

TAMIU Faculty Senate Meeting

November 2, 2018; WHTC Rm 125

- I. The meeting was called to order by the Faculty Senate President, Dr. Tobin at 12:02 p.m.
- II. *Roll Call:* Dr. Kenneth Tobin, Dr. Lola Norris, Dr. Marvin Bennett, Dr. Frances Rhodes, Dr. George Clarke, Ms. Malynda Dalton, Dr. Puneet Gill, Dr. Ariadne Gonzalez, Mr. Jose Gutierrez, Dr. Neal McReynolds, Ms. Angela Moran, Dr. Jason Norris, Dr. Leonel Prieto, Dr. Marivic Torregosa, Dr. Lourdes Vilorio, Dr. Oswaldo Zapata Correa
- III. *Our Guests* were given the floor.

Dr. Pablo Arenaz

- Announced that he had recently attended the Council of University Presidents and Chancellors and had the opportunity to meet the new chancellor of the UT System. During this meeting, one of the big concerns of all the University Presidents across the state was funding at the next legislative session. The President then gave a brief summary of the formula funding matrix to the Senate. It begins with the current base rate of \$55 per credit hour generated and then a "cost of delivery" weight factor is applied depending on the level of course taught and the discipline. The problem is that the Legislature does not fund the full formula. Since our credit hour production is up over 5% for this Fall, if we can keep our credit hour production up for the Spring semester we should be able to stay even and not have a budget cut. The Coordinating Board is pushing for "outcomes-based funding" for the up and coming session, which is based on the number of students you graduate, with \$500 per graduate and \$1000 per "at-risk" graduate. They are looking at a three year average of the number of graduates generated. If this goes into effect it would mean an additional \$2.2 M for TAMIU over the next biennium.

- Dr. Arenaz then made several other general announcements. He will present at the next Board meeting the revised proposal for the General Engineering degree and believes that it will be accepted and go to the Coordinating Board by early January at the latest. Our average undergraduate is now taking close to 12 credit hours and our graduate students are taking more credit hours as well, so overall numbers are looking good. If we get funding for it, we will start having advisors at the upper-division level to help our students finish in a timely manner. Also, the monthly 'Coffee with the President' will be next Wednesday at 4:00 p.m. Finally, it looks like we will have enough money to build the Tower next to the new Academic Building.

- One question that was asked of the President was the condition of the parking situation with the increased student enrollment. Once the construction is done in the Spring they are looking at several options including making the lay-down lot next to Student Housing available for students. Other options are currently being looked at for Faculty including opening up the purchase of parking stickers in April for the following year.

Dr. Stephen Duffy

- Dr. Duffy announced that over the next month or so the Provost's Office will be preparing a brief report on the Fall and Wintermester curriculum assessments for review by the Faculty Senate. Also, we are on target for the 2020 fifth year review for SACS.

IV. The minutes of the October 5, 2018 Faculty Senate Meeting were approved with corrections.

V. New Business

1. Update from the Texas Council of Faculty Senates.

Dr. Tobin gave the Senate an update on the recent Texas Council of Faculty Senates meeting. Discussion at this meeting centered around 4 items:

- The influence that the Koch Brothers have had on academia. Through grants and contracts they have influenced academic across the whole spectrum of activities that impinge on academic freedom and shared governance.
- Discussion on the state of Non-Tenure Track Faculty in Higher Education and what can Senates do about this?
 - Develop policies for promotion and protections;
 - Move to standardize contracts to offer more job security;
 - Have a 3-yr contract with a one-yr extension or option of just a one-yr contract;
 - Insist that Non-Tenured Faculty are hired through a regular search process;
 - Faculty workload policy – local unit has the right to assign loads but is tracked in the Provost office. There are vast differences across disciplines.
- Some issues with health insurance were discussed; notably switching back to Blue Cross from some other agency and finding a reduction in benefits.
- House Bill 2504 is being over-interpreted at some institutions to the point that they are forced to put course evaluations on-line.

2. Changes in course evaluation dates.

Dr. Lola Norris reported that it was suggested in the Provost Advisory Council meeting that the Senate take up the question as to whether course evaluations should be given before or after the drop date? After much discussion it was the consensus of the Senate that the course drop date should be pushed back earlier so that students could do the evaluations after the drop date and that evaluations should take place over one single week.

