Faculty Senate Meeting Minutes – December 1, 2020

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

Senators Absent: Lucy Camacho, James Glusing, Kelly Hall, Kathleen Rees, Alex Sanchez-Behar

This meeting of the Faculty Senate was held and recorded online through Blackboard Collaborate 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 3:30 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) **Provost Lou Reinisch** *(see handout – Faculty Funding Draft)*

Provost Reinisch informed everyone that due to rising health concerns commencement will now be vitrual. He also wanted to remind everyone that there will be a preview day this Saturday December 5th. They are limiting it to 65 students, 50+ have already registered, and they expect about 40 to attend. He also mentioned that the campus lighting ceremony is going to take place today at 5:30pm.

He gave an update on spring enrollment. He stated that it is down, which was expected, about 10%. Compared to 2019 numbers, student credit hours are down about 10.2% and headcount is down about 10.9%. This does not look good for funding, as this is a count year. We just have to do our best to try to recruit students for the fall. At this time, there have been no decisions on how we are going to handle the cuts in funding. We are waiting to see what the legislature is going to do, and adjustment plans will be worked on in February/March of 2021. On the positive side, he also reported that the College of Business Administration has increase in enrollment by 12%.

Homecoming will occur this spring and will take place March 15-20, which was previously the week of Spring Break.

He is asking for faculty feedback on a document dealing with grants and funding. This policy is driven largely by federal laws. We have not always followed these laws with our grant policy and this can be problematic if we are investigated. The idea is to put these

laws in the forefront so that grants can be written appropriately. Provost Reinisch appreciates any feedback that you would like to provide as they work this draft into a final policy.

In an update on the spring semester, Provost Reinisch stated that we are still transitioning back to face-to-face classes. He reiterated that it is easier to start again face-to-face and then pivot online if the need arises, than it is to bring students back to campus during the semester. Much of the fall semester we had extremely low COVID numbers on campus, and low numbers in the local community.

Provost Reinisch then addressed work from home options for the spring semester. He re-confirmed that courses that are completely online can still be taught from any location. He also noted that he has given the Vice Presidents the authority to approve work from home for a maximum of 15 days (three work weeks). This is primarily for faculty/staff who have students in k-12 who's schools pivot to online learning, or for younger children who have issues arise with their daycare facilities. For persons who have underlying conditions to which COVID causes additional risk, they need to work with Human Resources, fill out the proper forms, and have the required medical documentation. He said that for the fall semester, there were only 12 faculty and 12 staff who were working from home under these circumstances. He wanted everyone to know that work from home requests will be reviewed on a case-by-case basis and all factors will be considered.

He wanted to again publicly thank everyone for all of their hard work and dedication this semester. He wanted everyone to know just how much he appreciates going the extra miles to really help our students. He also commended faculty for their hard work on making the classes as good as possible with the online components.

Q: Senator Bohm asked if dual enrollment is included in the 10% reduction in enrollment.
> **A:** Provost Reinisch said that yes, dual enrollment is included. He also mentioned that we have ended a few of our dual enrollment offerings in the Valley and that is some of the decrease, but not all of it. About 1/3 of the decrease is from International students and the other are just a wide range of students in all disciplines.

Q: President Sherris also asked if dual enrollment numbers are included when we report enrollment information to the A&M System and to the state legislature?
> **A:** Provost Reinisch answered that yes it is included in those reports.

Q: Senator Lukefahr asked if Zoom would be available for use in the spring?
> **A:** Provost Reinisch answered that yes ITS is planning on having it installed after finals this semester.

III.   Approval of Minutes from November 10, 2020 Faculty Senate Meeting.

President Sherris asked for approval of the previous meeting minutes. Senator Miller motioned; Senator Glick seconded. Minutes were approved.

IV.   Report of Officers

a) Emergency Management Committee

Senator Radcliff reported that the committee met November 19, 2020. She reported that there have already been some changes to basketball season. The original conference schedule has been amended. They will not be playing multiple schools in the same week. The athletes will need to test 3 days before competition with results received before they can play. There will be 2 home games and 2 away games in December.

The following guidelines for spectators at all sporting events were reported. There will be an allotment of tickets, seats blocked off for social distancing, and seating will be available for 25% of the venue capacity.

"Know Before You Go" testing has been very successful. They have tested up to 212 this week, which is up from the normal 100-120 per week.

HVAC filters MERV rating
Whether or not a building currently has a MERV 13 rated filters depends on the age of the building and whether or not those systems can handle that filter. If they try and put one in a system that cannot handle it, that will cause more damage to the system. They did say that if a unit needs to be repaired, all attempts are being made to have a replacement unit that can handle a MERV 13 rated filter. A list is being prepared of the buildings and what level of filter they have in each unit.

Senator Radcliff noted that the information on commencement that was going to be presented is now moot, due to the recent decision to not hold an in person ceremony at this time.

b) Senate President Sherris' Report
 BLM report
(*see handout – Black Lives Matter at School)*
(see handout – EDJE Framework)

This is a brief report of a zoom meeting held on Monday, November 23, 2020 from 6-7:30pm central time. The meeting was by invitation only from the National Steering Committee of Black Lives Matter. The focus of the meeting was a discussion of the role of Black Lives Matter in Higher Education. The meeting opened with steering committee member Denisha Jones' presentation, the slides for which I will submit to our secretary to enter into the appendix of the minutes. Following Denisha's presentation we were

put into breakout rooms to brainstorm BLM higher ed activities and report on and share new directions on campuses. Participants in my breakout room were from Harvard, Illinois State, LaSalle, SUNY at New Paltz, the University of Pittsburgh, and the University of Washington. Some of the points we discussed were as follows:

- Social Justice Task Force

- Social Justice Curriculum Fair

- Teach-ins and PD on antiracism

- PD on how race influences language and vice versa (Citizen Raciolinguistics/Citizen Sociolinguistics)

- Examples of courses

- The development of bibliography on antiracist literature to share among faculty across colleges

- Development of a regional taskforce with other institutions of higher ed for bringing public intellectuals to campus who speak out against racism

- Developing recruiting and retention strategies for students and colleagues of color

- Connecting the dots across marginalized/minoritized/stigmatized communities including but not limited to LGBTQ, Latinx and Muslim brothers and sisters within and across our campuses

TAMUK Budget
President Sherris also wanted to make sure that faculty were aware that the fiscal year 2021 campus budget is available electronically through the library. The budget can be found on a libguide named [Texas A&M University-Kingsville Budget](#).

