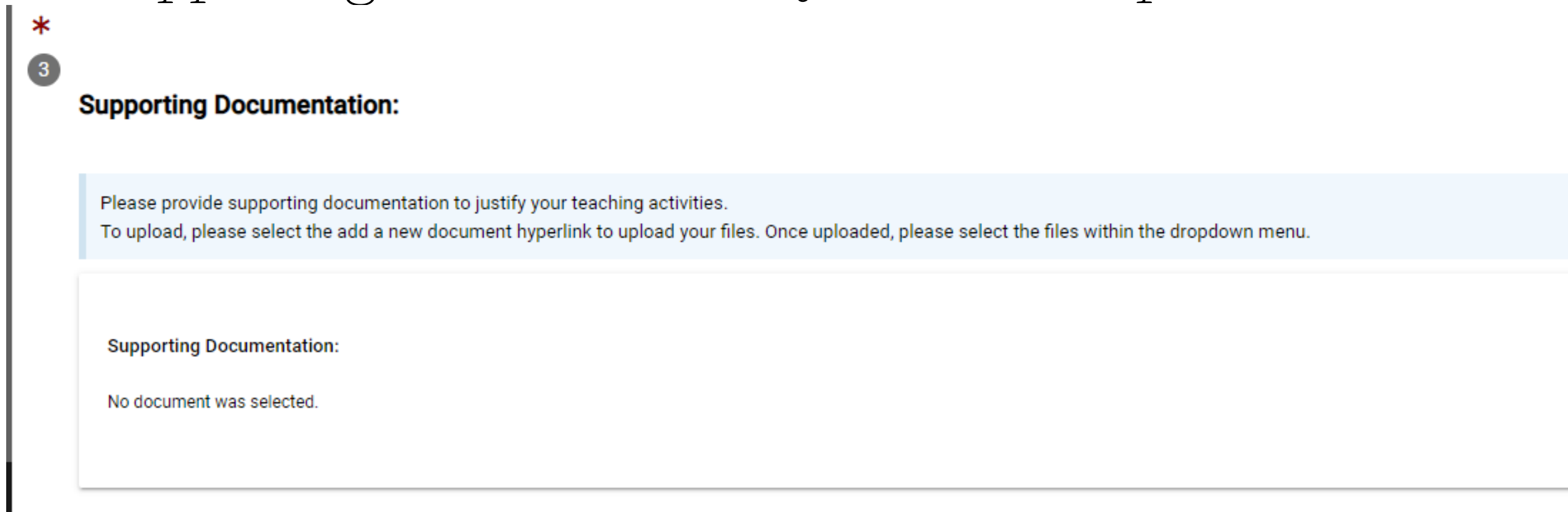




# ERROR ON SUPPORTING DOCUMENTS

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# SENDING PPE BACK TO SUBMITTING FACULTY

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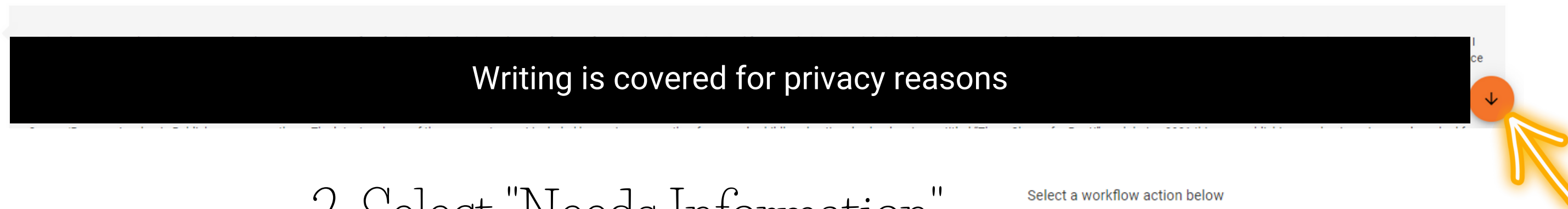
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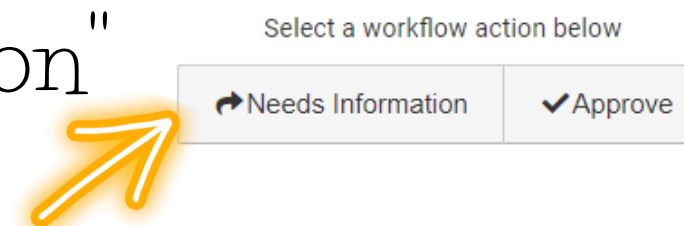
If the faculty did not select the documents, then the PPE needs more information and must be sent back to the submitting faculty

1. Use the orange down button to scroll to the bottom of the page

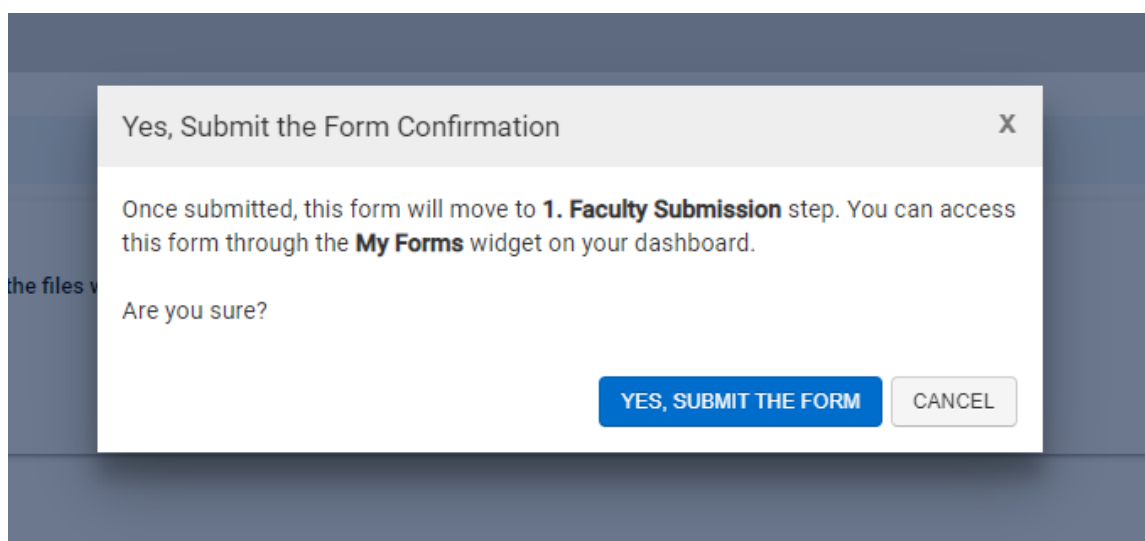
2 Narrative describing the faculty member's efforts to achieve or maintain teaching excellence:



2. Select "Needs Information"



3. Select "Submit the Form"



4. Select "Yes, Submit the Form"

# Phase I Teaching

## Teaching Summary of Course Evaluations

4

### Teaching Summary of Course Evaluations:



ABCD 1301 101

Spring 2022 | YOUR NAME (Course Section Director)

Survey: Spring 2022

Survey	Term	Start Date	End Date	Students	Responses	Response Rate
Spring 2022	Spring 2022	2022-04-18	2022-04-24	26	17	xx%

Questions	Avg	StDev	Median	Mode
The instructor engaged students in the subject matter. Scale (1 - 5) 1 = Strongly Disagree 5 = Strongly Agree Type: Multi-Choice, Single Answer (*Metric)	XX	X.XX	X	X
The instructor provided feedback on my performance throughout the semester. Scale (1 - 5) 1 = Strongly Disagree 5 = Strongly Agree Type: Multi-Choice, Single Answer (*Metric)	XX	X.XX	X	X
The course was well-organized. Scale (1 - 5) 1 = Strongly Disagree 5 = Strongly Agree Type: Multi-Choice, Single Answer (*Metric)	XX	X.XX	X	X
Overall, the quality of the instruction in this course was: Scale (1 - 5) 1 = Very Poor 5 = Excellent Type: Multi-Choice, Single Answer (*Metric)	XX	X.XX	X	X
The academic/creative challenge was: Scale (1 - 5) 1 = Much Lower 5 = Much Higher	XX	X.XX	X	X



# Phase I Teaching

## Mean of the Median Calculation

### Mean of the Median Calculation:

In the left box, please enter your course section.

On the right box, please enter the mean of the median score. To calculate the mean of the median score, take the four median numbers, add them, and divide by 4.

Course Section	Mean of Median Score
Writing is covered for privacy reasons	Writing is covered for privacy reasons



Course Section here



Mean of the Median calculation here.

# FACULTY ERROR

## Mean of the Median Calculation

5

### Mean of the Median Calculation:

In the left box, please enter your course section.

On the right box, please enter the mean of the median score. To calculate the mean of the median score, take the four median numbers, add them, and divide by 4.

### Phase II: Research, Scholarly Activities, and Creative Work

The evaluation of a faculty member's engagement in research, publication, and creative work will be based on the criteria described in the evaluation for research in the rubrics developed for specific disciplines and found at the end of this document. The evaluation will be determined by evidence of the three types of activities listed below:

If the faculty did not enter in the mean of the median calculation it will look like this. If you need them to enter it then you must follow the steps on sending it back to them for more information.

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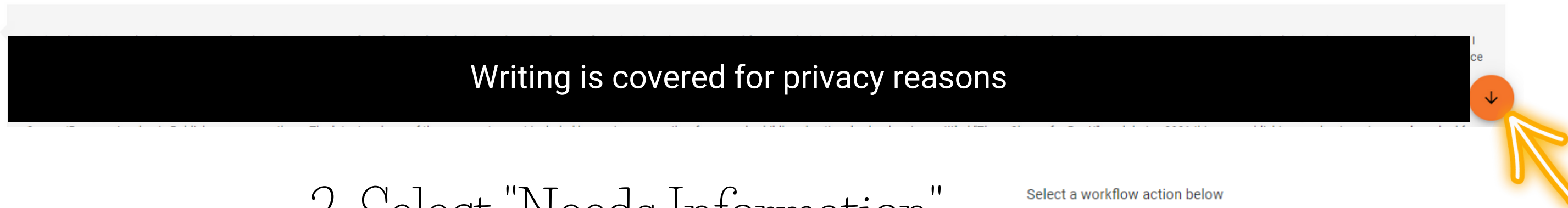


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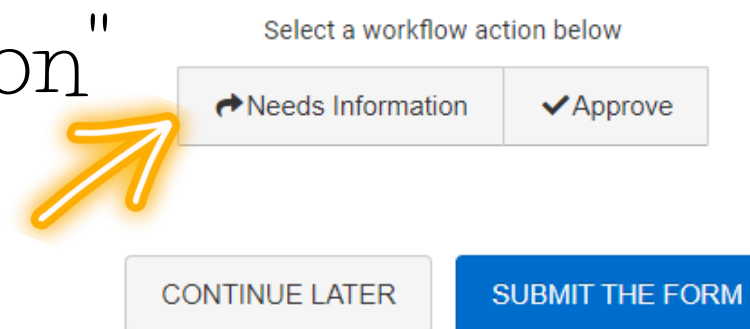
If the faculty did not select the documents, then the PPE needs more information and must be sent back to the submitting faculty