3. Defining the Faculty represented by Fixed-Term designation.

We need one consistent set of titles for Faculty who have a terminal degree vs. those with a non-terminal degree. Dr. Tobin will meet with the Fixed-Term Senate Committee this month to begin this process.

4. Developing internal policies for departmental approval of Emeritus Faculty status.

It was suggested that the procedure for obtaining Emeritus Faculty status begin at the departmental level in a process similar to Faculty third-year review, and that some wording to that effect should be inserted into the Faculty Handbook.

5. Development of an Ad Hoc Committee for Admission Standards changes.

Since this is a University Committee, all wording for the description of such a committee should come from Administration with approval of the Faculty Senate.

6. Expanding the Handbook language regarding course releases.

It was suggested that the Senate work with the Provost to come up with further language clarifying what it should take to obtain a course release for inclusion in the Faculty Handbook.

7. Ongoing technology issues.

Dr. Viloría reported that she will be talking directly to Dr. Gaskins concerning Faculty administration rights to computers in their prospective teaching laboratories. She also announced that a TAC meeting has been scheduled for the following week.

It was also reported by Ms. Moran that our Production Lab has had continuous issues with installing and updating the Adobe Creative Cloud on their teaching computers even though their department has purchased full licenses for this software.

VI. Committee Reports

1. Academic Oversight Committee:

Dr. Lola Norris presented a list of suggested questions for a near-future Faculty survey concerning OIT:

1. What major problems or concerns do you have with the Office of Information Technology (OIT) that impede you from effectively and efficiently carrying out your duties as a faculty member (i.e. impede your ability to do research, teaching and/or service)?
2. Specifically, how would you like the Faculty Senate to address or take care of your problem or concern?
3. What do you think OIT is doing right?

After discussion it was decided to drop question #2 and to include a question dealing with the parking situation on campus. The suggested question was: "How has the changes in parking affected your ability to do your job at TAMIU?"

Dr. Tobin agreed to present these questions to the Provost for approval and then report back to the Senate with his decision.

Dr. Lola Norris also presented a self-assessment of teaching, scholarship and service activities for University College Faculty (attached) which is to be used as an additional component to their PPEs. After being assured that these documents had been discussed and approved by the University College Faculty, the Senate took a vote and unanimously approved them.

The Committee did talk to the Provost about the possibility of doing a Faculty survey on the new academic schedule, but it was decided that more time was needed to see how well it was working for the Faculty.

2. The Distance Education and Instructional Technology Committee: no report
3. Budget and Finance Committee: did not meet
4. The University Ethics Committee: did not meet
5. The Committee on Creation, Composition, and Responsibilities of Committees:

Dr. Rhodes reported that the voting for the Handbook changes was successful and that all 3 items passed.

6. The Awards Committee:

Dr. Lola Norris reported that she is in the process of finalizing the dates for the timeline for nominations for the Faculty awards. From Nov 5 through 30 it will be discussed at the department level.

Nominee's will then have until Feb 15 to present their dossiers to the College level. Classroom observations will take place after Spring break and the Senate will have the final vote during the May Senate meeting.

7. The Handbook Committee: did not meet

8. The Assessment Committee:

Dr. Gill reported that the Assessment Committee met and are now in the final stage of revising the questions for the Administrator evaluations.

9. The Technology Advisory Committee: did not meet, but will have a meeting on Nov 8th.

10. Fixed Term Promotion Committee:

Mr. Gutierrez reported that he met with Dean Sears about Non-Tenured Faculty in Business who have a research expectation in their workload and they are currently coming up with a formula for levels of Instructors and titles for Instructors, based on their workload expectations.

VII. The meeting was adjourned at 2:08 p.m.

Budget Advisory Committee Meeting Minutes

October 10, 2018

The Budget Advisory Committee (BAC) met on October 10, 2018, at 3:34 p.m. in KL-270 with the following members in attendance: Fred Juarez, Julien Carriere, Michael Gonzalez, Gina Gonzalez, Claudia San Miguel, Marivic Torregosa, Lourdes Vilorio and Marcela Uribe. Attending in an ex officio capacity were Juan Castillo, Trevor Liddle and Julie Barrera. Budget, Payroll and Fiscal Analysis employees, Denisse Garza and Jesus Cuevas, also were in attendance.