Report of meeting with President Hussey
(see handout – Recruitment Ideas for TAMUK Doc Programs 2020)

On November 12, 2020, Dr. Chen and I met with President Hussey and Provost Reinisch. My first question was, "How can we strengthen shared governance of COVID-19 policy shifts and developments moving forward? I added, "While most faculty are pleased with policy developments to date, no one is kidding themselves that faculty were involved in co-developing COVID-19 policy. Take for instance, the *Back to School* pdf or the BB portfolio for P&T. To my knowledge, not one faculty member was involved with the administrators who developed these. Instead, faculty is put in the position of critiquing what is policy *made for them* rather *than made with them*. Would the invitation of

Senators or faculty to participate on different committees be of help? We don't even know what these committees are." Dr. Hussey responded by pointing out that he added me to the *Emergency Management Team* (EMT). I pointed out that the EMT is a group that shares decisions that have been made by other groups and that it is not really being part of the conversations on COVID-19 policy development. In the EMT it is again "policy made for us rather than with us—which is not sharing governance. I went on to say that in the EMT, whenever I have raised questions about reporting and requested that we take a time out for discussion, it doesn't happen. The President responded that there is the *COVID-19 Reopening Team* and the *COVID-19 Metrics Team*, the latter works directly with the *A&M System COVID-19 Metrics Team*. He did not indicate that any Senator or faculty member would be invited to participate on either of these teams; we can only hope otherwise. I pointed out that at the October meeting of the Texas Council of Faculty Senates; on the one hand, there were reports of actual shared governance in the development of COVID-19 policy. While on the other hand, there were universities like ours where that was not the case. I did, however, add in my report to the TCFS that to my anecdotal knowledge most faculty seemed satisfied with the policy that was made for us rather than with us because most were given a choices on a variety of delivery systems: online, hybrid, or face to face if classes were small enough, as in some graduate classes, to fit in a classroom (say, 8 students). I added that policy rolled out on the website put faculty in a reactive position, critiquing and providing feedback often through me, the messenger, to those administrators making policy for us rather than with us. I stressed again that going forward, it is important to find ways for faculty to be part of the policy development conversations on COVID-19. Provost Reinisch said that the BB P&T portfolio was moved online by Abby according to his understanding of the Faculty Handbook with all the separate sections listed. I responded by saying the separate sections do not have to be separate PDF files that were unnecessarily time consuming to open and close. Had faculty who have been teaching online for several years prior to the pandemic been invited to a conversation about the online portfolio development, I am confident this would have been noticed. Faculty have suggested one-five pdfs. The first with the front information in one pdf and the remaining four for (1) teaching; (2) research; (3) service; (4) professional development; each of these 4 would open with a narrative and be followed by the evidence for the narrative in the same pdf. It was also suggested that one pdf file per 'candidate' for P&T would be enough with the 1-5 sections with links that went to the section itself all in one pdf. As usual, there was little commitment to include Senators in the conversation forward. It is annoying if I am totally frank with myself. Dr. Chen and I both reiterated that it is tiresome to not have an efficient online system when it could easily have been set up that way with faculty involved who understand and care about this.

My next question was as follows: "How might a more faculty-inclusive decision-making process with Deans be facilitated by upper leadership? There are examples of an interest expressed by each of you—President Hussey and Provost Reinisch—I went on

to say, that Deans share information and engage in discussion with *faculty and chairs*, but that doesn't always even happen with chairs—let alone faculty—or chairs don't begin these discussions with relevant faculty (e.g., discussions about COVID-19 policy changes in a memo from the Office of Academic Affairs; or discussions about how distance learning fees might be used with relevant faculty who have worked for years online). President Hussey and Provost Reinisch listened.

On the topic of reviews of Deans: Dr. Reinisch said the review of Deans he wants to put into place will include feedback on the inclusion of faculty in decision-making. He said he is in the process of at least a once every 5-year review of each of the Deans by the faculty and staff. He went on to say the review of the Deans will be done by the Faculty of the relevant college, some selected by the Faculty Senate, others selected by the Provost. A questionnaire will go out to all of the faculty and staff of the college asking about the Dean and many of the questions in the questionnaire will ask about the Deans communicating ideas and seeking input. This won't happen to every single dean this year, but it will start with 2 of the Deans this year, 2 more Deans the year after, and so on. This input comes back to the Provost and informs him how they are running the colleges. I responded with another question: Why would we wait 5 years for a review of our newest Deans when reviews of our newest faculty are on a schedule of 6 months—so call probations, so why this inequality? I went on to say you don't have to have an answer now, but that will be one of the critiques of the 5-year positioning. The President responded by saying, "The Deans work at the pleasure of the Provost and it really doesn't matter when a decision is made, just like all the VPs who report to the President and the President who reports to the Chancellor and the Chancellor to the Regents. In other words, it doesn't mean the Deans have a 5-year clock. The President went on to say that the Provost would make decisions faster than that if things were not proceeding well. I then asked if like some other Faculty Senates in Texas, our Faculty Senate would stand in good grace with upper administration if we conducted our own survey on a yearly basis. We do have a committee. It is called the "Administrator Evaluation Committee." It has representation from all 5 colleges. This committee could run their own Microsoft anonymous surveys of administration. We do not have access to all faculty email. I have to request that from the Office of Academic Affairs. There was no objection.

On the topic of VP evaluations, the President said he does not run surveys. Instead, he contacts people a VP works with and asks for a frank evaluation of a VP's work and that goes into a performance review. The President went on to say that he is combining the positions of VP of Enrollment management with VP of Student Affairs. The Provost is chairing that committee; he is in the process of putting some names together. It will not

be a search committee the President said. Instead, it will be a *search advisory committee*. Combining the two VP positions was done to bring the work together of the previous two divisions. It will also save a little money. A&M International uses a model similar to this and so do a few other institutions the President knows of in Texas. It should increase the synergy across enrollment, extra-curricular and curricular activities and cultures on campus.

On the review of recruitment for the doc programs, Provost Reinisch would like more time to look into the qualities of the programs and how they are perceived by perspective students to determine the role of marketing and shifts in marketing to improve enrollment.

Dr. Chen presented the following during our meeting with President Hussey and Provost Reinisch: If it turns out that most faculty members are back on campus teaching next semester, the majority from one department would like plexiglass shields around the podium. It isn't true that faculty walk around when some students will be online, even if more of us are back in the room teaching. We have to stay in front of the webcam for them. So if in the past we walked around as we talked, we do not really do that now.

Provost Reinisch does not believe there is evidence to support plexiglass shields around the podium will not help anyone.

Dr. Chen went on to ask, "Could Merv-13 air filters be put in all buildings?"

We have instruction to use Merv-13; but some of the air-handling systems can only use Merv-11s in the oldest buildings.

President Hussey also spoke of a committee meeting on online education he attended at the Board of Regents pointed out faculty are under a great deal of stress teaching face-to-face and online simultaneously. He and Provost Reinisch would like to see, within reason, separate sections that are online from those that are face to face. Of course, because of COVID-19, there may still be a need for the Co-Flex option.

Senator Chen presented a report from the President's Council on Climate, Diversity and Inclusion. He reported that many proposals have been discussed in the frequently lively meetings. There are short-term, mid-term, and long-term proposals.

Short-term proposals include:

- Immediately implement and open an Office of Diversity and Inclusion to report to the Office of the President, Vice President for Student Affairs or the Provost.

- Immediate implement a website on Diversity and Inclusion with clearly defined definitions developed by our committee.

- Develop a diversity statement on main webpage.

- Review and implement new recruitment process that reaches out to underserved populations.

- Strive to have diversity representation on all university committees , boards and university projects.

- Recruit faculty for Historically Black Colleges and Universities (HBCU).

- Hire administrators, faculty and staff from diverse backgrounds.

Mid-term proposals include:

- Develop a work description for someone to lead this division.
- Develop a power point or video that explains Diversity and Inclusion and make it readily available to the public.
- Develop a course of study on culture, racism and inclusion as a "minor" option for students.
- Develop a student and faculty committee to start planning for seminars and symposiums on a variety of diversity and inclusion topics. This should be done on an annual basis.
- Start including our diversity statement on syllabi and on as many university publications and documents.
- Establish definite criteria to appoint a diverse search committee for top administrative and faculty positions, to include athletics head coaches.
- To ensure that there be a pool of minority candidates in our university to fill some of the openings that arise on a regular basis, i.e., interim administrative positions.
- Post our Diversity Plan on the website.
- Increase recruitment of undergraduate and graduate students from diverse backgrounds.