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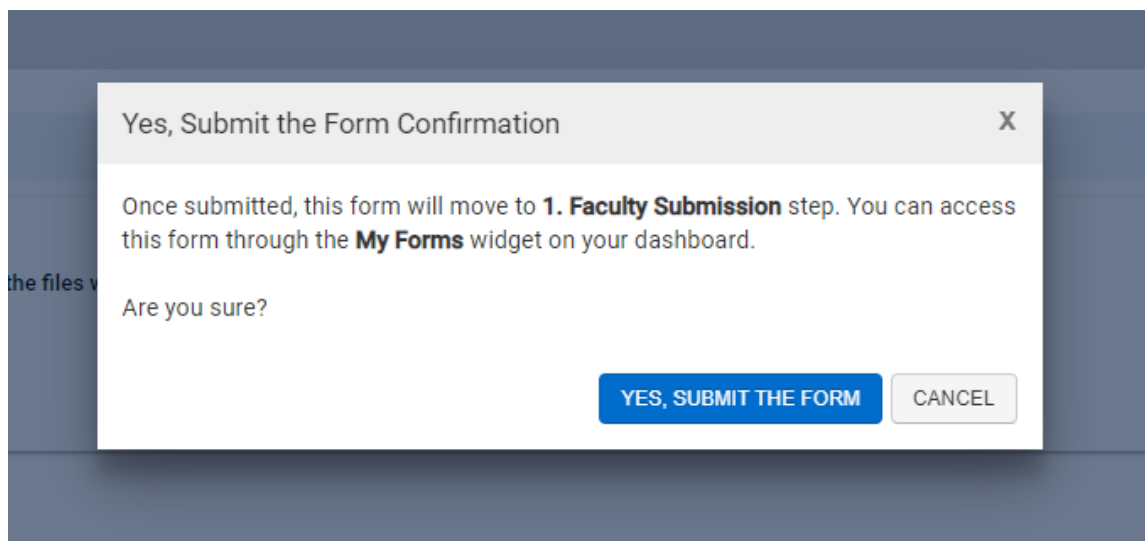


2. Select "Needs Information"



3. Select "Submit the Form"

4. Select "Yes, Submit the Form"





Phase II Research,  
Scholarly Activities,  
and Creative Work



# Phase II Research, Scholarly Activities, and Creative Work

## A. Pre-Publication Activities:

Credit for properly documented and significant pre-publication activities is important in order to provide incentives for faculty to engage in major, multi-year research projects. These activities include, but are not limited to the following:

- Drafts of grants submitted for funding
- Reading in primary and secondary sources
- Exploration of archival collections
- Creation of research materials (e.g., questionnaires)
- Data collection and analysis
- Field and lab research activities
- Drafts of papers in progress (reports, articles, book chapters, and books, etc.)
- Preliminary work for an exhibit or performance



Documentation for all activities described in the narrative should be made available to the Department Chair, who, in turn, will give appropriate research credit for the pre-publication activities.

The first portion is instructions. Please scroll to number 3 entitled "Narrative for Pre-Publication Activities"

3

### Narrative for Pre-Publication Activities:

Writing is covered for privacy reasons

During 2020 I have edited of the latest editions of one of my publications, entitled: "Teaching Music in the Multicultural Early Childhood Classroom" published by Corallia Publishing. The purpose of this is to to align it and

# Reading Supporting Documentation

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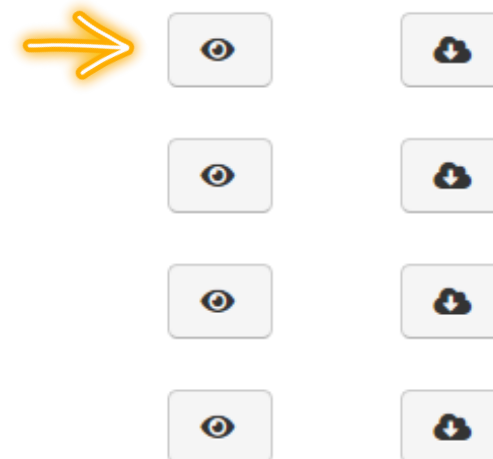
4

## Supporting Documentation:

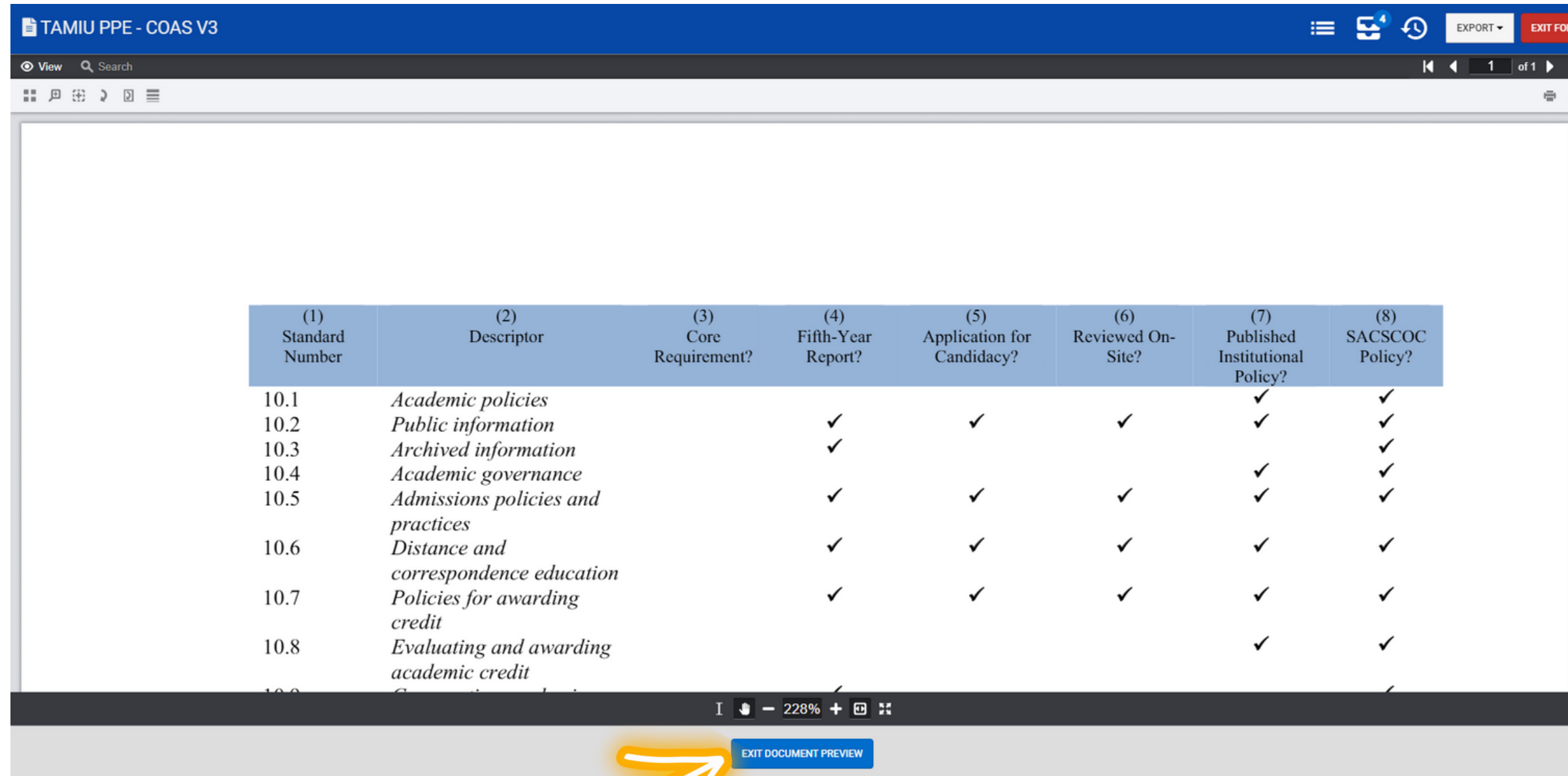
Please provide supporting documentation to justify your Pre-Publication activities.