Committee members received the Headcount enrollment comparison handout for review. The handout was distributed and discussed. Following this, Mr. Castillo stated Semester Credit Hour (SCH) production was up 5.03% over last year.

Previously, the Budget Advisory Committee recommended a 1.5% merit pool, and the Fall enrollment will permit this to go forward.

Mr. Castillo stated the committee will be charged with reviewing one-time expense requests this Fall. Packets with these one-time requests were distributed. In addition, there was a top sheet, a composite of all the requests. The committee agreed to remove all Personnel requests for full time positions. A new list is to be emailed for the committee to use for grading the FY 2019 Budget Requests.

Next BAC meeting date & time TBA.

The meeting adjourned at approximately 4:03 p.m.

Budget Advisory Committee Meeting Minutes

October 26, 2018

The Budget Advisory Committee (BAC) met on October 26, 2018, at 2:00 p.m. in KL-270 with the following members in attendance: Fred Juarez, Julien Carriere, Michael Gonzalez, Gina Gonzalez, Claudia San Miguel, Marivic Torregosa, Lourdes Vilorio, Margaret Gonzalez and Lorraine Dinkel. Attending in an ex officio capacity were Juan Castillo and Julie Barrera. VPFA student employee Edmundo Patoni was also in attendance to operate the PollEverywhere app responses.

Committee members received ipads with the PollEverywhere app installed with the FY 2019 Budget Requests and the A; B; C and D options for the grading.

The committee agreed to remove Item# 9; Item #14, Item #15 and Item #17.

Attached are the results from the meeting. Mr. Castillo will present the recommendations at the VP's meeting.

A request for new volunteers will go out for those whose BAC terms are ending. We will reconvene our next BAC meeting in the new year.

The meeting adjourned at approximately 4:00 p.m.

FY 2019
Budget Requests

	Budget Priority	O/R ¹	SPG*	Class ²	AIER ³	Account Number	Amount Requested		Brief Description
1-VPAA	4		1	E			\$13,000	A	Replace Broken Hospital Beds
1-VPAA	5		1	E			\$17,000	A	Replace Broken Science Lab Chairs
1-VPAA	6		1	E			\$45,000	A	Advanced Chemistry with Vernier for Teaching Labs
1-VPAA	8		2	E			\$9,000	A	Microplate Reader for Teaching/Research
1-VPAA	9		4	E			\$5,000	A	Pub Mill for Recycling Clay
1-VPAA	7		1	R			\$50,000	A	Expand Nursing Computer Lab for 65 students
5-VPFA	1		6	E			\$4,500	A	Five Hi Lite w/AXII 5 body armor vests
5-VPFA	2		6	E			\$12,550	A	one 2018 Sun EV S48L Police Cruiser golf cart
1-VPAA	16		1	E			\$15,000	B	New/Replacement String Instruments for Music Students
1-VPAA	18		4	I			\$3,000	B	Training Materials/Fee for CRLA Accreditation
1-VPAA	19		3	I			\$5,000	B	Garden Beds for Fresh Produce
1-VPAA	3		1	R			\$30,000	B	Safety-Risk Mitigation Renovation for Printmaking Lab
2-VPSS	1		4	R			\$3,000	B	Modify department layouts improving customer interface
2-VPSS	2		4	R			\$45,000	B	Improve operational efficiency without compromising the program
3-VPFA	2		6	E			\$6,000	B	AlumniFinder for Blackbaud - Run every two of three years.
3-VPFA	1		6	E			\$15,210	B	Commercial washer and dryer
3-VPFA	2		6	E			\$1,800	B	improved sound system for Student Center Rotunda
3-VPFA	1		4	I			\$2,999	B	Complete Career Center Kit (update career library)
4-PRMIS	1		2	E			\$5,722	B	Lenses, Slider Plus Motion Kit, storage cards, lighting
3-VPFA	3		6	E			\$12,000	C	Import O Matic for Blackbaud
3-VPFA	4		6	E			\$1,000	C	Acrylic donation boxes for Student Philanthropy

¹O/R: O=One time R=Recurring ²Class: L=New full-time line, E=Equipment, M=Maintenance & Operations, T=Travel, RC=Position Reclass

³AIER: Is request on AIER report? Requests will be cross-checked.

SELF-ASSESSMENT OF TEACHING ACTIVITIES FOR
UNIVERSITY COLLEGE FACULTY
CALENDAR YEAR: 2018

(Please only include activities that have occurred during the calendar year being reported.)