Long-term proposals include:

- Recognize the legacy of our university in civil rights, inclusion, and diversity in an honorable and respectable manner.

o The suggestions include a mural recognizing the Chicano Movement and its impact on Civil Rights in our area, our state, and the nation. Much of the national movement started in our campus.

o Recognition of the Development of the Chicano Art Movement with a permanent exhibition in us of our building. An appropriate plaque would help describe the movement.

o Recognition of our role in integrating athletics nationally with a mural or statue of Sid Blanks and Coach Steinke and maybe others.

• Develop strategies to promote retention, persistence, and timely graduation of students from diverse backgrounds.

All proposals were submitted to President Hussey, and he will determine which ones move forward.

c) **Ad Hoc Committee on Tenure & Promotion Processes**
The committee continues to meet once a week. Continuing to review tenure and promotion related issues. Senator Mills feels that this committee will continue into the spring semester.

V. Old Business
a) **Constitutional Amendment for Electronic Ballots – 2nd vote** *(see handout)*
President Sherris moved to discuss this motion and Senator Meyer seconded it. There was no discussion, so the motion proceeded to a vote. The motion passed unanimously. This motion will be sent to the general faculty for a vote next month.

b) **Motion: Implementation of the rank of "Distinguished Professor"**
President Sherris moved to discuss this motion and Senator Glick seconded it. Senator Miller reminded everyone that this rank was sent to Dr. Tallant and that it was just not implemented.

Q: Senator Meyer asked for clarification on what the different would be between this and the distinction of Regent?
   A: Senator Miller responded that Distinguished Professor would be a rank just like assistant, associate, and full professor, as opposed to an award.

Q: Senator Chen asked if passing another motion was the best way to remind the administration that this needs to be implemented.
   A: Senator Miller responded that he would be fine with just a conversational reminder that this was something already passed by a previous senate and just needs to be implemented.

President Sherris commented that he would like someone to review the past minutes to see that this motions was passed. He feels that having the information pulled from the minutes would be good supporting evidence to move this forward. He recommends that we go ahead and take a vote on this motion just to be safe, and that if the past minutes support that is was already approved there is no harm.

Q: Senator Perotto asked what the criteria is to select a number of years in the position. What if we have a professor who is actually very active, and meets all the criteria before the x number of years?

  A: Senator Miller responded that the x number of years was just a placeholder. The idea was that this rank would follow the same timeline spacing that is expected between all of the other ranks.

Senator Chen proposed a friendly amendment to change the "x number of years" to 5 years. President Sherris motioned to accept the friendly amendment and Senator Radcliff seconded.

The amended motion read as follows:
Motion: Implement the rank of "Distinguished Professor" that would be a promotion available to Professors with 5 years of experience in that position, based on performance.

Senator Glick commented that this could be passed with the addition of the 5 years, and then we could change the number of years in the future. At this time, this rank does not exist and we should go ahead and move forward now.

Senator Perotto commented that this should not necessarily be based on a number of years, but on performance. He does agree that it should be something that occurs after achieving the rank of full professor.

There was another friendly amendment to remove the years completely and have it based on performance. The amended motion reads as follows:
Motion: That the rank of rank of "Distinguished Professor" be implemented as a promotion available to Full Professors based on performance.

President Sherris motioned to accept the friendly amendment and Senator Young seconded.

Senator Glick commented that we can say "based on performance" and then whomever is on that committee can use years of service as part of the criteria for performance. We can formalize that requirement later if it becomes an issue.

The motion passed. The vote count was 27 yes, 0 no, 5 abstain.

c) Motion: Retiree benefits video
President Sherris moved to discuss this motion and Senator Gonzalez-Garcia seconded it. There was no discussion, so the motion proceeded to a vote. The motion passed. The vote count was 31 yes, 0 no, 1 abstain.

d) Motion: Reserved seating at commencement
Senator Peel made a friendly amendment that if this motion is specifically for commencement, the motion should read as such.

The amended motion reads as follows:
Motion: That at commencement set aside a section of the bleachers near the stage for retired faculty and staff to sit. This section could also be used for distinguished guests like the Mayor or State Senator. Also, invite emeriti faculty to walk at Commencement with the regular faculty, if they wish.

President Sherris motioned to accept the friendly amendment and Senator Lukefahr seconded.

The motion passed. The vote count was 21 yes, 4 no, 1 abstain.

e) Motion: Ability to link retiree e-mail account to personal e-mail accounts
President Sherris moved to discuss this motion and Senator Radcliff seconded it.

Senator Peel commented asking why can't we just ask itech to set up something like this, just like they do for regular student email accounts?

President Sherris commented that President Hussey has stated that no decisions or changes will be made in ITS until they hire a new CIO.

The motion passed. The vote count was 21 yes, 0 no, 4 abstain.

VI.   Standing Committee Reports
a) **Committee on Committees** – No Report

b) **Election Committee** – No Report

c) **Resolutions and By-Laws Committee** – No Report

VII.   Reports from Committees Reporting to the Senate
a) **Administrator Evaluation Committee** – No report
b) **Annual Faculty Lecture Committee** – No Report
c) **Piper Award Committee**
Senator Miller reported that the portfolio for this year's Piper Professor Award nominee has been endorsed by President Hussey and forwarded to the A&M University System.

d) **Faculty Evaluation Committee** – No Report
e) **Faculty Benefits Committee** – No Report
f) **Policy Revision Committee** – No Report
g) **Task-Force on Faculty Handbook Changes** – No Report

VIII.   **New Business**
   a) **Resolution from the Library**
   Library Director Bruce Schueneman asked the faculty senate to support a resolution that would help the Texas Library Coalition for United Action in ongoing negotiations with Elsevier (ScienceDirect). Mr. Schueneman gave the following background information about the coalition, their purpose and goals.

   The Coalition is made up of 41 institutions in Texas, including all schools in the TAMU and UT Systems. The Coalition collectively has more than 397,000 students and 25,000 faculty. Their Elsevier subscriptions represent a significant investment estimated at over $20 million. By these and other measures, the Coalition represents one of the largest and most diverse U.S. collective negotiation consortia of its kind.

   The purpose of the Coalitition is to think creatively about access to faculty publications and the sustainability of journal subscriptions, and to identify the best way to change current models and the relationships between academic institutions and publishers.

   The goals of the Coalition are to achieve improved access to scholarship, greater control over faculty content, and pricing models that are sustainable for strained library budgets in higher education.

   Mr. Schueneman, in addition to asking for support for this resolution, wanted to inform faculty that these negotiations are currently in process, just in case they fail and our access to publications from Elsevier (ScienceDirect) is lost.

   The resolution reads as follows:

   > Be it resolved that the Faculty Senate of Texas A&M University-Kingsville expresses its support for the efforts of the Jernigan Library and other member libraries in the Texas Library Coalition for United Action (TLCUA) in ongoing negotiations with Elsevier (ScienceDirect) to provide necessary research material in the most cost-effective manner and to support author's rights to their intellectual property.

   Senator Miller motioned that the faculty senate support this resolution and Senator Peel seconded. The motion passed unanimously.

IX. Announcements

a) Library fund allocations – FY2021

Senator Radcliff wanted to inform the faculty that there are library funds available this fiscal year for one time purchases by departments. All department liaisons, Chairs and Deans received allocation letters in late October via email from Senator Radcliff herself. The deadline to request items is May 28, 2021.

President Sherris shared the following reminders:

• Please email all motions and resolutions to FacultySenateOfficers@tamuk.edu no later than Tuesday, January 19, 2021, 5:00 pm CDT if you would like the Executive Committee to add them to the Tuesday, Faculty Senate Agenda.

• Our next Faculty Senate meeting is scheduled for Tuesday, February 2, 2021 from 3:30 pm – 5:00 pm and it will be online.

