

## Faculty Senate Meeting Minutes – April 6, 2021

**Senators Present:** Hisham Al-Bataineh, Matthew Alexander, Rudolf Bohm, Lucy Camacho, Jieming Chen, Maribel Gonzalez-Garcia, Jeff Glick, James Glusing, Kelly Hall, Simona Hodis, Michael Houf, Kendra Huff, Patricia Huskin, Robert Kowalsky, Tanner Machado, Lifford McLauchlan, Craig A. Meyer, Richard Miller, Patrick Mills, Kyle Milsap, Mais Najim, Larry Peel, Humberto Perotto, William Procasky, Christine Radcliff, Kathleen Rees, Chika Rosenbaum, Alex Sanchez-Behar, Nick J. Sciallo, Hui Shen, Ari Sherris, Amber Shipherd, Velda Soydas, Maria Velez-Hernandez, Subbarao Yelisetti, Teresa Young  
**Senators Absent:** Ya-Wen Liang, Steven Lukefahr, Ryan Paul, Ramiro Torres, Alinna Umphreys

**Incoming Senators Present:** Bart Ballard, Travis Braidwood, Mauro Castro, Steven Chumbley, Zhaoqi Fan, Manuel Flores, Anders Greenspan, Dongwook Kim, Sarah Lucas, Daniella Varela  
**Incoming Senators Absent:** Michael Cherry, Steven Corbett

This meeting of the Faculty Senate was held and recorded online through Zoom due to COVID-19 social distancing requirements. A recording of this meeting and a PDF version of the slideshow can be found on the [Faculty Senate Website](#) under the heading [Digital Faculty Senate Meetings](#).

### I. Call to Order and Quorum Call.

At 3:31 p.m. President Sherris asked the secretary, Christine Radcliff, if enough members were present for a quorum. Senator Radcliff replied in the affirmative.

### II. Presentations

#### a) President Mark Hussey

President Hussey wanted to again say how proud he is of all the faculty for their hard work this past year.

#### **Legislative Session Update:**

The Senate has passed their appropriations bill out of committee, and it's being considered on the floor today. The House still has not passed theirs out of committee. President Hussey is expecting a conference committee to be named from the Senate and House by mid-April, and that by May we should have a pretty good idea about where things are at relative to our appropriations for the next year. He anticipates being on the road to Austin quite a bit during this last push towards the finish line for this legislative session.

#### **Funds updates:**

Higher Education Emergency Relief Funds 2

This allocation of funds has about \$3.5 Million for direct student support and a little over \$8 Million dollars for University support. The student part is in the process of being prioritized to students with exceptional financial need, and who did not receive any support from the CARES funding. As you remember the CARES funding for students was

only able to go to Pell eligible students. This second round of funding is eligible to any student demonstrating financial need even if they are not Pell eligible. The hope is to have those funds sent to students within the next week. He was told that it will be about 3,200 additional students that will receive this funding.

The deadline to spend the University funds is December 2021, and he is waiting to see how to best deploy those funds strategically depending upon what happens in the State legislature.

### **New Vice President for Enrollment Services and Student Affairs**

President Hussey wanted to make sure that everyone was aware that Dr. Rito Silva has been selected as the new VP for Enrollment Services and Student Affairs. Dr. Silva will be joining TAMUK on June 1<sup>st</sup>. He wanted to thank everyone who participated in this search process.

### **Chief Diversity Officer**

President Hussey announced that he is working in conjunction with HR and a subcommittee from the Council on Climate, Diversity, and Inclusion on a position description for a Chief Diversity Officer.

### **Chief of Staff**

Randy Hughes will be retiring sometime this summer; therefore, President Hussey is in the process of searching for a new Chief of Staff for the President's Office.

## **b) Provost Lou Reinisch**

### **Summer/Fall 2021**

Provost Reinisch wanted to let everyone know that we will be moving back towards a more traditional Fall semester. Even though faculty have been very flexible and helping with students through this year, we've all learned that many of our students don't particularly learn well online. Exactly how far we move back for Summer and Fall semesters will probably not be announced until the second half of May to ensure that we won't have to pivot and change our decision. What they are pushing for is to have more students in classes. They will be moving desks back into classrooms over the summer to classes can resume their normal sizes in the Fall. They are expecting that there will not be any social distancing, and the wearing of face coverings will depend on how the number of COVID cases go.

A message will be sent to students this week informing them of the class modality options (online, face to face, hybrid) for the Fall semester. Students will be required to attend face to face and hybrid classes. Faculty will no longer be required to record their classes, but can if they wish. Faculty will also no longer be required to make accommodations for students to take a class remotely if the class is face to face or hybrid. These are academic decisions, and he takes it to the faculty to make the best decisions for their class and their students.

He mentioned that it is encouraging that for over a month now Kleberg County has opened up the eligibility for a COVID vaccine to anyone 18 years or older.

### **Strategic Plan**

Provost Reinisch has finished his part of the strategic plan and has sent it back to the committee. He expects lots of comments, because it currently is “his” plan, and he wants it to be “our” plan. Once he receives the document back from the committee he plans to get together with focus groups so that everyone across campus can take ownership of it, and then it will go to the President’s Council for ratification.

### **Applied Entrepreneurship course for Fall 2021**

Provost Reinisch closed his remarks by telling everyone he will be teaching a course in the Fall semester. He said this will be a really pragmatic, seat of the pants type course in taking an idea and marketing it. He is looking for a faculty member who would be interested in teaching with him. He has two courses in entrepreneurship he would like to make available to students, and maybe discuss creating an entrepreneurship minor for all students. He wants this to not just be something out of the Provost’s office, but something the faculty have a hand in too.

### **Commencement**

There will be three ceremonies, two on May 7<sup>th</sup> for the 2021 graduates and one on May 8<sup>th</sup> for all 2020 graduates. He would like to see a respectful number of faculty at all ceremonies to support our students.

## **III. Approval of Minutes from March 2, 2021 Faculty Senate Meeting.**

President Sherris called for a motion to approve the minutes; Senator Meyer moved and Senator Miller seconded. Minutes were approved.

## **IV. Report of Officers**

### **a) Senate President Sherris’ Report (see handouts)**

Our current Carnegie classification is as a doctoral university with high research activity. However, faculty salaries remain below market value, workload is above that of universities with high research activity, summer pay remains low and state paperwork increases as clerical staff support for faculty diminishes across the university. Nevertheless, service in the Faculty Senate has been high during the last year.

Evidence of high service is that twenty motions [amended to include the motion on remote office hours] and one resolution were discussed and passed on the floor of the Texas A&M University-Kingsville Faculty Senate from April 7, 2020 through April 6, 2021. Seven of the motions are under discussion through processes of shared governance as they should be. [The eighth motion will go to the President and Provost from Ari Sherris

as his last act in office.] All of these are available on the Faculty Senate website under [motions and resolutions](#).

Leadership of the Council on Climate, Diversity, & Inclusion (which reports to President Hussey) is going through a transition to Dr. Goswami. A recent memorandum makes suggestion for more community activity which we have not seen as some faculty have indicated. I will submit the memorandum to incoming Secretary of the Senate for inclusion in the Minutes.

A congratulatory message was emailed to Dr. Rito Silva, incoming VP for Enrollment Services and Student Affairs which I will also submit to the Minutes.

Three additional universities have joined the Black Lives Matter in Texas Higher Education WhatsApp group, and includes the Incoming President of the Texas Council of Faculty Senates, Joey Velasco. This initiative, under the National steering committee of BLM was begun by a Senator at our university. Whether you agree with the name or not, the cause is worthy and we can be proud.

This is the link to a complete view of our [TAMUK FY2021 budget](#) including salaries of everyone employed at TAMUK and is important for future work on this topic.

**b) Emergency Management Committee**

Senator Radcliff reported that there was a meeting on March 25<sup>th</sup>. At the meeting a draft plan for summer and fall was discussed. TAMU-System wants all schools to return to “normal” operation for Fall. Summer sessions will be a transition period, and the TAMUK goal is 80% in person classes.

**V. Standing Committee Reports**

- a) **Committee on Committees** – No Report
- b) **Resolutions and By-Laws Committee** – No Report
- c) **Election Committee**

Senator Radcliff reported that the elections for the College of Engineering At-Large and the department of Agriculture, Agribusiness & Environmental Sciences are in process.