Name and Narrative: Click or tap here to enter text.

This year's teaching goals: Click or tap here to enter text.
This year's key teaching accomplishments: Click or tap here to enter text.
Next year's teaching goals: Click or tap here to enter text.

According to the Texas A&M International University Faculty Handbook (2018):

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. They must also participate in academic advisement and be familiar with University core curriculum, college degree requirements, and other matters related to academic advisement. (p.25)

University College maintains a purposeful process for evaluating faculty in relation to seeking and applying knowledge that enhances effective teaching practices. As such, instructors are expected to participate in “teaching activities [that] encompass classroom instruction as well as those professional development activities aimed at making one a better teacher or enhancing one’s expertise in the teaching subject area” (p.22). Therefore, this **Self-Assessment form** and the documentation in the **dossier** should include multiple types of evidence that demonstrate an understanding of advancements in pedagogy.

Instructions: *In the column at the left, please check the teaching activities you accomplished this year. Also – where possible – if an activity is performed twice, it can count twice. Faculty must also include a narrative that goes beyond a list of participation in teaching activities to discuss how such activities demonstrate advancement in pedagogy through multiple types of evidence.*

Dossier Documentation: *Be sure to include evidence of the selected activity in your dossier. Teaching activities may include, but are not limited to those listed below:*

Check if applicable	Teaching Activity
	<i>Level 5 Expectations, Exemplary:</i>
	<i>Any ONE of the following activities:</i>
<input type="checkbox"/>	- Average student evaluation ratings in all courses taught in fall and spring semesters on first four questions equal or above *4.5 points. *denotes a 4.5 mean of course median results (Q1-Q4)
	<i>OR a 4.2 AND at least TWO of the following activities:</i>
<input type="checkbox"/>	- Updating UNIV course materials, assignments, activities in at least one class
<input type="checkbox"/>	- Developing new multi-modal/media or learning aids for students
<input type="checkbox"/>	- Teaching a new class preparation
<input type="checkbox"/>	- Completing a pedagogy training program or earned face-to-face or online teaching certification
<input type="checkbox"/>	- Developing a face-to-face or online course
<input type="checkbox"/>	- Teaching an online course
<input type="checkbox"/>	- Supervising student projects (undergraduate, honors program students) outside of class assignments/projects
<input type="checkbox"/>	- Receiving annual teaching award nomination
<input type="checkbox"/>	- Serving as an academic advisor to students
<input type="checkbox"/>	- Provide active teaching mentoring
<input type="checkbox"/>	- Receiving teaching recognition by peers (e.g. College, University)
<input type="checkbox"/>	- Receiving teaching awards or nominations from professional or academic organizations
<input type="checkbox"/>	- Utilizing peer reviews by external parties (e.g. teaching center) or by College colleagues to improve teaching
<input type="checkbox"/>	- Developing or teaching a Signature Course
<input type="checkbox"/>	- Teaching a course with a Service-Learning component
<input type="checkbox"/>	- <i>OR</i> other activity in consultation with the Dean
	<i>Level 4 Expectations, Highly Proficient:</i>
<input type="checkbox"/>	- Average student evaluation ratings in all courses taught in fall and spring semesters on first four questions equal or above *4.2 points. *denotes a 4.2 mean of course median results (Q1-Q4)
	<i>OR a 4.0 AND at least TWO of the following activities:</i>
<input type="checkbox"/>	- Updating UNIV course materials, assignments, activities in at least one class
<input type="checkbox"/>	- Developing new multi-modal/media or learning aids for students
<input type="checkbox"/>	- Teaching a new class preparation
<input type="checkbox"/>	- Completing a pedagogy training program or earned face-to-face or online teaching certification
<input type="checkbox"/>	- Developing a face-to-face or online course
<input type="checkbox"/>	- Teaching an online course
<input type="checkbox"/>	- Supervising student projects (undergraduate, honors program students) outside of class assignments/projects
<input type="checkbox"/>	- Receiving annual teaching award nomination
<input type="checkbox"/>	- Serving as an academic advisor to students