To upload, please select the add a new document hyperlink to upload your files. Once uploaded, please select the files within the dropdown menu.

Writing is covered for privacy reasons



# Reading Uploaded Supporting Documentation



The screenshot shows a web application interface for 'TAMIU PPE - COAS V3'. The main content is a table with 8 columns and 9 rows. The columns are labeled (1) Standard Number, (2) Descriptor, (3) Core Requirement?, (4) Fifth-Year Report?, (5) Application for Candidacy?, (6) Reviewed On-Site?, (7) Published Institutional Policy?, and (8) SACSCOC Policy?. The rows list standard numbers 10.1 through 10.8, each with a descriptor and checkmarks in columns 4 through 8. At the bottom of the table, there is a blue button labeled 'EXIT DOCUMENT PREVIEW' with a yellow arrow pointing to it.

(1) Standard Number	(2) Descriptor	(3) Core Requirement?	(4) Fifth-Year Report?	(5) Application for Candidacy?	(6) Reviewed On- Site?	(7) Published Institutional Policy?	(8) SACSCOC Policy?
10.1	<i>Academic policies</i>					✓	✓
10.2	<i>Public information</i>		✓	✓	✓	✓	✓
10.3	<i>Archived information</i>		✓				✓
10.4	<i>Academic governance</i>					✓	✓
10.5	<i>Admissions policies and practices</i>		✓	✓	✓	✓	✓
10.6	<i>Distance and correspondence education</i>		✓	✓	✓	✓	✓
10.7	<i>Policies for awarding credit</i>		✓	✓	✓	✓	✓
10.8	<i>Evaluating and awarding academic credit</i>					✓	✓
10.9	<i>...</i>						

After clicking the eye, you can view the document. To exit the document preview click the "EXIT DOCUMENT PREVIEW" at the bottom of the page.

# Downloading Supporting Documentation

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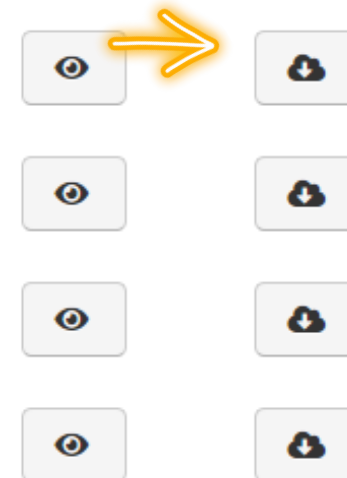
4

## Supporting Documentation:

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To upload, please select the add a new document hyperlink to upload your files. Once uploaded, please select the files within the dropdown menu.

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# ERROR ON SUPPORTING DOCUMENTS

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1. No supporting documents in any document upload areas.

\*

4

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To upload, please select the add a new document hyperlink to upload your files. Once uploaded, please select the files within the dropdown menu.

## Supporting Documentation:

No document was selected.

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2022 TAMIU PPE Form - CoAS



EXPORT

EXIT FORM

Writing is covered for privacy reasons



# SENDING PPE BACK TO SUBMITTING FACULTY

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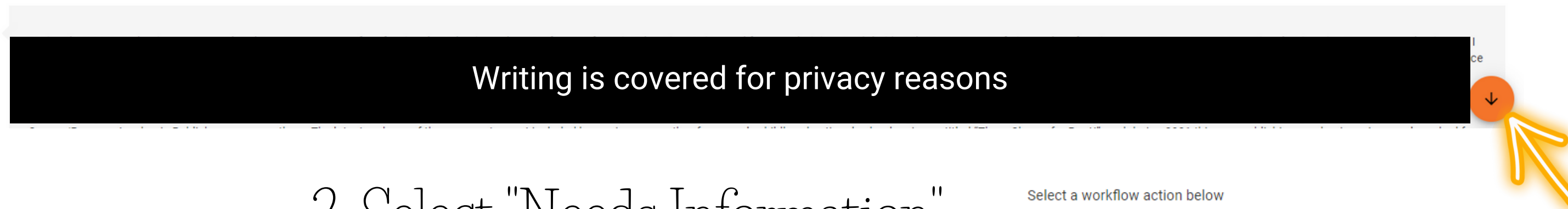


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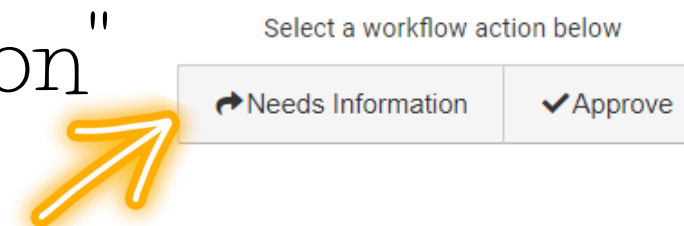
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1. Use the orange down button to scroll to the bottom of the page