She also welcomed all the incoming senators for 2021-2023 senate term.

Rangeland & Wildlife Sciences: Bart Ballard, Michael Cherry

Biological & Health Sciences: Maria Velez-Hernandez

Chemistry: Mauro Castro

Clinical Health Sciences: Teresa Young

History, Political Science & Philosophy: Travis Braidwood, Michael Houf

Language & Literature: Steven Corbett

Mathematics: DongwookKim

Music: Alexander Sanchez-Behar

Psychology & Sociology: Richard Miller

Educational Leadership & Counseling: Daniella Varela

Chemical & Natural Gas Engineering: ZhaoqiFan

Electrical Engineering & Computer Science: LiffordMcLauchlan

Environmental Engineering: Lucy Camacho

College of Agriculture & Natural Resources: Steven Chumbley

College of Arts & Sciences: Manuel Flores, Anders Greenspan, Sarah Lucas

## VI. Reports from Committees Reporting to the Senate

- a) **Administrator Evaluation Committee** – No Report
- b) **Annual Faculty Lecture Committee** – No Report
- c) **Piper Award Committee** - No Report
- d) **Policy Revision Committee** – No Report
- e) **Ad Hoc Committee on Tenure & Promotion Processes** – No Report
- f) **Faculty Evaluation Committee** (*see handout*)

President Sherris reported on behalf of committee chair Amit Verma. Committee members Dr. Verma and Dr. Ammari attended a meeting March 3, 2021 involving Dr. Reinisch, Dr. Jaya Goswami, and Ms. Zhuang (OIR) to discuss changes to the SRI instrument that were approved in [Faculty Senate Motion 11.10.2020.4](#). While in that meeting it was discovered that the SRI version available to faculty does not fully match with what is sent to students.

An example of a mismatching item is that in the student view the question states *“Please give your views on the quality of the instruction in this course. In your comments, please include both strengths and weaknesses.”* The faculty view of the same question states *“Views on the quality of the instruction”*. It is evident that the faculty view does not indicate that the students are being prompted and those questions should match a little bit better.

### g) **Faculty Benefits Committee**

Senator Miller wanted to report back to the senate Provost Reinisch’s responses to a couple of the motions that were passed by the senate in December 2020.

- i) [Faculty Senate Motion 12.01.2020.1](#) – Commencement seating for retirees  
The Provost’s response was to set aside two rows just in front of faculty for retired faculty, staff and honored guests to sit, and that emeriti faculty will be invited to walk at commencement with regular faculty.

ii) [Faculty Senate Motion 12.01.2020.2](#) – Rank of “Distinguished Professor”

Provost Reinisch had a number of concerns with this proposal.

1. He asked for documentation showing how other universities have implemented this and how it is different from the Regents Professor Award. Senator Miller reported that right now the University of California System, the Nebraska System, and College Station all have a distinguished professor award at the campus level.
2. Provost Reinisch also did not like the idea of separate distinguished professors of Service, Research, or Teaching; but does support an overall distinguished professor award.
3. Provost Reinisch is in favor of providing some financial remuneration for those receiving this award, which is not something the original motion contained. He was also in favor of one keeping the title for 3 years, and it being renewable but not for life.

**Q:** Senator Flores asked if this would be a promotion or honorary?

**A:** Senator Miller responded that the Provost would like it to be honorary, but that Senator Miller would personally prefer it to be a promotion. This is still in discussion.

Senator Miller also commented that he would be interested in a straw poll to find out what the senate’s feelings are.

iii) [Faculty Senate Motion 12.01.2020.4](#) – In-Service Video

Provost Reinisch responded with a better idea of creating a website that outlines the range of benefits provided to retirees so that it can be accessed well prior to and after retirement as a refresher and includes frequently asked questions, *with the advantage that it can be easily updated.*

iv) [Faculty Senate Motion 12.01.2020.5](#) – Linkage from TAMUK retiree email to retiree’s personal accounts

[Faculty Senate Motion 10.06.2020.1](#) – Automatic response from retiree’s regular TAMUK email alerting sender of retiree.tamuk.edu account

Provost Reinisch will contact HR and ITS to arrange it so that retired faculty may keep their regular TAMUK email account if desired. For those who choose not to keep their regular TAMUK email account, he suggests that the automatic response alerting senders of a personal account be available for six months after retirement.

**h) Guidebook for Department Chairs Task Force**

Senator Glick reported that a draft version (over 3500 words) will be presented at the May meeting.

**i) Ad-Hoc Committee on Anti-Racism and Social Justice (see handouts)**

Senator Sciullo reported that the group conducted a survey of faculty about campus climate. They compiled the results into a report, which will be included with the minutes of this meeting. They have almost completed the initial work on a living bibliography of resources addressing multiculturalism, anti-racism, and social justice. They have also been working to craft a land acknowledgement, which recognizes the role indigenous communities have played in the lands that are home to Texas A&M University-Kingsville. They are hoping to acknowledge their presence and their continued presence in this region as we benefit from their stewardship of the lands that we teach, learn, and work on.

**j) Ad-Hoc Committee on Faculty Handbook**

Senator Meyer wanted to inform the new senators that they have been trying to create a separate, permanent Handbook committee, but just ran out of time during this senate year. He wants to make sure the baton gets passed for the incoming senate to be able to accomplish this task. He reviewed the handbook changes that were approved by the full senate in November 2020, and said that these should be in the handbook and in effect by Fall 2021. He also asked the incoming senate to keep up with this item also to make sure it is completed.

**VII. Old Business**

**a) Tenure & Promotion Proposed Revision Straw Poll Results (see handout)**

Senator Radcliff reported that for the majority of the proposed revisions to tenure and promotion the senate is supportive of the changes. The one area where there was no support were the proposed revisions dealing with external reviews. One area where there was no clear approval or rejection of the proposed revisions dealt with the make up of the advisory and hearing committees as well as the number of challenges allowed in each committee.

**b) Motion: Office hours for online program faculty (see handout)**

President Sherris moved to discuss this motion and Senator Meyer seconded. Most of the discussion revolved around the rationale that was shared in the handout. Senator Kowalsky wanted to address the point at the end of the motion that deals with faculty in fully online programs being accommodated to attend university meetings remotely. He feels like this is a completely separate issue from allowing faculty in fully online programs to have online office hours. Senator Kowalsky was interested in making a friendly amendment to address this issue, but due to the full agenda of the meeting was asked to retract his proposal of a friendly amendment so that the motion could move forward to a vote. Senator Kowalsky

agreed in the interest of time. The motion passed. The vote count was 16 yes, 8, no, 3 abstain.

## **VIII. Senate Transition**

### **a) Pass the gavel**

Parting thoughts from President Sherris included the following items; stand together, settle emotional disagreements privately, motions and resolutions are our 'voice', stand up for shared governance, thank you for believing what we do is important, and consider joining AAUP.

### **b) Thank you to FS President Ari Sherris**

President Chen thanked President Sherris for being one of the most energetic colleagues he has ever met. President Sherris has put a great deal of energy to the faculty senate work, and made great contributions to increase the visibility of the faculty senate, not only within the campus but outside the campus too. He has made important contributions making our university known to many other campuses in Texas. He has a strong sense of social justice, and is passionate about the well-being of the faculty and social inequality on our campus. I very much enjoyed working with you Ari, and you will be missed.

## **IX. New Business**

### **a) Welcome New Senators**

President Chen shared that he is honored to have the opportunity to work with all of us in the faculty senate. He said that going forward we will continue the remaining tasks from the previous senate; tenure and promotion proposed revisions, retirement benefits, etc. He believes our main task is to represent our university faculty and to protect our inner interests and also to promote the development of our university as a whole. He reiterated that it is his honor to work with us and that we will do great things together.