Check if applicable	Teaching Activity
<input type="checkbox"/>	- Provide active teaching mentoring
<input type="checkbox"/>	- Receiving teaching recognition by peers (e.g. College, University)
<input type="checkbox"/>	- Receiving teaching awards or nominations from professional or academic organizations
<input type="checkbox"/>	- Utilizing peer reviews by external parties (e.g. teaching center) or by College colleagues to improve teaching
<input type="checkbox"/>	- Developing or teaching a Signature Course
<input type="checkbox"/>	- OR other activity in consultation with the Dean
	- Level 3 Expectations, Proficient:
<input type="checkbox"/>	- Average student evaluation ratings in all courses taught in fall and spring semesters on first four questions equal or above *4.0 points. *denotes a 4.0 mean of course median results (Q1-Q4)
	Any TWO of the following activities:
<input type="checkbox"/>	- Updating UNIV course materials, assignments, activities in at least one class
<input type="checkbox"/>	- Developing new multi-modal/media or learning aids for students
<input type="checkbox"/>	- Teaching a new class preparation
<input type="checkbox"/>	- Completing a pedagogy training program or earned face-to-face or online teaching certification
<input type="checkbox"/>	- Developing a face-to-face or online course
<input type="checkbox"/>	- Teaching an online course
<input type="checkbox"/>	- Supervising student projects (undergraduate, honors program students) outside of class assignments/projects
<input type="checkbox"/>	- Receiving annual teaching award nomination
<input type="checkbox"/>	- Serving as an academic advisor to students
<input type="checkbox"/>	- Provide active teaching mentoring
<input type="checkbox"/>	- Receiving teaching recognition by peers (e.g. College, University)
<input type="checkbox"/>	- Receiving teaching awards or nominations from professional or academic organizations
<input type="checkbox"/>	- Utilizing peer reviews by external parties (e.g. teaching center) or by College colleagues to improve teaching
<input type="checkbox"/>	- Developing or teaching a Signature Course
<input type="checkbox"/>	- OR other activity in consultation with the Dean
	- Level 2 Expectations, Deficient:
<input type="checkbox"/>	- Unsatisfactory performance in classroom instruction when the average student evaluations are below *3.7 and remedial measures are required to improve teaching. Earning this score for two consecutive years will result in constructing a Professional Development Plan with the Dean. *denotes a 3.7 mean of course median results (Q1-Q4)
	- Level 1 Expectations, Seriously Deficient:
<input type="checkbox"/>	- Unsatisfactory performance in classroom instruction when the average student evaluations are below *2.5 and remedial measures are required to improve teaching. Earning this score for two consecutive years will result in constructing a Professional Development Plan with the Dean. *denotes a 2.5 mean of course median results (Q1-Q4)
	- Level 0 Expectations, Egregiously Deficient:

Check if applicable	Teaching Activity
<input type="checkbox"/>	<ul style="list-style-type: none"> - Unsatisfactory performance in classroom instruction when the average student evaluations are below *2.0 and remedial measures are required to improve teaching. Earning this score for two consecutive years will result in constructing a Professional Development Plan with the Dean. <p>*denotes a 2.0 mean of course median results (Q1-Q4)</p>

Overall self-assessment of teaching performance this year (check one):

Exemplary 5	Highly Proficient 4	Proficient 3	Deficient 2	Seriously Deficient 1	Egregiously Deficient 0
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SELF-ASSESSMENT OF SCHOLARSHIP ACTIVITIES FOR
UNIVERSITY COLLEGE FACULTY

CALENDAR YEAR: 2018

(Please only include activities that have occurred during the calendar year being reported.)

Name and Narrative: Click or tap here to enter text.

This year's scholarship goals: Click or tap here to enter text.
This year's key scholarship accomplishments: Click or tap here to enter text.
Next year's scholarship goals: Click or tap here to enter text.

Definition of Scholarship: According to the Texas A&M International University Faculty Handbook, instructors “must show clear evidence of understanding advancements in scholarship that are related to the teaching specialty” (p.25).

University College maintains a purposeful process for evaluating faculty in relation to seeking and applying knowledge that enhances effective teaching practices. As such, instructors are expected to participate in professional development and enrichment activities, develop “cross-curricular innovations, and [strive for] interdisciplinary instructional achievements” (p.23). Therefore, this **Self-Assessment form** and the documentation in the **dossier** should include multiple types of evidence that demonstrate an understanding of advancements in pedagogy.