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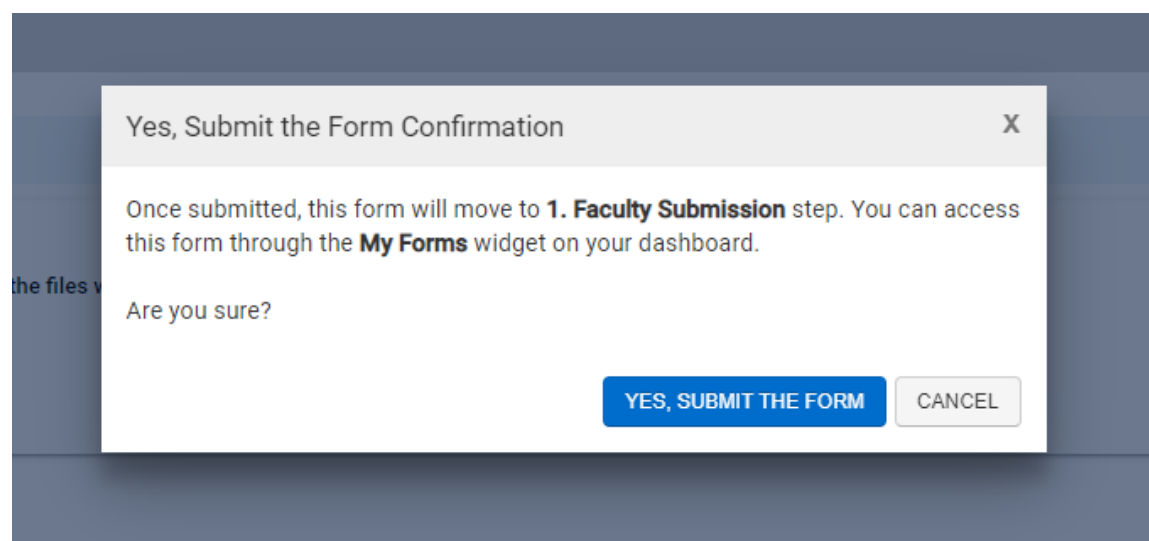


2. Select "Needs Information"



3. Select "Submit the Form"

4. Select "Yes, Submit the Form"



# Phase II Research, Scholarly Activities, and Creative Work

Repeat these steps for

- B. Publications, Exhibits, & Performances
- C. Involvement in Professional Organizations and Meetings





Phase III. University  
and Community  
Service



# Phase III. University and Community Service

## Phase III. University and Community Service

1 Service to the University and the community is expected of all COAS faculty members who are tenured or tenure-track, and is desirable for full-time non-tenure-track faculty as well. The College requires a minimum of two service obligations per year per tenured or tenure-track faculty member, with a sliding scale of minimum expectations as follows:

- Tenure-track, during years 1-3 at TAMU: two service obligations per academic year (committees, community projects, student or professional services)
- Tenure-track, during years 4-6 at TAMU: three service obligations per academic year (committees, community projects, student or professional services)
- Tenured: four service obligations per academic year (committees, community projects, student or professional services), with the expectation of increasing leadership within the University

In this context, "service obligations" will be interpreted to mean a wide variety of possible tasks, as is indicated in the list below. Faculty who wish to be evaluated for merit pay will be required to include a narrative of their service activities as a part of the annual PPE. The narrative should go beyond a list of one's participation in service activities to discuss what role(s) the faculty member played in each instance. Documentation, such as committee minutes, advising rosters, or other proofs of involvement, will help further strengthen the faculty member's case that their service meets and exceeds the minimum requirements. Service obligations may include, but are not limited to the following:

- Service on Departmental, College, and University Committees (membership on either a standing or specially appointed committee; development of degree programs and new courses; recruitment and/or open house participation; chairmanships of committees);
- Advising (service as departmental advisor; documented proof of student advisory meetings);
- Community Service (supervision of non-mandatory student internships/projects benefitting a community organization; service on a community committee; service on the board of a community committee; service provided without compensation to the community; membership in a community organization; membership in a community organization);
- Student Service (sponsorship of a club or honor society; supervision of a field trip; service on University committees relating to Student Affairs);
- Professional Service (consulting services/workshops in area of expertise [to include artwork, performances, and accompaniment], speaking engagements [with or without compensation]; service to professional organizations).
- Special consideration will be given to service as a faculty mentor to junior faculty and to service on the following committees: Faculty Senate, Grievance Committees, University Honor Council, Institutional Review Board, Institutional Animal Care and Use Committee, College and University Promotion and Tenure Committees, and College and University Curriculum Committees.



The first portion is instructions. Please scroll to number 2 entitled "Narrative for University and Community Service"