### **b) Election of Executive Committee and Officers**

- i) President Elect: Tanner Machado
- ii) Secretary: Christine Radcliff
- iii) Parliamentarian: Patricia Huskin
- iv) College of Agriculture & Natural Resources: Bart Ballard
- v) College of Arts & Sciences: Jeff Glick
- vi) College of Business Administration: Kendra Huff
- vii) College of Education & Human Performance: Robert Kowalsky
- viii) College of Engineering: Lucy Camacho

### **c) Election of Members to the Senate Standing Committees**

#### **i) Committee on Committees**

- College of Agriculture & Natural Resources: Steven Chumbley



- College of Arts & Sciences: Alexander Sanchez-Behar
- College of Business Administration: Kathleen Rees
- College of Education & Human Performance: Daniella Varela
- College of Engineering: Velda Soydas
- Library: Christine Radcliff
- Additional Senators: Mais Nijim, Nick Sciallo

ii) **Resolutions and By-Laws**

- College of Agriculture & Natural Resources: Tanner Machado
- College of Arts & Sciences: Michael Houf
- College of Business Administration: William Procasky
- College of Education & Human Performance: Kelly Hall
- College of Engineering: Lifford McLauchlan
- Library: Christine Radcliff

iii) **Election Committee**

- Christine Radcliff
- Teresa Young
- Lucy Camacho
- Travis Braidwood
- Kendra Huff

**X. Announcements**

- a) Library LibQual Survey will open on March 15 and run until April 15, 2021.

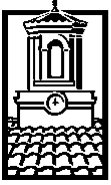
**XI. Adjournment**

At 4:55pm a motion to adjourn was made by Senator Huskin and seconded by Senator McLauchlan, motion was passed.

**Respectfully Submitted,**

Christine Radcliff

Faculty Senate Secretary, 2020-2021



March 30, 2021

**MEMORANDUM**

<p>TO: JoElda Castillo Alaniz Henry Burgos Jieming Chen Barbara Collins Johnny Estelle Manuel Flores Nirmal Goswami Elisa Guerra</p>	<p>James Guidry Jeff Lewis Jorvis McGee Reverend James Miller Lidia Morales Loreal Robertson Linda Villarreal</p>
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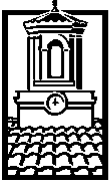
Re: Community Dialogue and Discussion of antiracism and inclusion

I would like to thank you for your service as members of the Council on Climate, Diversity and Inclusion. Reports to the Faculty Senate have indicated that you have engaged in extensive discussions and dialogue on the issues and concerns relevant to these troubling times and to your charge, and I deeply appreciated this. At the same time I would like to encourage you to take a more pro-active leadership role in the community. Faculty have raised concerns that a managerial or corporate stance is being taken rather than one that engages in outreach, community study, dialogue and discussion across our campus and across its different constituencies. One suggestion is small reading groups of mixed constituencies reading the same book on antiracism or inclusion that might culminate in an author session to lead a larger all-campus teach-in. Faculty understand that a pandemic has and will continue to constrain our Javelina creativity in this regard. Nevertheless as the pandemic—one would hope—recedes into our past, expectations for your fine work to see the light of day not solely because of a newly hired Director or additional Vice President, but because community dialogue and discussion rather than managerialism is of value and might be continuously repositioned as central to all we do for each other.

Sincerely,

Ari Sherris, PhD  
President, Faculty Senate (2020-21)

CC: President Mark Hussey  
Faculty Senate Ad Hoc Committee on Antiracism and Social Justice



April 5, 2021

Greetings Dr. Rito Silva,

On behalf of the Texas A&M University-Kingsville Faculty Senate, I want to welcome you in your role as A&M Kingsville's Vice President for Enrollment Services and Student Affairs to begin June 1. Your impressive record of higher education achievements, your deep roots in our region and our university, and your strong belief in outreach, community, and family are values that we share with you.

The Faculty Senate looks forward to developing a strong and supportive relationship with you and with all endeavors that strengthen our university, deepen its roots in the region and create pathways for future generations of students that lead to their intellectual and emotional fulfillment, as well as their upward mobility.

From strength to strength,

A handwritten signature in black ink, appearing to read 'Ari Sherris', written over a white background.

Ari Sherris, PhD

President, Faculty Senate (2020-21)

CC: Mark Hussey, President of Texas A&M University-Kingsville  
Jieming Chen, President-Elect of the Faculty Senate (begins as President April 6)

To,  
Dr. Ari Sherris,  
TAMUK Faculty Senate President

From,  
Dr. Amit Verma,  
Chair of Faculty Senate Faculty Evaluation Committee

Subject: Memo from Dr. Verma to Dr. Sherris – to serve as report from the committee

Dear Dr. Sherris,

The Faculty Evaluation Committee met several times during the period 2020-2021 to discuss changes to the SRI instrument. This resulted in two motions, which were voted upon and approved by the Faculty Senate. The approved motions are enclosed.

The Committee was then requested to discuss those motions with Provost Reinisch before being approved by President Hussey.

In a meeting held on March 3, 2021 involving Dr. Reinisch, Dr. Goswami, Ms. Miao Zhuang (OIR), Dr. Habib Ammari (member on the Committee), and myself, Dr. Reinisch requested that the Senate reconsider the motions and make them part of a more comprehensive single motion. During the meeting, we also discovered that the SRI version available to faculty does not fully match with what is sent to students. These changes may have occurred several years ago (I will take the liberty here to bring my supposition – perhaps during past Provost Gandy's tenure). I have enclosed the SRIs received by the faculty and students, and also my report to you on the March 3<sup>rd</sup>, 2021 meeting.

Please do not hesitate to contact me if you have any questions or need further information.

Thank you for your time and effort.

Best regards



April 1, 2021

(Amit Verma)



January 15, 2021

Dear Drs. Amit Verma & Habib Ammari,

Thank you for agreeing to participate as Chair and member of the Faculty Evaluation Committee in discussions with the **Office of Academic Affair** concerning the following two motions:

**TAMUK FACULTY SENATE MOTION 11.10.2020.4.**

**Motion:**

(A) To remove the SRI question “Cannot be reached during posted office hours” from the current TAMUK SRI instrument.

(B) To amend, consistent with Motion (a), the Texas A&M University-Kingsville Faculty Handbook (Revised 2019), Appendix A, page 2 – Teaching Performance – as follows:

<b>Original</b>	<b>Amended as follows</b>
<b>5. Individual rapport (questions 1,6,10,14)</b>	<b>5. Individual rapport (questions 1,6,10)</b>
<b>6. Breadth of coverage (question 15)</b>	<b>6. Breadth of coverage (question 14)</b>
<b>9. Workload/difficulty (questions 16,17)</b>	<b>9. Workload/difficulty (questions 15,16)</b>

PASSED by Faculty Senate on November 10, 2020

**TAMUK FACULTY SENATE MOTION 11.10.2020.7.**

**Motion:**

To replace the SRI question, “Textbook support the course objectives”, with, “Assigned and suggested course materials support the course objectives” in the current TAMUK SRI instrument.

PASSED by Faculty Senate on November 10, 2020

Through your participation shared governance becomes a reality. It is my hope that you will reach agreement by January 29 so that we may report this at the February 3 regularly scheduled Faculty Senate meeting. Alternatively, if there are changes of wording, that these are brought to the same Faculty Senate meeting to be seconded, discussed and voted on.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ari Sherris', with a stylized flourish at the end.

Ari Sherris, PhD  
President, Faculty Senate (2020-21)

CC: Lou Reinisch, Provost  
Miao Zhuang, Director of Institutional Research

## Re: SRI instrument

Amit Verma <Amit.Verma@tamuk.edu>

Thu 3/4/2021 12:52 PM

To: Miao Zhuang <Miao.Zhuang@tamuk.edu>; Ari Sherris <Arieh.Sherris@tamuk.edu>

Cc: Lou Reinisch <Lou.Reinisch@tamuk.edu>; Jaya S. Goswami <Jaya.Goswami@tamuk.edu>

 1 attachments (59 KB)

TAMUK Student Rating of Instruction template 1.pdf;

Dear Dr. Sheris,

We had a very productive meeting yesterday to discuss the faculty motions. Dr. Reinisch expressed a great deal of satisfaction with the motions, and willingness to have them implemented, perhaps as early as Summer. However, he also expressed his desire to have some more effort put into this work before it meets Dr. Hussey's and his approval.

In particular, he wants the Senate to ensure that the questions on the SRI are appropriately mapped to the different categories to evaluate faculty performance, as outlined in the Faculty Handbook. He would also like to see that all SRI questions are appropriately worded and relevant. In short, I believe he expects a more holistic revision.