Instructions: *In the column at left, please check the scholarly activities accomplished this year. Also – where possible – if an activity is performed twice, it can count twice. Faculty must also include a narrative that goes beyond a list of participation in professional development activities to discuss how such activities affect faculty knowledge, skills, and abilities; and may demonstrate intellectual contributions in the form of professional and scholarly work, presentations, publications, or academic materials.*

Dossier Documentation: *Be sure to include evidence of the selected activity in your dossier. Scholarship and scholarly activities may include, but are not limited to those listed below:*

Check if applicable	Scholarship Activity
	<i>Level 5 Expectations, Exemplary:</i>
	<i>Any ONE of the following activities:</i>
	<ul style="list-style-type: none"> - Publication of an article in a professional journal - Presentation at an international, national, state, or regional conference - Submission of a publicly or privately available internally or externally funded grant
	<i>and ONE of the following activities OR any THREE of the following activities:</i>
	<ul style="list-style-type: none"> - Submission of a manuscript for publication - Consulting activities that are substantial in terms of time and substance - Presentation of education workshops/programs - Documented continuing professional education experience - Professional certification that is relevant to the faculty member's instructional field - Contributions to relevant education platforms, taskforce, councils, etc. - Attendance at seminars/webinars, conferences, or graduate-level courses that expand the faculty member's knowledge base - Creation of scholarly materials (e.g., questionnaires) and/or data collection and analysis - Hold leadership positions, participation in recognized societies/associations - Earned scholarly awards or invited presentations - OR other activity in consultation with the Dean
	<i>Level 4 Expectations, Highly Proficient:</i>
	<i>Any TWO of the following activities:</i>
	<ul style="list-style-type: none"> - Submission of a manuscript for publication - Consulting activities that are substantial in terms of time and substance - Presentation of education workshops/programs - Documented continuing professional education experience - Professional certification that is relevant to the faculty member's instructional field - Contributions to relevant education platforms, taskforce, councils, etc. - Attendance at seminars/webinars, conferences, or graduate-level courses that expand the faculty member's knowledge base - Creation of scholarly materials (e.g., questionnaires) and/or data collection and analysis - Hold leadership positions, participation in recognized societies/associations

Check if applicable	Scholarship Activity
	<ul style="list-style-type: none"> - Earned scholarly awards or invited presentations - <i>OR</i> other activity in consultation with the Dean
	<p>- Level 3 Expectations, Proficient: Any ONE of the following activities:</p> <ul style="list-style-type: none"> - Submission of a manuscript for publication - Consulting activities that are substantial in terms of time and substance - Presentation of education workshops/programs - Documented continuing professional education experience - Professional certification that is relevant to the faculty member's instructional field - Contributions to relevant education platforms, taskforce, councils, etc. - Attendance at seminars/webinars, conferences, or graduate-level courses that expand the faculty member's knowledge base - Creation of scholarly materials (e.g., questionnaires) and/or data collection and analysis - Hold leadership positions, participation in recognized societies/associations - Earned scholarly awards or invited presentations - <i>OR</i> other activity in consultation with the Dean
	<p>- Level 2 Expectations, Deficient:</p> <ul style="list-style-type: none"> - Significant progress and evidence of plans or proposals for any of the above
	<p>- Level 1 Expectations, Seriously Deficient:</p> <ul style="list-style-type: none"> - Some evidence of plans or proposals for any of the above
	<p>- Level 0 Expectations, Egregiously Deficient:</p> <ul style="list-style-type: none"> - No evidence of plans or proposals for any of the above

Overall self-assessment of scholarship performance this year (check one):

Exemplary 5	Highly Proficient 4	Proficient 3	Deficient 2	Seriously Deficient 1	Egregiously Deficient 0
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SELF-ASSESSMENT OF SERVICE ACTIVITIES FOR
UNIVERSITY COLLEGE FACULTY

CALENDAR YEAR: 2018

(Please only include activities that have occurred during the calendar year being reported.)

Name and Narrative: Click or tap here to enter text.