2

### **Narrative for University and Community Service:**

Writing is covered for privacy reasons

# Reading Supporting Documentation

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\*

3

## Supporting Documentation:

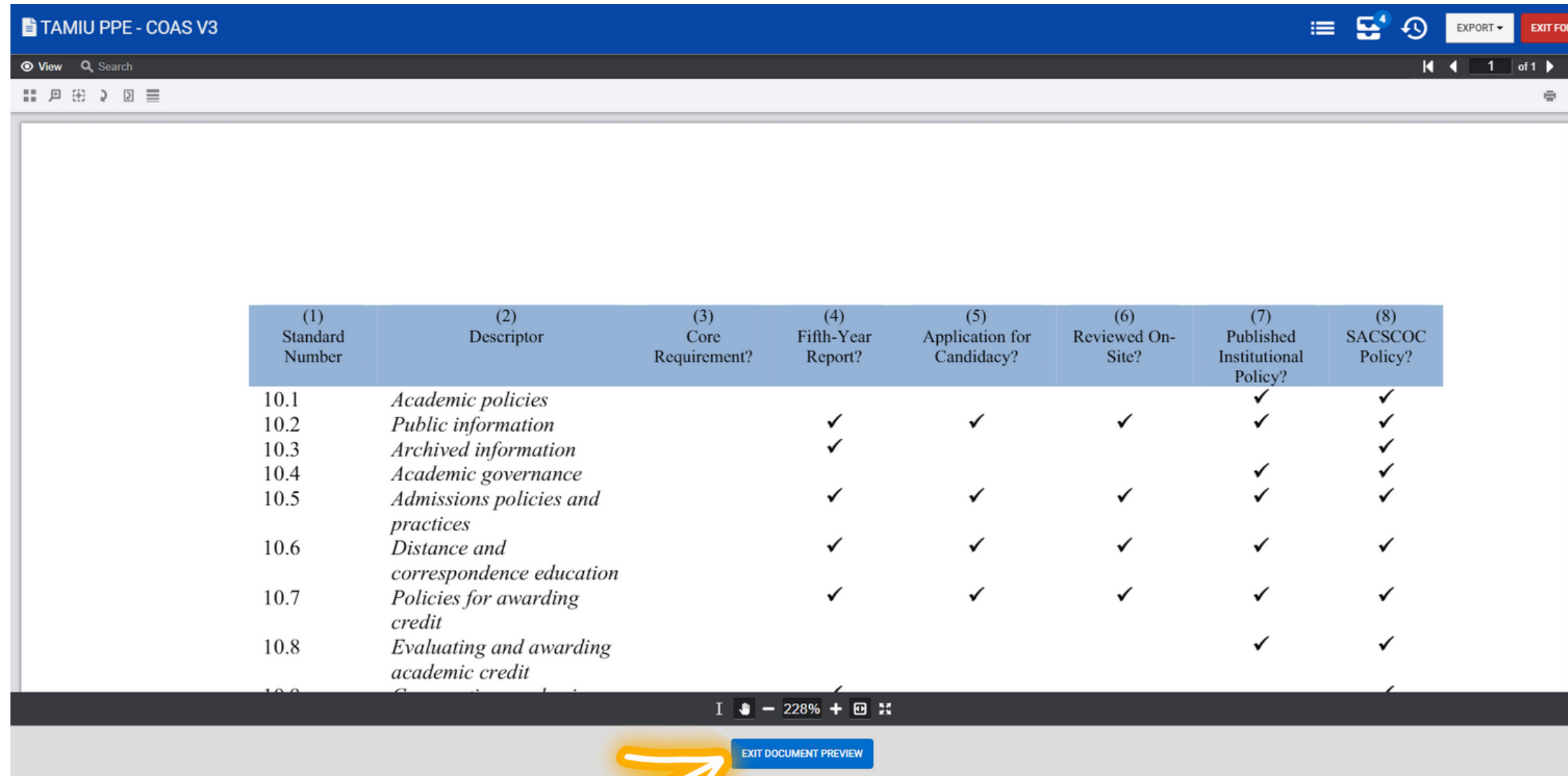
Please provide supporting documentation to justify your University and Community Service activities.

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2022 TAMIU PPE Form - CoAS



EXPORT

EXIT FORM

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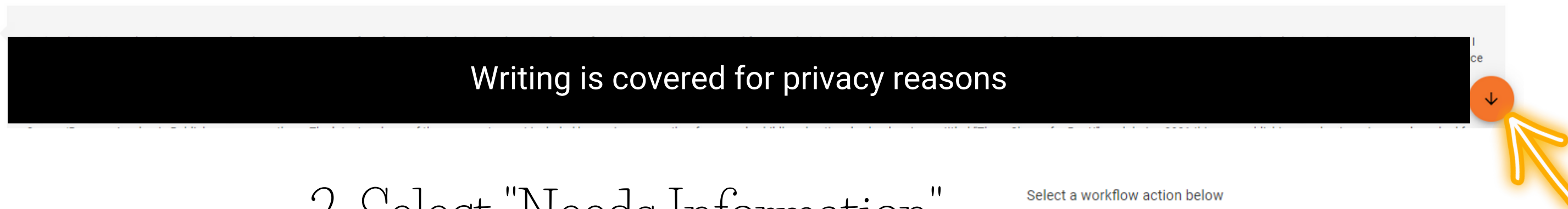
If COAS would like a feedback box in the future, this is something we can add for 2023. However, it is too late to add it now.

# SENDING PPE BACK TO SUBMITTING FACULTY

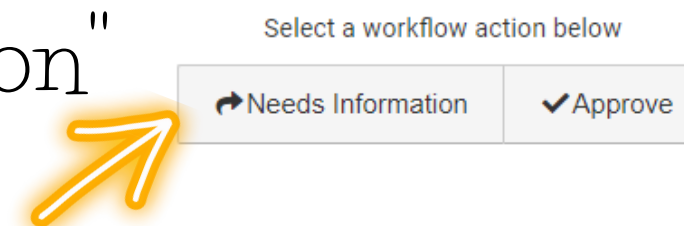
If the faculty did not select the documents, then the PPE needs more information and must be sent back to the submitting faculty