• Senators may raise motions and resolutions from the floor rather than submit them to the EC, but should have them ready in writing as in the format on earlier slides for this meeting to save time.

X. Adjournment

At 5:10pm a motion to adjourn was made by Senator Meyer and seconded by Senator Chen, motion was passed.

Respectfully Submitted,
Christine Radcliff
Faculty Senate Secretary, 2020-2021

TAMUK standard operating procedures for externally funded faculty salary and teaching course buyouts.

1. **Salaries from Grants and Sponsored Programs.**

    Generally, except in extraordinary situations, faculty and staff paid from external funds cannot receive compensation in excess of their authorized salaries. However if allowed by the funding authority in their guidelines, faculty on nine-month appointments can earn up to three months additional summer salary. Faculty can also pay for part of their academic year from external sources to devote more time to the research projects.

    1. Faculty can pay for summer months or replace salary at their 9 month salary rate.

    2. A faculty member cannot take leave during a month that is paid 100% by a grant or sponsored program.

    3. Faculty with exceptional grant and sponsored programs productivity and sustainability can work with their college to allocate part of their salary from grants and sponsored programs. This must be approved by the department chair, dean and provost and would be limited to no more than 10% of the original approved salary.

    4. Adjustments in salary will normally only be considered during the normal salary cycle at the beginning of the fiscal year.   The additional salary plus the benefits must be from grants or sponsored programs.

2. **Buyout of teaching responsibilities.**

    a. Course buyout using research or sponsored program funding.
    b. A faculty member can use external funding to buy out a course with the approval of the Department Chair and Dean.
    c. The buyout rate for 1 class (3 semester credit hours) for one semester is 10% of the faculty member's 9 month salary.
    d. Faculty must teach at least 3 credits each semester. In rare exceptions, this can be overridden with a written approval from the provost.
    e. Faculty who have some or all their teaching bought out are expected to remain involved in the department activities including student advising.
    f. The total number of credits bought out in a department cannot exceed 20% of the total credits taught by tenure/tenure track faculty in that department.

3. **Stipends on Grants or Sponsored Programs**

    Stipends for Principle Investigators (PI) and Co-PI's will not be allowed for faculty or staff on grants, sponsored programs.

4. **Research grant merit awards**

   A&M-Kingsville will no longer allow the individual research merit awards from the faculty members IDC accounts.   Individual faculty IDC accounts can still be utilized to cover current salary or summer months.

# Black Lives Matter at School

WEEK OF ACTION NATIONAL DEMANDS

★ END ZERO TOLERANCE
RESTORATIVE JUSTICE IN ALL SCHOOLS

★ MANDATE BLACK
HISTORY & ETHNIC STUDIES

★ HIRE MORE BLACK
TEACHERS
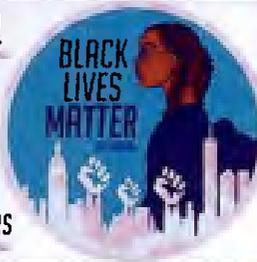
BLACK LIVES MATTER

Join the 2021 Year of Purpose and Week of Action

Agenda

- History of BLM Week of Action in Schools
- BLM Principles and National Demands
- 2019 Black Lives Matter at School Week of Action Participating Cities
  - New York City, NY
  - Howard County, MD
  - Washington, DC
  - Philadelphia, PA
  - Mapso Freedom School NJ
  - Milwaukee, WI
- National Committees
- Week of Action Curriculum and Resources
- Q&A: Overcoming Challenges

BLM BLACK LIVES MATTER AT SCHOOL

Black Lives Matter at School: The Beginning (Seattle)

❑ Read about the history of how this movement got started in Seattle by clicking on this link:

How One Elementary School Sparked A Citywide Movement to Make Black Students' Lives Matter

❑ It all started at one elementary school at the beginning of the 2016-2017 school year. Educators and community partners were set to celebrate their Black students and wear BLM shirts to school. Then some hateful person made a bomb threat to the school.

❑ In solidarity, educators around Seattle organized around 3,000 educators to wear "Black Lives Matter," shirts to school--many with many with"#SayHerName"--and teach lessons about institutional racism.

Black Lives Matter at School: Expanding the Energy to Philly

- Members of the Caucus of Working Educators in Philadelphia read about the events in Seattle and wanted to center the conversation around racial justice when it comes to conversations about educational equity

- Development of the week related around the thirteen Principles kicked-off in January 2017

2018-2019 school year:
BLM at School explodes nationally

WEEK OF ACTION
NATIONAL DEMANDS

★ END ZERO TOLERANCE
RESTORATIVE JUSTICE IN ALL SCHOOLS

★ MANDATE BLACK
HISTORY & ETHNIC STUDIES

★ HIRE MORE BLACK
TEACHERS

BLACK LIVES MATTER
AT SCHOOL

After the first year of BLM at School that happened in Seattle, Philly, and Rochester, NY, the following year the movement expanded to schools in over 20 cities around the country.

This was organized completely grassroots--with no organizational supports--with educators coordinating efforts on conference calls.

BLM 13 Guiding Principles

BLACK
LIVES
MATTER

WEEK OF ACTION
BLACK LIVES MATTER
GUIDING PRINCIPLES

COLLECTIVE VALUE
ALL BLACK LIVES MATTER

RESTORATIVE JUSTICE
BLACK WOMEN
QUEER AFFIRMING
BLACK FAMILIES
EMPATHY
GLOBALISM
TRANSGENDER AFFIRMING
DIVERSITY
INTERGENERATIONAL
LOVING ENGAGEMENT
UNAPOLOGETICALLY BLACK
BLACK VILLAGES

A YEAR OF PURPOSE - REFLECTION QUESTIONS

1. What is our school's relationship to Black community organizing? Do we have relationships with local movement organizers? Do they see our school as a place that believes in their mission? Do they see our school as a place to connect with local families?

1. How are school-wide policies and practices — especially disciplinary practices — applied across categories of race? Do problematic patterns emerge when we look at how policies are applied to Black students and when we also consider the intersections of gender, sexual orientation, and (dis)ability with Blackness?

1. How are the voices, accomplishments, and successes of Black folx uplifted in my lessons, units, and curriculum? Rather than focus on singular events or individuals, does my approach highlight the everyday actions and community organizing that will lead to change?

1. In what ways do our practices erase the histories of our students and prevent them from bringing their whole selves into the learning environment?

1. How do I understand the role that local/state laws and policies have on the educational experiences of my students? What is my role in working to change policies, regulations, and practices that harm Black students and families?