I would strongly suggest that you meet with him (I will be of course willing to be part of the meeting if you both so feel), and discuss the scope of revisions he expects, to ensure clarity. The committee will of course work on what it is asked to by the Senate. I would also urge caution on being too ambitious unless there is enthusiasm for the longer work. You may remember (and I am sure, so does Miao) the last time the Senate tried to overhaul the SRI - an effort spanning over 4 years, multiple Senate presidents, including me, only to have those changes voted down unceremoniously by the Senate. This is, I believe, one of the reasons why you wanted this committee to work on SRI changes in small steps.

Thank you once again for the opportunity to chair this committee and work on these important issues.

Best regards

Amit Verma

PS: Please see message below from Miao. There is a slight variation between the SRI instrument sent to students and what, we the faculty receive. It will be worth keeping this in mind as the Senate works on this.

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**From:** Miao Zhuang <Miao.Zhuang@tamuk.edu>

**Sent:** Wednesday, March 3, 2021 12:09 PM

**To:** Amit Verma <Amit.Verma@tamuk.edu>; Habib Ammari <Habib.Ammari@tamuk.edu>

**Cc:** Lou Reinisch <Lou.Reinisch@tamuk.edu>; Jaya S. Goswami <Jaya.Goswami@tamuk.edu>

**Subject:** SRI instrument

Dr. Verma and Ammari,

Attached is the current SRI instrument on students' portal. I think you used the question wordings on your SRI results in JNET. Due to space constraints, wordings on faculty interface are short-phrased that allows for the export of a printer-friendly excel file.

I examined the SRI system setup. Even though the "inaccessible" question appears as the 15<sup>th</sup> one on students' portal, it was indeed set up as the 14<sup>th</sup> one in the SRI system and also on the SRI results released to instructors and deans/chairs. I don't know why my former IR colleagues switched the sequencing of question 14 and 15, maybe leaving the only negative question to the very last? However, it has no impact on all existing SRI results.

Hope my explanations clarify.

Miao Zhuang  
Director, Office of Institutional Research & Assessment  
Texas A&M University-Kingsville  
Kingsville, TX 78363  
Phone (361) 593-4480  
FAX (361) 593-4141  
[miao.zhuang@tamuk.edu](mailto:miao.zhuang@tamuk.edu)



...Please take a moment to complete the Student Rating of Instruction. Your opinion matters and we appreciate you taking on the responsibility for this important assessment project.

## Instructor & Course

### Instructor & Course Questions

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
1. The instructor is considerate of the students during class. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
2. The instructor presents the subject matter in a clear and organized manner. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
3. Tests and other requirements cover the course description in the syllabus. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
4. The instructor sets high academic standards. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
5. The instructor follows the grading system outlined in the syllabus. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
6. The instructor is available during office hours. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
7. Lectures, discussions, and/or demonstrations focus on the material outlined in the syllabus. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
8. The results of tests and assignments are returned in a reasonable amount of time. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
9. The textbook(s) and/or other required materials support the course objectives. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
10. The instructor takes time to answer questions. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable

- |  |   |                                |                                  |                                   |  |   |
|--|---|--------------------------------|----------------------------------|-----------------------------------|--|---|
| 11. The instructor attempts to involve students in class discussions & activities. * | <input type="radio"/><br>Strongly Agree | <input type="radio"/><br>Agree | <input type="radio"/><br>Neutral | <input type="radio"/><br>Disagree | <input type="radio"/><br>Strongly Disagree | <input type="radio"/><br>Not Applicable |
| 12. The instructor required high quality work. *                                     | <input type="radio"/><br>Strongly Agree | <input type="radio"/><br>Agree | <input type="radio"/><br>Neutral | <input type="radio"/><br>Disagree | <input type="radio"/><br>Strongly Disagree | <input type="radio"/><br>Not Applicable |
| 13. The instructor communicates the importance of the subject matter. *              | <input type="radio"/><br>Strongly Agree | <input type="radio"/><br>Agree | <input type="radio"/><br>Neutral | <input type="radio"/><br>Disagree | <input type="radio"/><br>Strongly Disagree | <input type="radio"/><br>Not Applicable |
| 14. The instructor uses examples to help students understand. *                      | <input type="radio"/><br>Strongly Agree | <input type="radio"/><br>Agree | <input type="radio"/><br>Neutral | <input type="radio"/><br>Disagree | <input type="radio"/><br>Strongly Disagree | <input type="radio"/><br>Not Applicable |
| 15. The instructor cannot be reached during posted office hours. *                   | <input type="radio"/><br>Strongly Agree | <input type="radio"/><br>Agree | <input type="radio"/><br>Neutral | <input type="radio"/><br>Disagree | <input type="radio"/><br>Strongly Disagree | <input type="radio"/><br>Not Applicable |

## Additional Questions

16. Compared to other college courses I have taken, the amount of effort required to succeed. \*
- N/A
  - Higher
  - Same
  - Lower
17. The grade that I expect in this class is: \*
- N/A
  - A
  - B
  - C
  - D
  - F
18. My reason for taking this course: \*
- Required
  - Elective

19. Please give your views on the quality of the instruction in this course. In your comments, please include both strengths and weaknesses.

Enter text here...

[Submit Evaluation](#)

## Instructor & Course Questions

Total Str  
88

### Question

- Considerate of the students during class
- Presents the subject matter in a clear and organized manner
- Tests and other requirements cover the course description in the syllabus
- Sets high academic standards
- Follows the grading system outlined in the syllabus
- Available during office hours
- Lectures focus on the material outlined in the syllabus
- Results are returned in a reasonable amount of time
- Textbook support the course objectives
- Takes time to answer questions
- Attempts to involve students in class discussions/activities
- Required high quality work
- Communicates the importance of the subject matter
- Cannot be reached during posted office hours
- Uses examples to help students understand

## Additional Questions

### Question

**Amount of effort required to succeed**

- Higher
- Same
- Lower

**Grade that I expect in this class**

- A

**Reason for taking this course**

- Required
- Elective

**Views on the quality of the instruction**

# Faculty Experiences with Discrimination at Texas A&M University—Kingsville:

A Report by the Faculty Senate Ad-Hoc Committee on  
Anti-Racism and Social Justice

Committee Members:

Dr. Nick J. Sciallo, Chair

Dr. Mais Nijim

Dr. Lilianna Rodriguez

Dr. Chika Rosenbaum

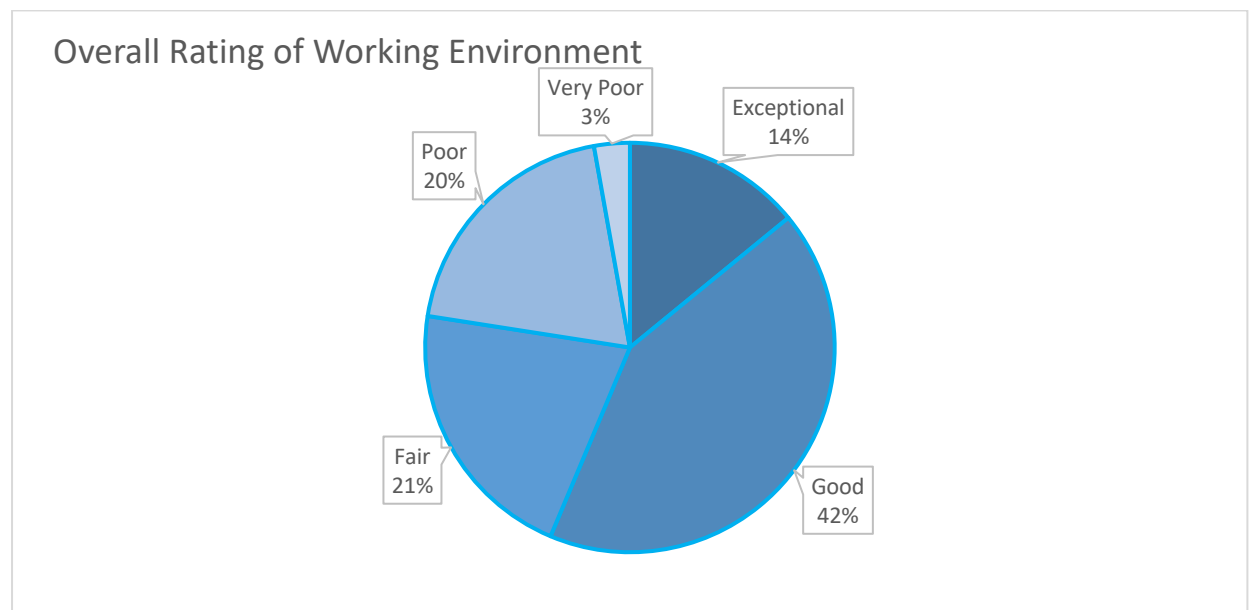
April 1, 2021

## Executive Summary

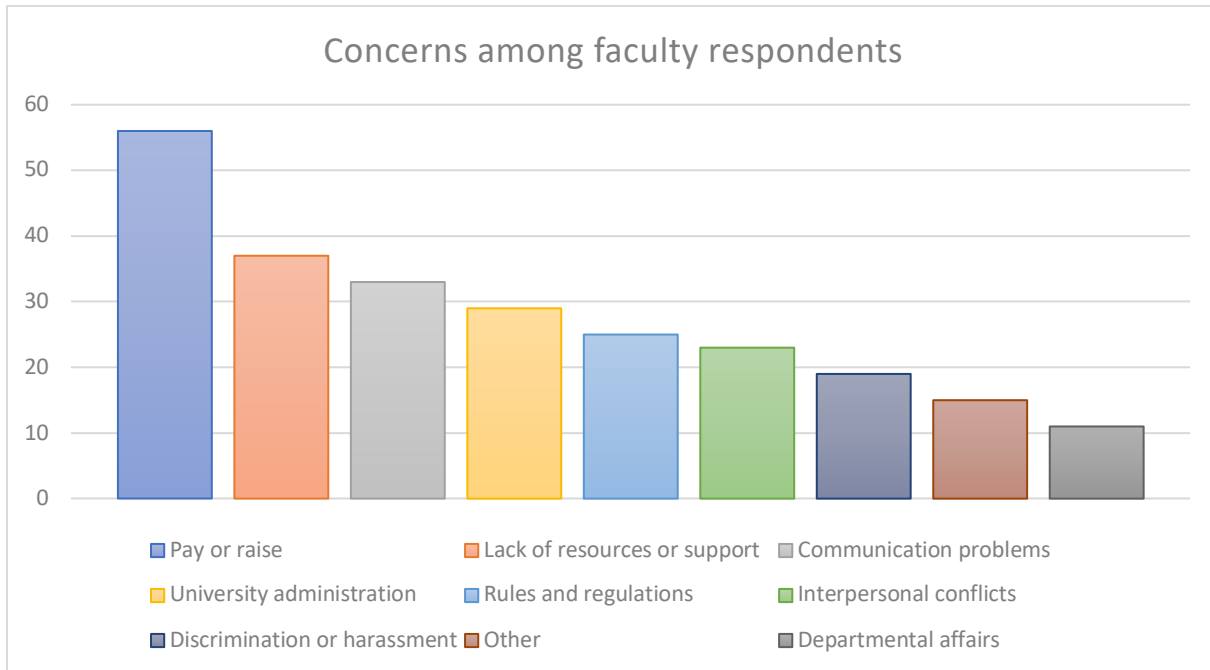
The Faculty Senate Ad-Hoc Committee on Anti-Racism and Social Justice was tasked by Faculty Senate President Dr. Ari Sherris to investigate faculty member experiences with discrimination on campus among other projects. The Committee administered a survey from mid-February 2021 to early March 2021 to which 71 faculty members responded. This report reflects the results of that survey with recommendations for further action by the Faculty Senate and the University community as a whole.

## Survey Report, Faculty Senate Ad-Hoc Committee on Anti-Racism and Social Justice (N=71)

- Overall, 56% of faculty respondents understand their working environment at TAMUK positively. Out of 71 respondents, 10 people rated the working environment “Exceptional,” and 30 people rated it “Good.” More than 77% of faculty respondents view the working environment as at least fair (15 said “fair”).



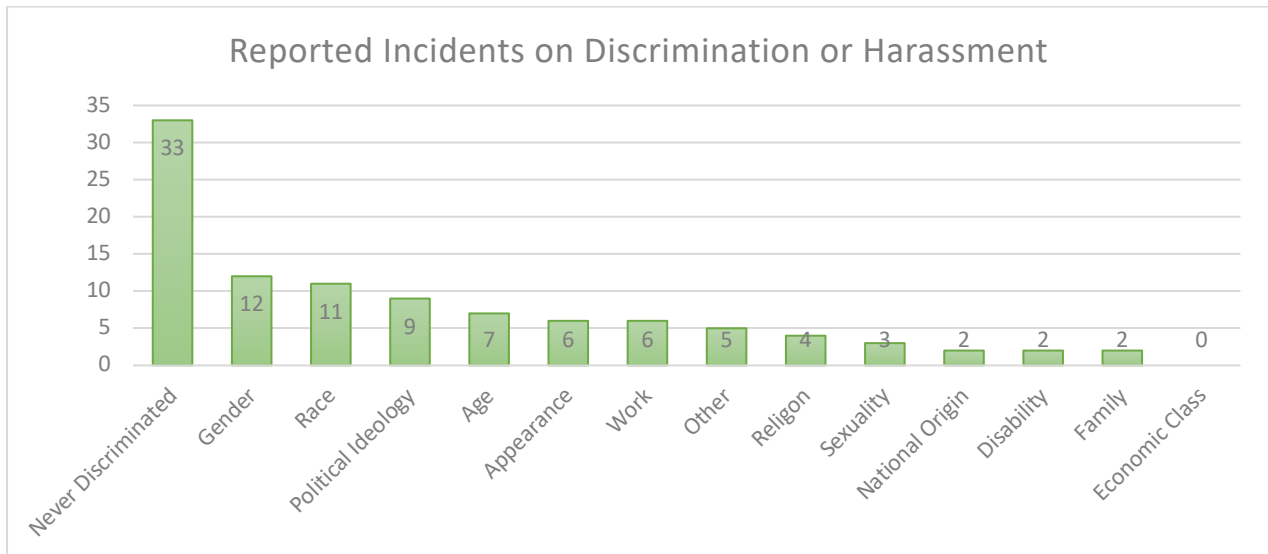
- The biggest concern shared among more than 78% of faculty respondents is pay/raise (n=56), followed by a lack of resources or support (n=37), communication problems (n=33), university administration (n=29), rules and regulations (n=25), interpersonal conflicts (n=23), discrimination/harassment (n=19), and departmental affairs (n=11).



- Although discrimination or harassment did not appear to be the biggest concern, and only 25.35% of (18 out of 71) respondents expressed their concern over the issue, 53.5% (38) of respondents experienced some types of discrimination or harassment.
- Gender discrimination appears to be the most prominent issue on campus, followed by race, political ideology, age, appearance, work status, religion, sexuality, national origin, disability, and family status.



- The regression analysis (Model 1) shows that faculty's concerns over discrimination and their experience in discrimination are negatively correlated with their evaluation of the working environment at 99% significance level. Model 2 shows that no discrimination is correlated with the overall rating of the working environment. In turn, those who never experienced discrimination are more likely to rate the environment higher.

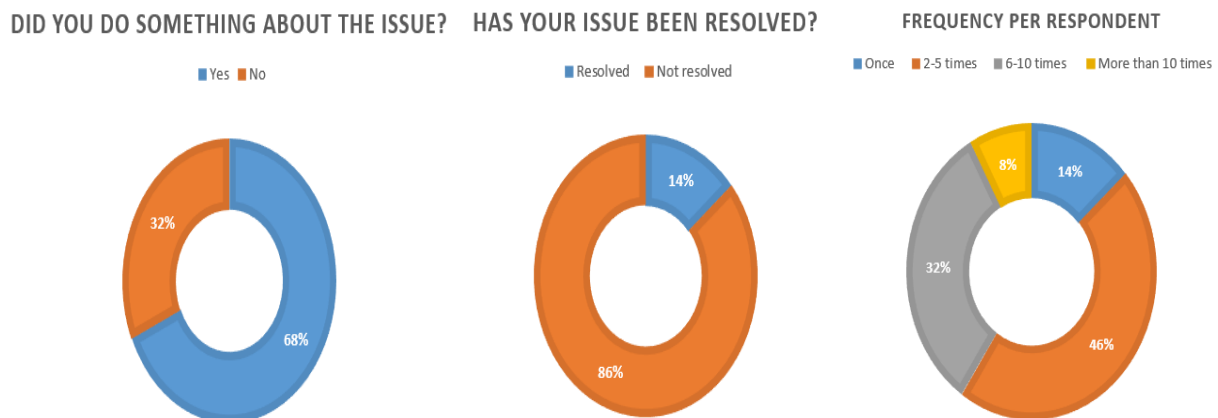


Regression Analysis on factors affecting the overall rating of working environment.  
 Dependent Variable: Five-scale rating of working environment (5= Exceptional, 1= Very Poor)