1. Use the orange down button to scroll to the bottom of the page

2 Narrative describing the faculty member's efforts to achieve or maintain teaching excellence:

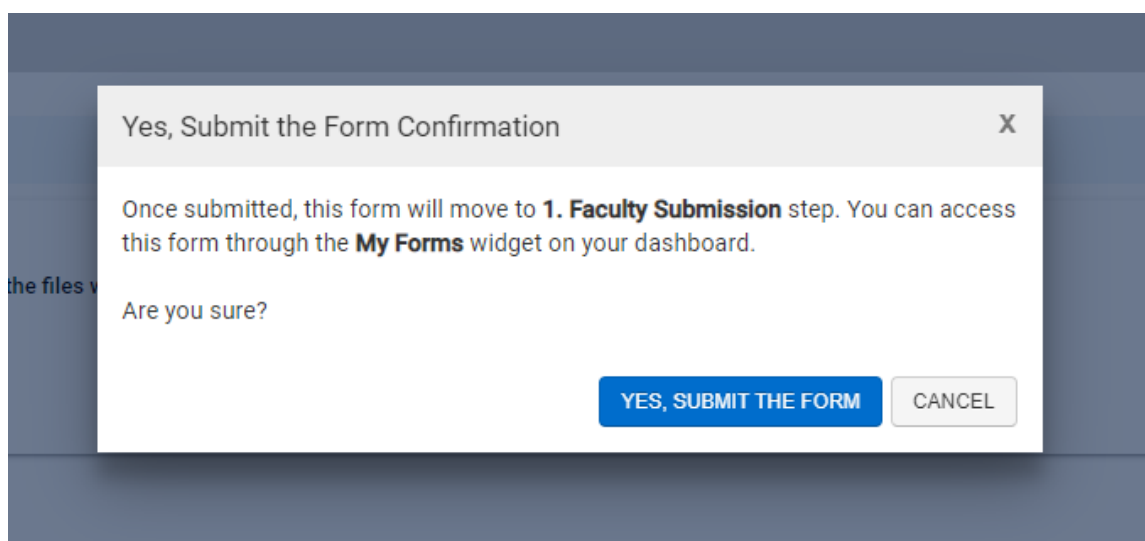


2. Select "Needs Information"



3. Select "Submit the Form"

4. Select "Yes, Submit the Form"







# Faculty Curriculum Vitae

# Reading Curriculum Vitae

To read the CV, click the eye to read it directly in AEFIS.

## Faculty Curriculum Vitae

1

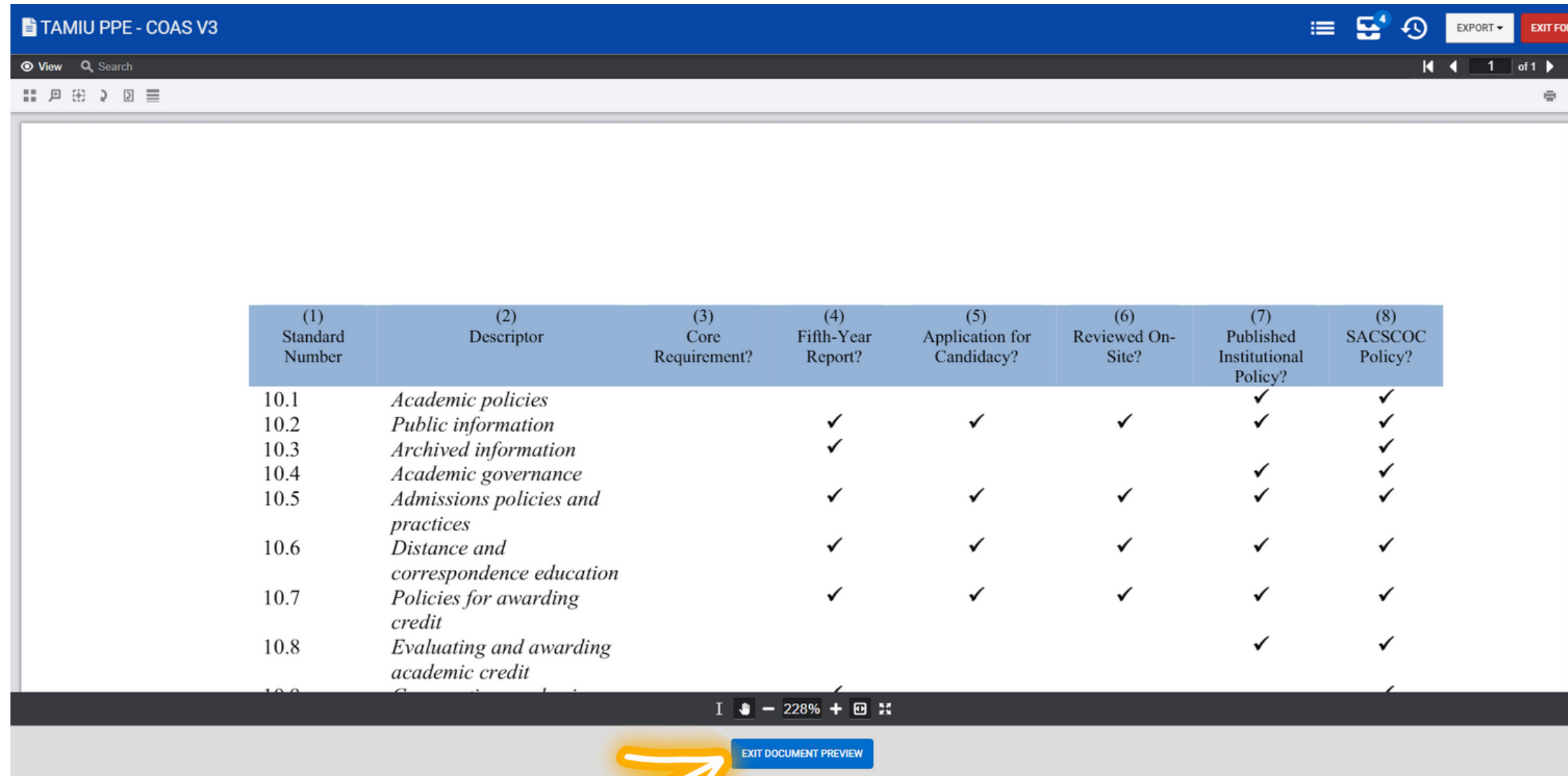
Please upload your personal CV

Please select the add a new document link to upload your files. Once uploaded, please select the files within the dropdown menu.

Curriculum Vitae\_1.pdf



# Reading Curriculum Vitae



(1) Standard Number	(2) Descriptor	(3) Core Requirement?	(4) Fifth-Year Report?	(5) Application for Candidacy?	(6) Reviewed On- Site?	(7) Published Institutional Policy?	(8) SACSCOC Policy?
10.1	<i>Academic policies</i>					✓	✓
10.2	<i>Public information</i>		✓	✓	✓	✓	✓
10.3	<i>Archived information</i>		✓				✓
10.4	<i>Academic governance</i>					✓	✓
10.5	<i>Admissions policies and practices</i>		✓	✓	✓	✓	✓
10.6	<i>Distance and correspondence education</i>		✓	✓	✓	✓	✓
10.7	<i>Policies for awarding credit</i>		✓	✓	✓	✓	✓
10.8	<i>Evaluating and awarding academic credit</i>					✓	✓

After clicking the eye, you can view the document. To exit the document preview click the "EXIT DOCUMENT PREVIEW" at the bottom of the page.