A YEAR OF PURPOSE

A YEAR OF PURPOSE
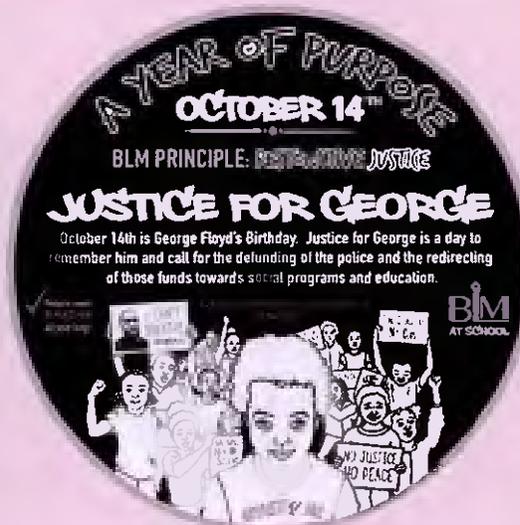
2019 Participating States and Cities

- New York City
- Philadelphia, PA
- Washington, DC
- New Jersey
- Howard County, MD
- Baltimore, MD
- Boston, MA
- Seattle, WA
- Edmonds, Wa
- Milwaukee, WI
- Los Angeles, CA
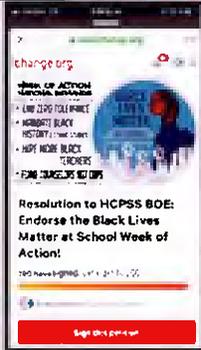
Trinity Washington University, DC
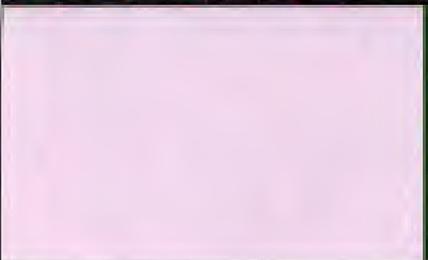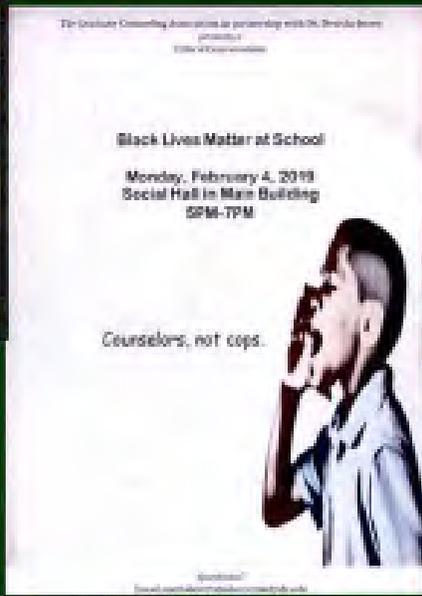
Montclair State University, NJ

West Chester University, PA

FEB 06

In support of the 2019 National
Black Lives Matter at School Week of Action

OPEN MIC

s, Poetry, Music

Sykes Theater @ 7PM

Performers are encouraged to draw inspiration from the work, principles, and social context of the Black Lives Matter Movement. Co-sponsored by Peace & Conflict Studies, the Rustin Urban Community Change Axis (RUCCAS), and the Department of Educational Foundations and Policy Studies.
Contact: DMorrison@wcupa.edu
https://bit.ly/2LLjlwV

GET OUT
partial screening & discussion

THIS EVENT SUPPORTS THE 2019
#WEEK OF ACTION

Organized in support of the 2019 National
Black Lives Matter at School Week of Action

Race & Debt
Brown Bag Dialogue

with Jason Wozniak,
Department of Educational Foundations & Policy Studies
February 6th, 2019
12:30PM
Sykes Room 210
(pizza will be provided)

In this encounter we will briefly review and analyze the ways that education debt has disproportionately impacted the educational experiences of Black students since the end of the US Civil War. After discussing how debt is a form of social control that is used as a disciplining apparatus in education, we will shift to studying The Movement for Black Lives (MBL) demands for debt abolition and free education. Collectively, we will explore what it would take to make the MBL's demands a reality.

Co-sponsored by Peace & Conflict Studies the Rustin Urban Community Change Axis (RUCCAS), and the Department of Educational Foundations and Policy Studies.

SUNY New Paltz, NY

Black Lives Matter at School
presents

Monday, February 24
Film screening & Discussion: 13th | 12 30-3 30pm | SU B MPR

Tuesday, February 25
#FundSUNYnow Rally for Justice | 11 33am-12 30pm | LC Concourse
Black Lives Matter in the Educational Continuum: Faculty & Staff
Voices Forum | 4 00 5 30pm | SUB 418
Black & Latinx Struggle for Justice panel* | 6 00-9 00pm | SH 181

Wednesday, February 26
Campus #BLMatSchool Photo | 12 00pm | STL Way / Wings
Environmental Ethics: Foundations to Environmental Justice | 3:00
5 00pm | SH 181
Black Lives Matter in Schools. Student and Educator Reflections from
the Classroom* | 5 00-8 00pm | SH 181

Thursday, February 27
Institutionalized Racism & Data | 2 00-2 15pm | LC 102
Film & Conversation: Marielle Franco | 3 30-4 45pm | SH 181
Film Screening & Discussion The Inconvenient Truth Behind Waiting
for Superman | 5 00-8 00pm | LC 109

Friday, February 28
Black Lives Matter in STEM: Understanding the Student Experience
1 00 3 00pm | SH Lobby (2nd Floor
In Here / Out There: Contemplative Practices as Critical Tools for
Realizing the Promise of Diversity, Equity & Inclusion Work | 10 00am
12 30pm | FDC (CH 113)

New Paltz

BLACK LIVES MATTER
week of action
presents...

TUESDAY FEBRUARY 4 2020
5:30-8:30PM
REFRESHMENTS 5:30PM

Student Union Building Multipurpose Room (MPR)

Black Struggle for Justice at SUNY New Paltz
Past, Present, & Future

Join us for a round table discussion with past, present, and future campus community members as they share their experiences and hopes about the Black struggle for justice at SUNY New Paltz. All are welcome.

**Anthony Dandridge
Dr. A.J. Williams-Myers
Dr. Edgar Rodriguez
Noor & Cheryl Rahaman
Esther Joseph
Denise Oliver-Velez
Imani Burnett
Miles Figaro
and more!**

Black Lives Matter in Schools
Student & Educator Reflections from the Classroom

Kimberly Roman

Natalia Foremon

Eroe Picower

Brian Jones

Wednesday February 26
5:88-8:88pm
Science Hall 181

newpaltz.newpaltz.edu/blmatschool

Higher Education Curriculum
https://drive.google.com/drive/u/1/folders/1LGslwJwhXvpVnDgwOnC-n794I6EGzpuH

| 2020 Curriculum Resource Guide | > | Postsecondary / Adult Education ▾ | | | ⊞ | ◯ |

◯ Trash has changed. Items will be automatically deleted forever after they've been in your trash for 30 days. Learn more ✕

Name ↑	Owner	Last modified	File size
📁 ART/FILM/PODCASTS	Victoria Restler	Jan 6, 2019 Victoria Restler	—
📁 LESSONS/activities	Victoria Restler	Jan 3, 2019 Victoria Restler	—
📁 SYLLABI/resource lists	Victoria Restler	Jan 3, 2019 Victoria Restler	—
📁 TEXTS/books/articles/poetry/etc	Victoria Restler	Jan 7, 2019 Victoria Restler	—

Website and Resources

- www.blacklivesmatteratschool.com
- 2019 Curriculum Resource Guide
- BLM@School Starter Kit
- New Student Designed T-Shirt for 2020
- Black Lives Matter in #PHLed: Lesson Resources
- Seattle Center for Race and Equity:
  Black Lives Matter At School Lesson Plans
- DC Area Educators for Social Justice

TEACHING FOR BLACK LIVES

EDITED BY
DYAN WATSON
JESSE HAGOPIAN
WAYNE AU

9
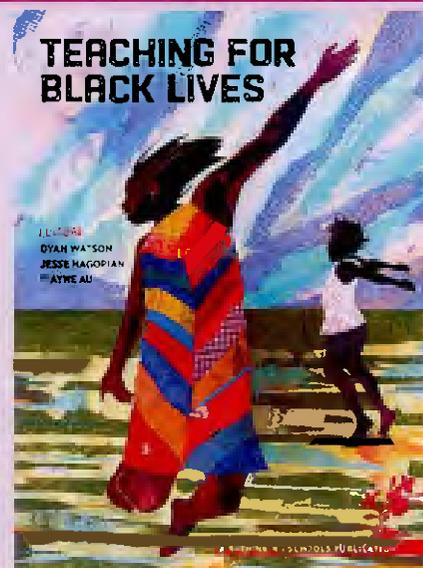
Higher Ed Sign-on Statement

- We, the undersigned professors and scholars, publicly express our support for, and solidarity with, teachers and community members who have organized the National Black Lives Matter Week of Action to be held between February 3-7, 2020. This week of action focuses on making Black Lives Matter in our universities and schools by engaging our communities in discussions centered on the 13 guiding principles that extend Black Lives Matter into a movement. We believe that this week of action is vital for educators, parents, students, and all communities in order to...
  - Create a space for introspection and dialogue around the 13 guiding principles;
  - Build deeper connections between educators, parents, students, and community organizations;
  - Stand in support of national organizing of Black Lives Matter;
  - Work with students and student groups to take a leading role in this week and moving forward.