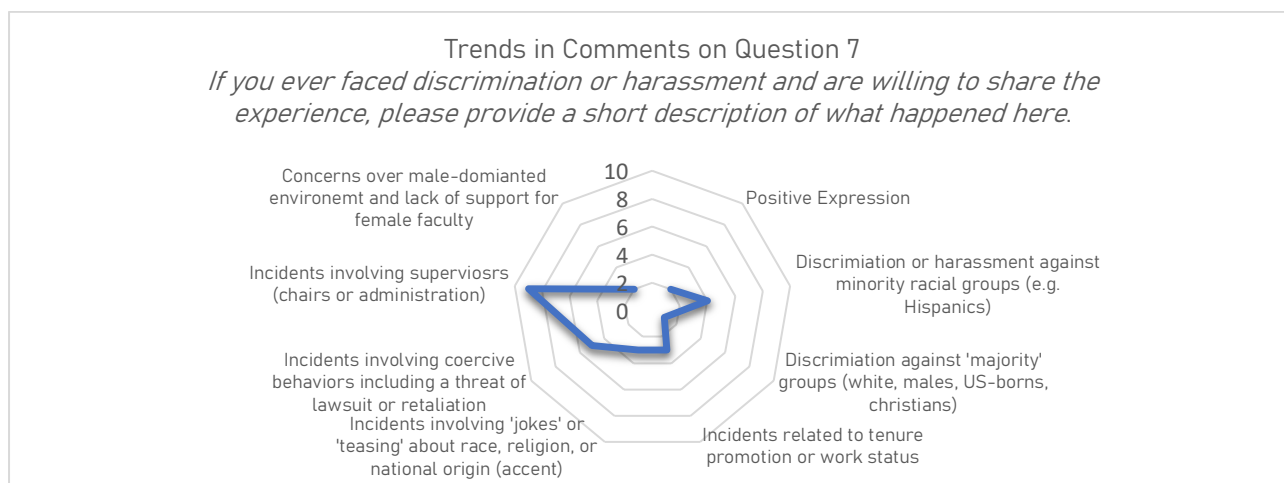
Variables	Model 1	Model 2
Concern over pay (Yes=1, no=0)	-0.034	
Concern over discrimination (Yes=1, no=0)	-0.771***	
Experience in discrimination (yes=1, no=0)	-0.082***	
Never Experienced (never=1)		1.17***
National origin (discriminated based on it=1)		0.136
Race		0.152
Gender		0.149
Sexuality		0.835
Disability		-0.457
Age		-0.002
Appearance		-0.309
Family Status		0.539
Religion		0.108
Political Ideology		-0.389
Work Status		-0.175
Other		0.110
R-Squared	0.3916	0.3447

\*\*p<.01, \*\* p<.05, \*p<.1 || Constant values and standard errors are not listed in this table.

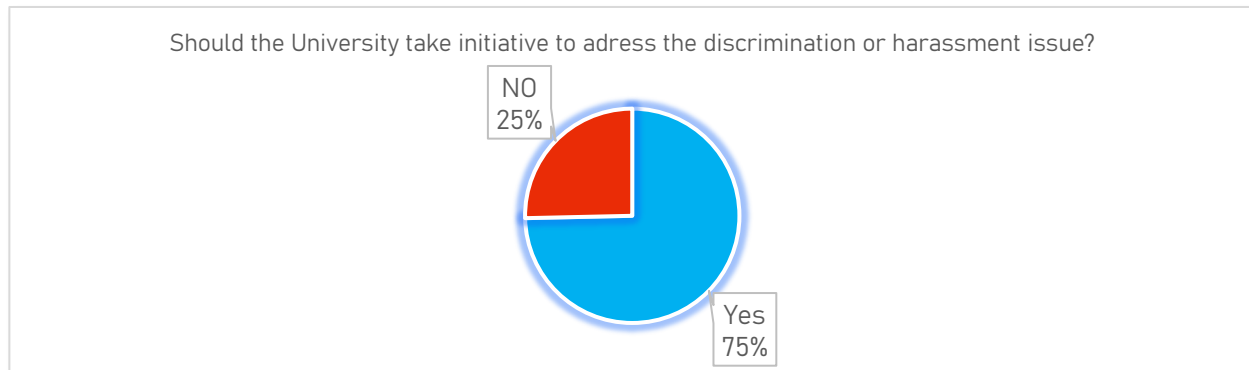
- Among 36 respondents who answered the question, 86% or 31 of them felt that their discrimination or harassment issue has not been resolved as of today. Among 38 respondents, 68% or 26 of them did take action, such as reporting to their supervisors or talking to coworkers. Of those that took action, only 3 respondents felt that their discrimination or harassment issue was resolved. The data indicates that, discrimination or harassment are recurring issues at TAMUK.



- The chart below is a review and summary of how 17 people responded to the question.



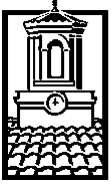
- Regardless of experiences with discrimination or harassment, nearly 75% of respondents believe some sort of initiatives should be implemented at the university level.



This strong belief in the University addressing discrimination and harassment was supported by diverse opinions about what specifically should be done. There was no overwhelming support for a single approach, solution, or initiative.

	Five major approaches suggested based on the interpretations of comments from Q11 and Q12
<b>Status quo approach</b>	Keep the existing policies. At least 10 respondents feel that the existing University policies are sufficient to ensure the diversity and handle individual incidents regarding discrimination or harassment.
<b>Target approach</b>	At least two faculty members suggested a development of anonymous hotline and reliable, and transparent process of investigating reported incidents which leads to practical solutions and prevents possible retaliation.
<b>Broad approach</b>	More workshops, training, or education of faculty members, staffs, and students on various issues including diversity, gender equality, LGBTQ+, and racial minority groups.
<b>Inclusive approach beyond race and politics</b>	At least seven respondents feel that the overwhelming focus and attention to racism creates more problems than solutions. One respondent suggested that if the University were to address the issue of discrimination, it should address discrimination based on various factors and include various "viewpoints," including "those of US born, conservative males and females." Similarly, two of those faculty members feel that the focus on racial issues, including the development of the Committee, is tied to the national politics. They expressed their hopes that all opinions should be respected regardless of political ideology.
<b>Practical approach (Do something!)</b>	At least five faculty members question the University's ability to implement effective or meaningful solutions to discrimination or harassment issues. They would like the University to actually "do something rather than just sending out questionnaires and surveys."

- Recommendations: Based on this survey, the Faculty Senate should consider the following: 1) an open discussion of the survey result and address ways to raise the awareness of the occurrence of discrimination on campus, and 2) encouraging the University to sponsor at least three events or roundtables for faculty members per semester which collectively address the issues of discrimination, inclusion, diversity, and difference to enhance faculty understanding of these issues and offer constructive dialogue about improving the campus climate.
- Limitations of this research: We understand that only 71 faculty members of this University have responded to this survey. There is a possibility that those who experienced or have concerns over the issue of discrimination or harassment were more interested in taking this survey, and therefore, discrimination is exaggerated. There is also a possibility that those who experienced discrimination decided not to take this survey for various reasons, and discrimination is underrepresented. Regardless, this survey confirms the occurrence of repeated discrimination and harassment, not just based on race.



March 27, 2021

Dear Dr. Nick Sciallo,

I write to you in your role as Chair of the *Faculty Senate Ad Hoc Committee on Antiracism and Social Justice* to request your committee consider writing an Indigenous Land Acknowledgment for our Kingsville campus. To my thinking, this potentially raises awareness of the traditional stewards of the land where we learn and where we as members of the Javelina family build enduring links to study, knowledge and community. Such an acknowledgement disseminated on our university website and visible on the webpages of our colleges is a form of everyday social justice that enacts a dignified, respectful, and honest relationship to specific Indigenous history, land, and people.

At a recent conference of the American Association for Applied Linguistics, the first link was shared among members of the association. Additional links I discovered. I am sure if you discuss this with Jernigan library research librarians, they might help you find additional refereed sources.