<p>This year's service goals: Click or tap here to enter text.</p>
<p>This year's key service accomplishments: Click or tap here to enter text.</p>
<p>Next year's service goals: Click or tap here to enter text.</p>

According to the Texas A&M International University Faculty Handbook (2018):

A faculty member provides **service** to the University through active participation and leadership in college and University committees, councils, special projects, or duties for which the faculty member is held accountable...Community service by TAMIU is recognized in any and all of those areas. For purposes of evaluation, however, activities must relate to one's academic field or discipline or else be clearly approved by the University. (p.22)

Instructors must participate at an introductory level of responsibility in service to the college and University through committees and special projects. (p.25)

University College maintains a purposeful process for evaluating service in relation to the "activities through which members of the faculty employ their academic expertise for the benefit of the University, the community and the profession" (p.22). The **Self-Assessment forms** and documentation in the **dossier** are utilized to evaluate faculty service engagements to the College, University, and the community/profession.

Instructions: *In the column at left, please check the service activities you accomplished this year. A higher-level activity may substitute a lower level activity, and– where possible – if an activity is performed twice, it can count twice (e.g. if a person chairs two committees each may count as an independent activity toward the required number of activities in a given category). Be sure to include a narrative that goes beyond a list of participation in service activities to discuss how such activities affect your knowledge, skills, and abilities, as well as how your expertise relates to the activities.*

Dossier Documentation: *Be sure to include evidence of the selected activity in your dossier. Service engagements are interpreted to mean a wide variety of possible tasks, as indicated in the description of "service" above and in the list below:*

Check if applicable	Service Activity
	<i>Level 5 Expectations, Exemplary:</i>
	<i>Any FOUR of the following activities:</i>
<input type="checkbox"/>	- Serving as an active member of one College/University committee or task force as requested (cannot be used more than twice)
<input type="checkbox"/>	- Chairing a committee or task force at the College level
<input type="checkbox"/>	- Serving as a member of any of the following committees: Faculty Senate, Grievance Committee, University Honor Council, College or University Curriculum Committees
<input type="checkbox"/>	- Chairing a significant committee/task force for a local/regional professional or academic organization
<input type="checkbox"/>	- Serving as a member on relevant community committee, board, or active service on board of directors
<input type="checkbox"/>	- Receiving recognition of outstanding service by a local/regional professional or academic group or by a public organization for service performed as a University representative
<input type="checkbox"/>	- Receiving recognition of exceptional service by the College, University, or a state/national professional or academic group
<input type="checkbox"/>	- Serving as an active member of more College/University committees or task forces than the maximum standard in the faculty handbook (currently three) as requested
<input type="checkbox"/>	- Providing unusual and exceptional service to the College/University (e.g., raising funds via grants or other means)
<input type="checkbox"/>	- Holding office or significant participation in relevant, local or regional professional or academic organization or a public organization where the faculty member is a University representative
<input type="checkbox"/>	- Consulting services/workshops in area of expertise
<input type="checkbox"/>	- Speaking engagements with or without compensation (Please indicate type of engagement: invited or not invited in your narrative.)
<input type="checkbox"/>	- Mentoring faculty
<input type="checkbox"/>	- Serving on University advisory boards/councils
<input type="checkbox"/>	- Serving as the advisor to an active student organization
<input type="checkbox"/>	- Supervising an off-campus event/trip
<input type="checkbox"/>	- Serving on University committees relating to Student Affairs

Check if applicable	Service Activity
<input type="checkbox"/>	- Advising an active student organization that receives national recognition
<input type="checkbox"/>	- Supervising of non-mandatory student projects benefitting a community organization
<input type="checkbox"/>	- Participating in relevant community organization events
<input type="checkbox"/>	- Participating in events that focus on the practice of First-Year Experience/education related issues
<input type="checkbox"/>	- Participating in other activities that place faculty in direct contact with educational institutions or potential students
<input type="checkbox"/>	- <i>OR</i> other activity in consultation with Dean
<i>Level 4 Expectations, Highly Proficient:</i>	
<i>Any THREE of the following activities:</i>	
<input type="checkbox"/>	- Serving as an active member of one College/University committee or task force as requested (cannot be used more than twice)
<input type="checkbox"/>	- Chairing a committee or task force at the College level
<input type="checkbox"/>	- Serving as a member of any of the following committees: Faculty Senate, Grievance Committee, University Honor Council, College or University Curriculum Committees
<input type="checkbox"/>	- Chairing a significant committee/task force for a local/regional professional or academic organization
<input type="checkbox"/>	- Serving as a member on relevant community committee, board, or active service on board of directors
<input type="checkbox"/>	- Receiving recognition of outstanding service by a local/regional professional or academic group or by a public organization for service performed as a University representative
<input type="checkbox"/>	- Receiving recognition of exceptional service by the College, University, or a state/national professional or academic group
<input type="checkbox"/>	- Serving as an active member of more College/University committees or task forces than the maximum standard in the faculty handbook (currently three) as requested
<input type="checkbox"/>	- Providing unusual and exceptional service to the College/University (e.g., raising funds via grants or other means)
<input type="checkbox"/>	- Holding office or significant participation in relevant, local or regional professional or academic organization or a public organization where the faculty member is a University representative
<input type="checkbox"/>	- Consulting services/workshops in area of expertise