Books About the Movement
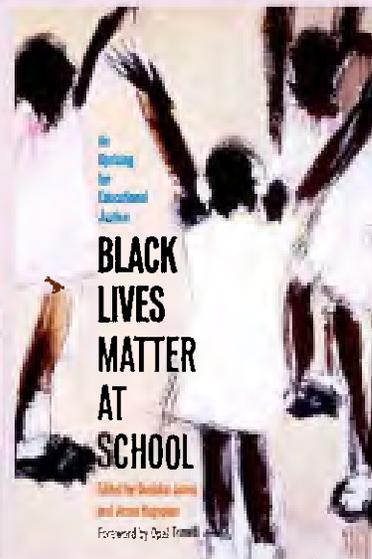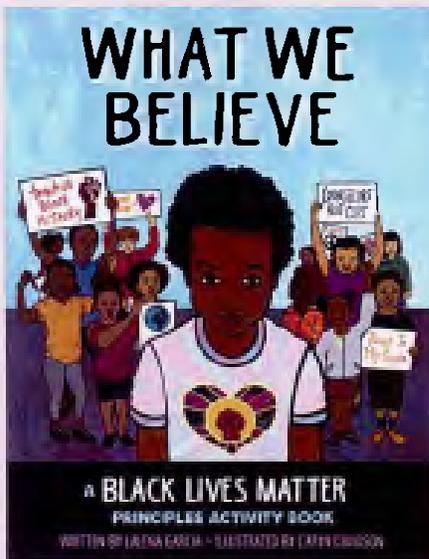
PRE-ORDER LINKS for What We Believe Principles Activity Book
Bookshop
Barnes & Noble
Indiebound
Amazon

LEE & LOW WEBSITE FOR BOOK
https://www.leeandlow.com/books/what-we-believe

Pre-Order Links for Black Lives Matter at School: An Uprising for Educational Justice
Haymarket
Bookshop
Amazon
Virtual Book Launch Event 12/2 5 pm EST
https://www.eventbrite.com/e/black-lives-matter-at-school-an-uprising-for-educational-justice-tickets-127893321367

10

BREAKOUT ROOMS

Prompts:

1. Introduce yourself and share:
2. What have you done,
3. What do you plan on doing,
4. What do you wish you could do?
5. Who can you work with?

Worksheet (Click on the document that corresponds to your breakout group number, take notes, and be prepared to share out)

Education Colleges for Justice & Equity: A Framework for Assessment and Transformation ("The EDJE Framework")

by Education Deans for Justice and Equity (EDJE)
(Version 6.20.2019)

(A) The Vision

Educational inequities and broader social injustices harm children, particularly those from historically marginalized groups. These same inequities and injustices weaken the fabric of our democracy. Together as Deans we acknowledge that Colleges and Schools of Education (COEs) play a role in perpetuating as well as transforming such problems. We commit ourselves to building the capacity of COEs to advance justice and education in education. This document offers a framework for guiding this work.

Using a collaborative framework allows us to collectively raise awareness and develop a shared understanding of the complexity of these issues in general as well as specifically within each institution, in preparation for action planning and implementation. The assessment involves two key themes:

1) Multiple and Hidden Forms: This Framework begins with the recognition that educational institutions, including COEs, have never been—and cannot ever be—neutral politically or ideologically. Within COEs, we make daily decisions about how to prepare educators, counselors, leaders, and policy analysts, and those decisions should be guided by a deep understanding of their future roles and the roles of schools within a larger society that is strikingly unequal. If we ignore that reality, our decisions cannot challenge it or help to drive greater justice. Knowingly or not, and intentionally or not, COEs have long perpetuated injustices against those who are marginalized and persecuted within larger society; we are not immune to discrimination and prejudice or to subtler forms of bias. These can look differently in different places and at different times, but they must always be questioned and addressed. Whether the challenge is straightforward white supremacy, or colonialism and imperialism, or hetero-patriarchy, or neoliberal policies that deny opportunities to children whose parents do not work the system—we in COEs must deliberate about our roles, our responsibilities, and how we can improve. A central and unavoidable contradiction of our work is that injustices permeate and endure even when we engage in justice- and equity-oriented work.

2) Multiple and Overlapping Levels: This Framework also begins with the recognition that injustices and inequities play out on at least three levels in educational institutions: at the individual level (including interpersonal interactions and internalized oppression), at the institutional level (including systemic, structural, and cultural dimensions), and at the ideological level (including the meta-narratives that shape "common sense"). Understanding how injustices and inequities play out in our COEs requires assessing at all three levels.

(B) The Framework

EDJE assumes a joint commitment, shared by a COE's dean and faculty/staff, as described above—to advance justice and equity in education. Each COE will differ in terms of what issues are most salient and what approaches are most welcome and powerful. A draft Framework is nonetheless important as a concrete set of priorities and questions to prompt thought, conversation, and planning. We offer thirteen Priority Areas of Work, grouped into four thematic-yet-overlapping categories: (A) Governance and Finance, (B) Teaching and Learning, (C) Faculty and Staff, and (D) Partnerships and Public Impact.

CATEGORY A: GOVERNANCE AND FINANCE		
Priority Areas of Work	**Questions for Assessing & Action Planning**	**Action Plan for 2019-20**
1. **Centering Justice and Equity in Our COE's Strategic Planning and Implementation**	a. ASSUMPTIONS: What do we typically say is "supposed" to be in COE mission statements and strategic plans? What are ways that such items, and the processes to develop/implement such items, can impede justice and equity goals? b. OUR GUIDING DOCUMENTS: Do our COE's vision/mission statements, core values, program goals, and other guiding documents explicitly and fully reflect our commitment to justice and equity? Are these conceptualized and worded effectively? To what extent does our COE advance these effectively, and how do we know? c. OUR STRATEGIC PLAN: When strategic plans include justice and equity goals, how and why do COEs typically fail to meet such goals? To what extent does our COE's strategic plan center on justice and	