# Downloading Curriculum Vitae

To download the CV, click the cloud to start the download. Please be patient depending on size it may take time

## Faculty Curriculum Vitae

1

Please upload your personal CV

Please select the add a new document link to upload your files. Once uploaded, please select the files within the dropdown menu.

Curriculum Vitae\_1.pdf



# ERROR ON SUPPORTING DOCUMENTS

Some faculty did not follow instructions and only uploaded the documents, but did not select. To know if that occurred the following should be present.

1. No supporting documents in any document upload areas.

## Faculty Curriculum Vitae

1

Please upload your personal CV

Please select the add a new document link to upload your files. Once uploaded, please select the files within the dropdown menu.

No document was selected.

2. Documents are uploaded to the form, as evidenced in the upper right corner. If the box contains a number, the documents were uploaded but not selected.

2022 TAMIU PPE Form - CoAS



EXPORT

EXIT FORM

Writing is covered for privacy reasons



# SENDING PPE BACK TO SUBMITTING FACULTY

Please be aware that if you send the PPE back, the system does not have a feedback box to let the faculty know why you sent it back. You must send them an email from your own Outlook, letting them know why you are sending it back and what they must fix.

Please look over the entire PPE before sending it back to the faculty. We want to make sure you catch and address all errors in your first email. We do not want the faculty to resubmit, and more errors are discovered that were not addressed the first time.

If COAS would like a feedback box in the future, this is something we can add for 2023. However, it is too late to add it now.

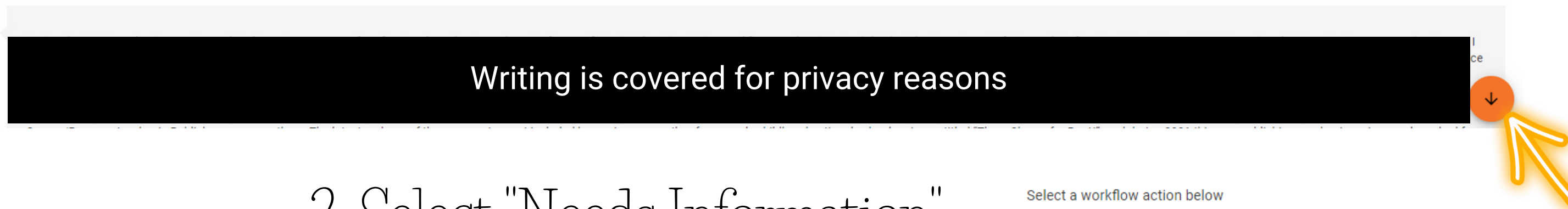


# SENDING PPE BACK TO SUBMITTING FACULTY

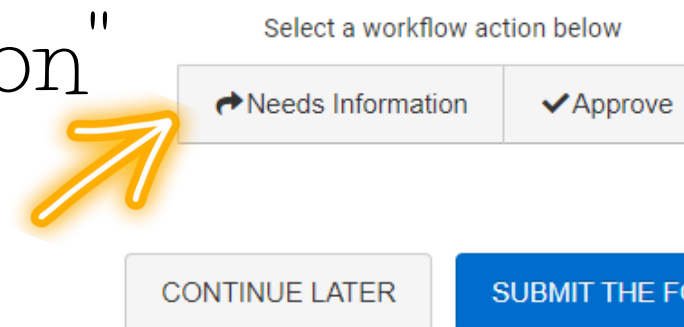
If the faculty did not select the documents, then the PPE needs more information and must be sent back to the submitting faculty

1. Use the orange down button to scroll to the bottom of the page

2 Narrative describing the faculty member's efforts to achieve or maintain teaching excellence:

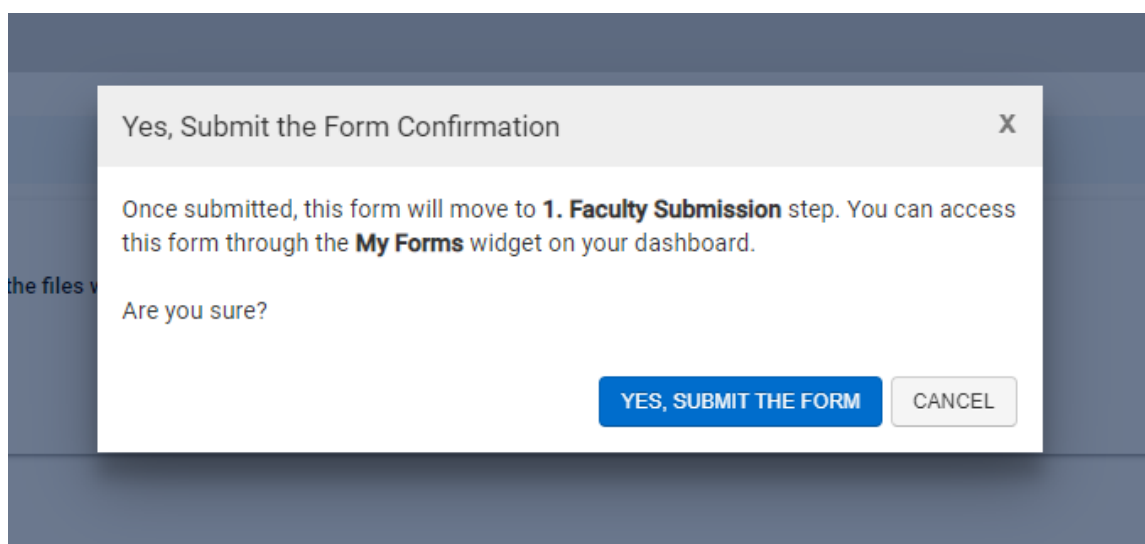


2. Select "Needs Information"



3. Select "Submit the Form"

4. Select "Yes, Submit the Form"



Do not  
submit the  
PPE

The PPE will be reviewed by Chair,  
Dean, and Provost.

Unless you are the Provost, do not  
submit the PPE as all parties need  
access to the form until the end of the  
semester.





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TAMU

**Thank you!**