Check if applicable	Service Activity
<input type="radio"/>	- Speaking engagements with or without compensation (Please indicate type of engagement: invited or not invited in your narrative.)
<input type="radio"/>	- Mentoring faculty
<input type="radio"/>	- Serving on University advisory boards/councils
<input type="radio"/>	- Serving as the advisor to an active student organization
<input type="radio"/>	- Supervising an off-campus event/trip
<input type="radio"/>	- Serving on University committees relating to Student Affairs
<input type="radio"/>	- Advising an active student organization that receives national recognition
<input type="radio"/>	- Supervising of non-mandatory student projects benefitting a community organization
<input type="radio"/>	- Participating in relevant community organization events
<input type="radio"/>	- Participating in events that focus on the practice of First-Year Experience/education related issues
<input type="radio"/>	- Participating in other activities that place faculty in direct contact with educational institutions or potential students
<input type="radio"/>	- OR other activity in consultation with Dean
	<i>Level 3 Expectations, Proficient:</i>
	<i>Any TWO of the following activities:</i>
<input type="radio"/>	- Serving as an active member of one College/University committee or task force as requested (cannot be used more than twice)
<input type="radio"/>	- Chairing a committee or task force at the College level
<input type="radio"/>	- Serving as a member of any of the following committees: Faculty Senate, Grievance Committee, University Honor Council, College or University Curriculum Committees
<input type="radio"/>	- Chairing a significant committee/task force for a local/regional professional or academic organization
<input type="radio"/>	- Serving as a member on relevant community committee, board, or active service on board of directors
<input type="radio"/>	- Receiving recognition of outstanding service by a local/regional professional or academic group or by a public organization for service performed as a University representative
<input type="radio"/>	- Receiving recognition of exceptional service by the College, University, or a state/national professional or academic group

Check if applicable	Service Activity
<input type="checkbox"/>	- Serving as an active member of more College/University committees or task forces than the maximum standard in the faculty handbook (currently three) as requested
<input type="checkbox"/>	- Providing unusual and exceptional service to the College/University (e.g., raising funds via grants or other means)
<input type="checkbox"/>	- Holding office or significant participation in relevant, local or regional professional or academic organization or a public organization where the faculty member is a University representative
<input type="checkbox"/>	- Consulting services/workshops in area of expertise
<input type="checkbox"/>	- Speaking engagements with or without compensation (Please indicate type of engagement: invited or not invited in your narrative.)
<input type="checkbox"/>	- Mentoring faculty
<input type="checkbox"/>	- Serving on University advisory boards/councils
<input type="checkbox"/>	- Serving as the advisor to an active student organization
<input type="checkbox"/>	- Supervising an off-campus event/trip
<input type="checkbox"/>	- Serving on University committees relating to Student Affairs
<input type="checkbox"/>	- Advising an active student organization that receives national recognition
<input type="checkbox"/>	- Supervising of non-mandatory student projects benefitting a community organization
<input type="checkbox"/>	- Participating in relevant community organization events
<input type="checkbox"/>	- Participating in events that focus on the practice of First-Year Experience/education related issues
<input type="checkbox"/>	- Participating in other activities that place faculty in direct contact with educational institutions or potential students
<input type="checkbox"/>	- OR other activity in consultation with Dean
	<i>Level 2 Expectations, Deficient:</i>
	<i>Any ONE of the activities listed above:</i>
<input type="checkbox"/>	- List ONE activity noted above
<input type="checkbox"/>	- OR other activity in consultation with Dean
	<i>Level 1 Expectations, Seriously Deficient:</i>
<input type="checkbox"/>	- Significant evidence of plan(s) to engage in any activities listed above
	<i>Level 0 expectations, Egregiously Deficient:</i>