	equity goals, and how could it be revised to better do so? Specifically: does our plan include measurable outcomes, clear activities and timelines, adequate supports and resources, appropriate assessments and opportunities to revise in the interim, and so on (see, for example, the elements of the Action Plan in the section below this chart)? Does our plan account for existing and forthcoming challenges to implementation, including subsequent changes to policies and budgets, competing perspectives of our provost/president, etc.? Does our plan require that all significant "new" undertakings (writing grant proposals, hiring new faculty, launching new centers, etc.), as well as ongoing work, involve asking complex questions about diversity, equity, and justice? d. RESOURCES: What are examples of COE strategic plans (and accompanying tools to implement, track, and/or assess the plans) that center justice and equity?	
2. Democratizing Our Governance and Leadership	a. GOVERNANCE MODELS: What are common models (and less common but more promising models) of higher-education governance, and how does each model advance and/or hinder justice and equity goals? Where does our COE fit, and how often are we assessing and improving our governance structures, policies, and procedures? b. DEFINITIONS OF LEADERSHIP: What are common definitions of effective or impactful leaders and leadership, and qualities of desirable emerging leaders? How might these definitions limit the diversity of candidates for leadership positions and/or the capacity of leaders to be transformative? c. WHO IS LEADING: Who is the "we" that is governing and is being governed? What is the role of partners outside of the COE in college governance? d. DEMOCRATIC PROCESSES: What does it mean for decision-making processes to be "democratic" and for leading to be a "collective" responsibility, especially in very hierarchical environments? For	

	example, when is majority vote or consensus helpful and not? How transparent do we make our decision-making processes, especially when the process might differ from issue to issue? To what extent are these happening and not happening in our COE, and why? e. COLLECTIVITY: What conversations need to happen to build a COE-wide consensus of and commitment to democratic governance and collective leadership? What areas of work would be "low-hanging fruit" to begin to deepen the COE's engagement in such forms of governance and leadership? f. RESISTANCE TO CHANGE: What forms of passive inertia or active resistance can we anticipate when leading anti-oppressively, and what are examples inside and outside of our COE of resistances to democratic governance and to collective leadership? How could the COE raise awareness and anticipation of, and self-reflection about, how leading for social justice can spark resistance both inside and outside of the COE? What are areas where such resistance is currently strong, and what are strategies to address this? g. DIVERSITY: How diverse (by race, gender, and other dimensions of diversity) is our current and prospective pools of leaders? How can our COE improve and expand its pipelines and pathways for a more diverse, inclusive, and effective pool of emerging leaders? h. RESOURCES: What trainings, supports, and resources can the COE provide for the above areas of work to be successful? Where are examples of how other COEs have done so, and what were the lessons learned?	
3. Aligning Our Budgets and Budgeting	a. MODELS: What are common models (and less common but more promising models) for higher-education budgeting, and how does each model advance and/or hinder justice and equity goals? Which models does our COE (and larger university) use, and how often are we assessing and improving our budgeting structures, policies, and procedures?	

	b. NEOLIBERALISM: As universities become increasingly corporatized and neoliberal, what is happening to our COE budget? Sometimes called "each tub on its own bottom," these models often require units to justify their continuation by demonstrating the ability to bring in new revenue. To what extent are we using neoliberal framings in the arguments we make to expand funding and/or prevent loss of funding (e.g., are we still thinking in terms of market demand, entrepreneurship, etc.)? c. MISSION AND STRATEGIC-PLAN ALIGNMENT: To what extent are our decisions about budget allocations guided by our vision, mission, and strategic plan (versus, say, relying on "legacy" budgets, or how we historically have budgeted)? To what extent are our decisions about allocations guided by an action plan to advance diversity, equity, and justice, including plans that support "reparations"? To what extent are our allocations responsive to our accreditation and program-assessment processes? How can our broader goals as a COE, as well as the career goals of our faculty/staff, be advanced through creative re-thinking about budgets? d. DECISION MAKING: Who makes decisions about budgets? How are elements of power and privilege reproduced in the budgeting process? How involved are faculty and staff in reviewing and making recommendations? Are the budgeting process and budget statuses shared with faculty and partners in an open and transparent way? e. PAY EQUITY: What contributes to pay inequities (by gender, race, etc.) for faculty, staff, and student workers, such as criteria for salary/wage determination and renegotiation, policies for salary increases and compression over time, and so on? How can our COE address these?	
4. Increasing Our Fundraising & Development	a. TRENDS: What contributes to the need for COEs to fundraise (e.g., higher education as a commodity verses a public good; disinvestment by the public sector; inadequacy of tuition revenue; rising costs and	

demands)? How do our fundraising strategies reinforce and/or challenge these ideologies and trends?

b. CURRENT STRATEGIES: How do COEs typically raise funds, and how do our fundraising activities either advance or hinder our justice and equity goals? For example, are wealthy individuals incentivizing certain work over justice-oriented work; are the messages we use perpetuating deficit-based ideologies of the people we serve and/or neoliberal framings of the "problem"; are the criteria we use to identify prospects and evaluate offers centered on our justice and equity goals; etc.?

c. HIDDEN CURRICULUM OF FUNDRAISING: Who has the social capital to raise funding more easily (because of connection or cultural upbringing)? Are we creating systems to teach this hidden curriculum of fundraising? What are the institutional norms that we have accepted about individualism and competition that prevent us from sharing relationships and resources, particular with scholars with less economic, racial, gender privilege than us? What are barriers to working together to raise funds for our research and programs?

d. PROSPECTS AND PARTNERS: Why, for whom, and with whom are we raising funds (e.g., are we raising primarily to support our institution, or are we raising in collaboration with partners to support the communities with the least capacity to enroll)? Who are the potential donors and funders that align with our justice and equity goals? Who are the current or potential partners (such as partner schools and organizations, public officials, etc.) that can assist with fundraising? Who (e.g., is it the COE, or the larger university) is the primary partner with donors?

e. MESSAGING: What is the messaging that can best animate our justice and equity goals while also speaking to the priorities of our potential funders? How do we want to define the problem/need, and what do we believe is the most impactful use of funding to address these? How do we raise the awareness of our potential fundraising partners of our justice and equity goals? How might regional differences require adapting our fundraising strategies?

	f. RESOURCES: What trainings, supports, and resources can the COE provide for such work to be successful? Where are examples of justice-oriented fundraising plans and communications at other COEs?	

CATEGORY B: TEACHING AND LEARNING		
Priority Areas of Work	**Questions for Assessing & Action Planning**	**Action Plan for 2019-20**
5. Strengthening Our Programs and Curriculum	a. LEGACIES OF INJUSTICE: How historically have universities and education programs disproportionately served the interests of the elite? How have they uncritically taught content and ideas steeped in oppressive history and practices (colonialism, imperialism, white supremacy, hetero-patriarchy, and more recently neoliberalism, marketization, and so on)? Where and how do such legacies continue to manifest today in our COE's program designs, curriculum content, instructional approaches, and assessment methods? b. EDUCATION FOR DEMOCRACY: What would it mean for our COE to situate its work in larger social movements for justice and equity? How would that require that we do our work differently? Who in our communities would we reach out to and work with? And how should we prepare our students to approach their own work in education differently as well? c. EXTERNAL CHALLENGES FACING COEs: What historically have been the challenges facing COEs (that is, how have COEs historically been under attack), and what is similar and different about today's challenges and attacks? d. TEACHER-EDUCATION "REFORMS": What are the dominant "reforms" today and how are they hindering and/or supporting justice and equity goals? To what extent do the demands of current profession-led initiatives on accreditation (like CAEP), assessment (like EdTPA), and curriculum (like Core Practices Consortium) shape program design,	

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curriculum content, and instructional approaches? What is the impact of these on our students? When these and other reforms and regulations conflict with justice and equity goals, what are strategies to stay true to our mission even while maintaining compliance?

e. TEACHING COLLECTIVELY: To what extent is our COE approaching the design, implementation, and assessment of our programs and curriculum collectively (versus, say, allowing programs to be run primarily by one faculty member)? Where, when, and how are faculty talking about the legacies of injustice and the external challenges facing COEs, and what these mean for our programs and curriculum? (See also, section 7D and section 10).

f. DEEPLY ENGAGING IN OUR RESEARCH AND THEORY: How can our faculty and staff more substantively explore and draw on the scholarship and models developed by our colleagues across the country and world about how to center justice and equity in our programs and curriculum? That is, how can we engage even more deeply in the expansive literatures about and models for education that is anti-oppressive, asset-based, community-engaged, critical, culturally affirming and responsive, feminist, inclusive, indigenous-centered, interdisciplinary, intersectional, multicultural, non-normative, post-colonial and post-imperial, queer, and so on?

g. RESOURCES: What resources and supports can our COE offer to support faculty and our teaching partners (e.g., field instructors) in such learning, reflecting, and implementing? How can we make use of the resources and connections of the EDJE network to facilitate this exchange and engagement across institutions?