<https://native-land.ca/>

<https://www.northwestern.edu/native-american-and-indigenous-peoples/about/Land%20Acknowledgement.html>

<https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/>

Sincerely,

Ari Sherris, PhD  
President, Faculty Senate (2020-21)

CC: Faculty Senate President-Elect Jieming Chen; Members of the Faculty Senate Ad Hoc Committee on Anti-Racism and Social Justice: Mais Nijim, Liliana Rodriguez, and Chika Yamamoto Rosenbaum.

## March 2021 Faculty Senate Straw Poll on Tenure and Promotion Change Proposal

### A. Questions and Polling Results)

Q1. That the major review (i.e., the mid-tenure track comprehensive review) be moved to the Fall semester of the 4th year from the Spring semester of the fourth year. That the 5th year annual performance review be moved to the Fall of the 5th year to provide timely feedback to the candidate.

Comment: These timelines do not meet system policy as brought forth in the discussion on 3/16. These times can be seen in AOP1 3.1.1.-3.1.3

**For: 16; Against: 7; Abstain: 0**

Q2. That each tenure track member will undergo annual performance reviews for continuation in the Spring semester of their 1st, 2nd, and 3rd years and the Fall semester of their 5th year of actual and accredited service.

Comment: It does not give faculty who will be discontinued or terminated sufficient time to find a new job. Comment: Does not give sufficient time for job searching if a decision to terminate has been reached, specifically in the year 2 review. Most jobs are gone, by Christmas.

**For: 16; Against: 5; Abstain: 2;**

Q3. That in the Fall semester of the 4th year of the actual and accredited service, all tenure track faculty members shall receive a comprehensive review to determine progress toward meeting all tenure requirements in the tenure track appointment. (and subsequent 4...)

**For: 15; Against: 6; Abstain: 2;**

Q4. Tenure and Promotion Timeline for New Faculty

Members <https://tinyurl.com/ProposedTandPTimeline> Comment: This requires further editing. Comment: The first year of a tenure-track appointment usually starts on Sept 1st (fall semester). This is not reflected in the table. The table should be modified to reflect it.

**For: 11; Against: 5; Abstain: 6; Blank: 1.**

Q5. That faculty members are allowed to add materials to their portfolios during the review process. The submission date should be noted on all materials submitted after the deadline. Materials allowed to be added must pertain to research or scholarly activity, such as acceptance notice of a manuscript for publication; acceptance of a proposal for a conference presentation; or funding of a grant proposal. These documents, once submitted, will not be added to the e-portfolio, but rather, added as supplementary document(s) hyper-linked to the eportfolio, with appropriate notation(s).

Comment: 5 years is should be sufficient to build a strong portfolio. Adding materials at a later stage results in unfair evaluation of faculty at different levels.

**For: 19; Against: 4; Abstain: 0;**

- Q6. That tenure shall be linked to promotion from assistant professor to associate professor. That tenure is included with promotion from assistant professor to associate professor. Any candidate for promotion from assistant to associate professor will be considered in a single evaluation for "promotion and tenure" and the two items will not be considered separately

Comment: Will always have exceptions as to why they should not be linked. Linking them forces the hand and does not allow for those exceptions.

**For: 16; Against: 5; Abstain: 2;**

- Q7. That: the dean and provost respectively shall have a one-on-one meeting with each candidate prior to making their recommendation on tenure and promotion. Additionally, the candidate is entitled to separate meetings, up to 10 minutes long, with the department chair, the department committee and the college committee. If a request is not made by the candidate, the department chair, the department committee and the college committee can request to meet with the candidate for up to 10 minutes before making their recommendation.

Comment: Absolutely no one wants to meet with the provost or dean, and 10 minutes is so short a time as to be both pointless and a waste of everyone's time.

Comment: This is too late, could this meeting happen earlier? Maybe in the 4th year review? or maybe both?

Comment: A candidate is entitled to meetings at their request, up to 20 minutes long, with the department chair, the department committee and the college committee. If a request is not made by the candidate, the department chair, the department committee and the college committee can request to meet with the candidate for up to 20 minutes before making their recommendation.

Comment: This needs rewording to make all these optional and not required. Furthermore, myself and my department that this doesn't seem very useful in regards to time. More effort should be made on the front end to build relationships. May consider the suggestion from yesterday about having these meetings with tenure track faculty in year 2 or 3 (at least with higher admin to build relationship).

**For: 12; Against: 9; Abstain: 2;**

- Q8. Wording Option 1 That if the tenure and/or promotion committee at the department level does not have enough members, the dean can consider appointing appropriate member(s) from other similar departments both inside and outside of the college. The appointing of additional member(s) will be made by the dean in consultation with department chair and the candidate. The chairs of the department and college committees should have the rank of a full professor.

Wording Option 2 - Friendly Amendment (not previously voted on in faculty senate) That if the tenure and promotion committee at the department level does not have at least three voting members, the chair of the tenure and promotion committee can consider appointing appropriate members from other similar departments both inside and outside of the college. The appointing of additional members will be made by the chair of the tenure and promotion committee in consultation with the department chair and the candidate. The tenure and promotion committee chairs at the department and college levels should have at least the rank to which the candidate is applying.

Comment: That if the tenure and promotion committee at the department and college level does not have at least three voting members, ...

**For option 1: 4; For option 2: 13; Against: 3; Abstain: 3;**

Q9. That using a standard template letter, the dean will request external letters of review of the candidates for tenure and promotion. The external reviewers will be provided the candidate's C.V. and the criteria for tenure and promotion.

Comment: The dean is supposed to take on all this extra work to send out letters and then follow-up with letter-writers? I don't think so. Terrible idea all around.

Comment: A CV is not enough, and external reviews need to be done very carefully.

Comment: There are numerous issues with external letters. Some of these include the reviewer not having first hand knowledge of the level of support, the higher teaching load, etc which in many cases will be very different than their own institution.

Comment: That using a standard template letter, the dean will request external letters of review of the candidates for tenure and promotion. The external reviewers will be provided the candidate's C.V., criteria for tenure and promotion, and relevant materials such as copies of publications.

Comment: Highly encouraged. Letters should come from outside of the dept, and should strive to be from outside the university, but we should require certain criteria (similar discipline similar university setting etc)

**For: 6; Against: 17; Abstain: 0;**

Q10. Wording Option 1 That at least three external letters should be in the portfolio. The dean's office will redact each letter so the author and institution are unknown.

Wording Option 2 - Friendly Amendment (not previously voted on in faculty senate) That at least three external letters shall be in the portfolio. The dean's office will redact each letter so the author and institution are unknown.

Comment: I would never trust any dean at this university with this power. How do we know that what they have redacted is merely "identifying information"? A dean who wants to deny a candidate tenure can easily redact a positive review letter to look negative. Also, if the dean gets to choose external reviewers, what if they decide to choose a personal friend whom



they can guide to write a letter that fits their pre-existing bias either for or against a candidate? Again, these are TERRIBLE IDEAS

Comment: This assumes the prior revisions are done. Again numerous issues with external reviewers being utilized.

Comment: For external review letters, or recommendation letters, there is no need to hide the identity of the letter writers. For external reviewers, on the other hand, we need to redact the name and institution.

Comment: redaction should not be happening. Letters should be highly encouraged, but not required. Situations arise where a external review may not be able to complete the task (given COVID), this may be harder to meet than normal.

**For Option 1: 1; For Option 2: 1; Against: 20; Abstain: 1;**

Q11. Wording Option 1 That the candidate should provide the names and contact information for four (4) possible external reviewers. The dean, in consultation with the chair, will pick two of the four and ask for letters of review. The dean should follow up with reminder letters. Wording Option 2 - Friendly Amendment (not voted on in faculty senate) That the candidate should provide the names and contact information for four (4) possible external reviewers. The dean, in consultation with the chair of the department tenure and promotion committee, will pick two of the four and ask for letters of review. The dean should follow up with reminder letters.

Comment: How many different people is the candidate supposed to recommend for this? If the candidate has already requested letters of recommendation from outside reviewers, they then have to provide another 4 names? And why would the dean get to choose which 2 of these 4 reviewers to contact? How does the dean have any idea who would be right for the task? And again, the dean is going to take on all this extra work? Why on earth would we want to give MORE power to administrators?

Comment: This assumes the prior revisions are done. Again numerous issues with external reviewers being utilized.

Comment: These numbers are not consistent. Some say 3 letters, some say 2. I think all of these need to be revisited and cleaned up.

**For Option 1: 2; For Option 2: 5; Against: 15; Abstain: 1;**

Q12. That the dean, in consultation with the chair, will pick three external reviewers. The candidate will have the right to eliminate one name. The dean will ask for reviews from two of the remaining two or three names. The dean should follow up with reminder letters. If three responses are not received, the dean will use either one or two of the remaining reviewers provided by the candidate. After all six requests are made (4 from the candidate's list and 2 from the dean's list), no additional requests need be made. The blinded review letters will be placed in the candidate's portfolio.

Comment: Again, this is a STUPID IDEA. This overcomplicates the already unpleasant and tedious t&p process, gives the Deans WAY too much power, and requires the candidate to play some stupid game of multiple choice.

Comment: This assumes the prior revisions are done. Again numerous issues with external reviewers being utilized.

Comment: These numbers are not consistent. Some say 3 letters, some say 2. I think all of these need to be revisited and cleaned up.

**For: 2; Against: 19; Abstain: 3;**

Q13. That an Advisory Committee comprising one faculty member from each college (5). That a Hearing Committee of 7 members comprising at least one faculty member from each college. That an alternate pool of 8 members comprising at least one faculty member from each college. That any committee member stepping off the Advisory or Hearing committee due to a conflict of interest or challenge becomes a member of the alternate pool. That any committee member who voted on the tenure or promotion being appealed at the department or college levels has a conflict of interest. [Current Policy • Advisory: 5 members plus 4 alternates • Hearing: 8 members plus 6 alternates]

Comment: I don't understand this revision, comment, question,... or what ever it is...what is being recommended for a change?

**For: 8; Against: 8; Abstain: 6;**

Q14. Wording Option 1 That committee and alternate pool members are appointed by May 31 each year for the following academic year by the Faculty Senate. Overall membership should be roughly proportional to the number of faculty members in each college. Members serve only 1-year, but can be reappointed.

Wording Option 2 - Friendly Amendment (not voted on in faculty senate) That committee and alternate pool members are appointed by May 31 each year for the following academic year by the Faculty Senate President and Faculty Executive Committee. Overall membership should be roughly proportional to the number of faculty members in each college. Members serve 3-year, but can be reappointed.

Comment: It would be ok if the pool is for 3 years, but not the committees

Comment: Maybe if it were for 2 years.

Comment: That committee and alternate pool members are appointed by May 31 each year for the following academic year by the Faculty Senate President and Faculty Executive Committee. Overall membership should be roughly proportional to the number of faculty members in each college. Members serve 2-year, but can be reappointed.

Comment: Can the members serve for 6 years then?

**For: Option 1: 8; For Option 2: 4; Against: 6; Abstain: 5;**

Q15. That the same Advisory Committee and Hearing committee (as described above) will consider all appeals, except for individuals replaced due to a conflict of interest.

Comment: This is impractical to have one committee hearing all of these as many times these can last one to two days for each faculty appealing and there could be many in a given year.

Comment: Incredibly too much of a workload.

**For: 11; Against: 8; Abstain: 4;**

Q16. That Advisory Committee: 1 challenge allowed by each party, the appeals and the university. Hearing Committee: 2 challenges allowed by each party, the appeals and the university.

Comment: I see no reason to change the process.

Comment: No reason to reduce advisory challenge number. This hurts faculty appealing.

**For: 8; Against: 8; Abstain: 7;**

Q17. That Advisory and Hearing committees elect their Chairs (no change). That the chairs of both the Advisory Committee and Hearing Committees vote.

Comment: Chairs shouldn't vote

**For: 15; Against: 4; Abstain: 3;**

Q18. That the committee report is sent to the president.

**For: 18; Against: 2; Abstain: 1;**

Q19. That Tenure and Promotion appeals are submitted as one appeal, heard by the Advisory Committee and if recommended, the Hearing Committee. (Appeals concerning promotion to Full Professor are submitted to University Appeals Committee, as done now, but renamed the Promotion Appeals Committee.) Comment: This only seems relevant if the two are linked together at the submission levels as well.

**For: 17; Against: 2; Abstain: 3;**

## B. Summary

Question 1 – 69.57% in favor

Question 2 – 69.57% in favor

Question 3 – 65.22% in favor

Question 4 – 47.83% in favor

Question 5 – 82.61% in favor

Question 6 – 69.57% in favor

Question 7 – 52.17% in favor

Question 8 – 56.52% in favor of Wording Option 2

Question 9 [external reviews] – 73.91% Against

Question 10 [external reviews] – 86.96% Against both wording options

Question 11 [external reviews] – 65.22% Against both wording options

Question 12 [external reviews] – 78.26% Against

Question 13 [Committee make-up] – Tie

Question 14 – 34.78% in favor of Wording Option 1

Question 15 – 47.83% in favor

Question 16 [Committee Challenges] – Tie

Question 17 – 65.22% in favor

Question 18 – 78.26% in favor

Question 19 – 73.91% in favor

## **MOTION FOR CHANGE OF OFFICE HOURS FOR INSTRUCTORS WHO TEACH IN FULLY ONLINE PROGRAMS**

**March 31, 2021**

**RE: C.2 Faculty Workload (See Procedure 12.03.99.K1.1)**

General Statement of Faculty Teaching Load

### **Proposed Change**

A faculty member, teaching a full-time load, is expected to be available for a minimum of five posted office hours per week for conferences with students and academic advising. Instructors teaching in fully online programs can choose to hold office hours synchronously via a logged online platform, either on- or off-campus, and will be accommodated to attend university meetings virtually.

### **Current Wording, page 36:**

A faculty member, teaching a full-time load, is expected to be available for a minimum of five posted office hours per week for conferences with students and academic advising. In lieu of office hours, instructors of on-line courses are expected to make reasonable accommodations to be accessible to students.

### **From Provost Reinisch on January 20, 2021:**

I do not interpret “accessible to students” to be only online. I also disagree that anyone has “veto power” over face-to-face meetings. If a student wants to meet with a faculty member face-to-face, the faculty member will meet with the student face-to-face. The only exception to this is the small number of faculty who have permission for medical reasons to work remotely for the semester. Faculty members should remember that the student, through tuition, is paying their salary.

Likewise, if a faculty member thinks a face-to-face meeting is important for the student, the student does not have the right to say, “no.”

Therefore, with the exception of those who have permission to work remotely for the semester, faculty are expected to have office hours and be accessible to students.

### **Rationale**

The institution is rushing back to make things the way they were before the worst pandemic in history.

Programs that grew nationally between Fall 2020 and Fall 2021 were graduate (+3%), online in for-profit institutions (+5%, median age 31), and in computer science and psychology majors.

[https://www.chronicle.com/article/falls-enrollment-decline-now-has-a-final-tally-heres-whats-behind-it?cid=gen\\_sign\\_in](https://www.chronicle.com/article/falls-enrollment-decline-now-has-a-final-tally-heres-whats-behind-it?cid=gen_sign_in)

TAMUK has many online graduate programs including:

EdD in Bilingual Education

Masters in Adult Education, Business Administration, Counseling, Educational Administration, Industrial Engineering, Instructional Technology, Kinesiology, Special Education, and Reading.

Certificate in Higher Education Administration and Leadership

Additionally, the Educational Leadership EdD has applied to formally be online and graduates about 10 doctoral students annually, about one-half of doctoral graduates needed to maintain R2 Carnegie status.

<https://www.tamuk.edu/distancelearning/onlineprograms.html>

With very rare exceptions, students who enroll in fully online programs do not come to campus. Students live out of the county and country. They do not want to come to campus because they are mostly working adults with families.

Businesses are considering the value of being flexible with employees and downsizing physical offices for employees whose productivity has not been negatively impacted during remote work compelled by the pandemic.

<https://www.shrm.org/hr-today/news/hr-news/pages/study-productivity-shift-remote-work-covid-coronavirus.aspx>

Faculty who have worked in fully online programs will attest to their connectiveness with students and increase in productivity by not having to meet physical office requirements compelled by an institution. Having a conversation with faculty members who teach in fully online programs might be wise if TAMUK wishes to retain these faculty members who could get a job anywhere in the world.