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6. Supporting Our Students

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a. ASSUMPTIONS ABOUT TARGET STUDENT POPULATION: What are the characteristics of the individual student, and of the overall student population, that we strive to have in our COE? What makes a prospective student qualified and desirable? What do we hope our graduates leave our programs with? How might any of these

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assumptions hinder and/or support our justice and equity goals? To what extent is our COE regularly assessing our assumptions and expectations about who our students are and should be? To what extent is the diversity of our student population, as well as the capacity of our graduates to advance justice and equity, a central part of our COE's mission and strategic plan?

b. STAGES: What is the student experience through all stages of recruitment, admission, orientation, academic engagement and success, retention, and graduation? How are our students experiencing these stages differently, depending on their race, gender, and other dimensions of diversity, and how do we know this? Are the relevant faculty and staff receiving guidance, support, and feedback as they engage in any of these stages?

c. PIPELINES AND PATHWAYS: What are (and what should be) the pipelines into the COE's programs from our partner PK-12 schools, community colleges, and undergraduate programs? Who are our target populations? To what extent are we partnering with school districts, teacher unions, community-based organizations, and other stakeholders in strengthening these pipelines? In this moment when concern over "teacher shortages" has heightened nationwide, how is our COE working with other stakeholders to address this problem? To what extent is our COE working collaboratively with other COEs to approach pipelines strategically rather than competitively?

d. FINANCIAL BURDENS AND SUPPORT: Through any or all of the stages of the student experience, what are the expenses placed on students that make our COE's program financially inaccessible, particularly for students of limited income and resources? Examples include application fees, fees for various tests and assessments, expenses related to field work and licensure, tuition and university fees and cost of course materials, housing and transportation, health care, child care, and even aspects that are not explicitly financial in nature but have economic consequence, such as the inability to transfer course

	credits from previous institutions, loss of actual or potential income when taking courses or doing field work during school or business hours, limited availability of courses and faculty/staff after work hours, etc. How is our COE addressing such financial burdens?	
	e. ACADEMIC SUPPORT: To what extent does our COE support the academic preparation and success of students who were not well-served by their previous educational systems, as with support for passing high-stakes assessments, support for developing academic skills needed to succeed in coursework, etc.?	
	f. ASSESSMENT AND ACCOUNTABILITY FOR EDUCATION WORK: How does our COE assess that our students align with our mission? What do we do (and what should we do) when a student in our teacher-education program, for example, demonstrates a likelihood of teaching post-graduation in ways that are deeply antithetical to our mission of equity and justice (like, their biases would be harmful to K-12 students)?	
	g. POST-GRADUATION: How is our COE supporting and re-engaging our alumni to advance our justice and equity goals? How is our COE supporting our partners (like our mentor teachers, field supervisors, etc.) in their own professional development, and to what extent are such offerings interconnected with our degree and credential programs and our strategic plan?	
	h. RESOURCES: What are other COEs and organizations doing to strengthen and diversify the pipeline into the teaching profession?	

CATEGORY C: FACULTY AND STAFF		
Priority Areas of Work	**Questions for Assessing & Action Planning**	**Action Plan for 2019-20**
7. Increasing the Racial Diversity of Our Faculty	a. IDEOLOGIES: Why has the K-12 teaching profession historically been so overwhelmingly white and female, why is the teacher-education profession similar, and why has this been so hard to change? Why are	

so many of our more highly compensated and elite positions (administrators, endowed chairs, etc.) occupied by white males? Which of these elements/factors are present in our COE?

b. WHAT DO WE DESIRE: What are typical definitions of and assumptions about faculty "fit," being "qualified," or exhibiting "success" or "excellence," and how might these reinforce white privilege or demand assimilation? Are we searching for faculty who trouble and expand what we do as a COE (versus, say, merely replicating or sustaining)? To what extent are we searching for hires who increase the racial diversity of our faculty, as well as hires who expand the expertise of our faculty on issues of diversity, justice, and equity (recognizing that these two groups are not always the same)?

c. STAGES: What are (and what should be) our strategies for diversifying our faculty at each key stage: recruitment, hiring, induction, retention, professional success, and promotion? Where are exemplars of justice-oriented faculty-of-color recruitment & retention plans and initiatives at other COEs?

d. PIPELINES AND PATHWAYS: Similar to "grow your own" programs as a way to build pipelines for a more diverse PK-12 teaching force that is from and committed to the communities in which they will teach, what would it mean for COEs to "grow our own" faculty? Are there exemplars of how to accomplish this while also honoring concerns about insularity? Might there be opportunities for multiple institutions to "cross-fertilize" grow-your-own programs?

e. JOB POSTINGS AND OUTREACH: Do we ensure that our job postings and job descriptions include expertise on diversity and equity? How do we involve our partners in our searches? Where are we recruiting? Do we require that there be racial diversity (as can be determined legally) in the applicant pool and/or in the list of finalists before proceeding to interviews? Are we recruiting from non-traditional career pathways, including higher-education staff and administrators in student affairs, and PK-12 educators and administrators?

	f. SEARCH COMMITTEES: How do we constitute the membership of search committees? Do we require participation from other departments and/or the office of the chief diversity officer? What happens during job interviews (i.e., what the schedule consists of) that might reinforce white or male privilege? Are search committees required to explain why any/all qualified applicants of color were not advanced to the next stage of review? How are the search committee and the larger COE held accountable for checking their own biases throughout the search process? What training is required of search committees? g. HIRING: What are strategies that other COEs have used successfully to recruit faculty of color? Three examples include (a) incentives for hiring two faculty members when one search culminates in identifying two strong candidates that can meet various needs of the COE; (b) partner hiring, and accommodating faculty needs; and (c) cluster hiring. h. INDUCTION: What is the climate for new faculty, particularly faculty of color? How are new faculty welcomed, onboarded, oriented, mentored, etc.? When can good intentions (particularly of white faculty) be counterproductive? i. WORKLOAD: Are newly hired faculty given a workload that sets them up for success? Are faculty of color being asked to do more work because of their identities and/or areas of expertise (as when asked to work on diversity-related initiatives, or when approached by students of color for mentoring), and how is this work supported and credited? j. RETENTION: What patterns are discernable for why faculty of color do not stay at our COE? Are we using intersectional lenses (intersections of race with gender, sexuality, religion, disability, etc.) to understand the problems and the patterns? What resources is the COE allocating for faculty retention and success?	
8. Supporting Our Faculty	a. IDEOLOGIES: How do we commonly talk about what "counts" as research, teaching, and service? What are current controversies	

surrounding the work of faculty, and how do they operate in contradictory ways? For example, "academic freedom" can protect those who speak out against injustice, but also can protect those who do not wish to self-examine, so how do we protect academic freedom even as we challenge each of us to critically self-reflect?

b. POLICIES: How have such ideologies been normalized in our profession and institutionalized in our T&P policies, and to what extent do these norms and policies inhibit and/or support work by faculty that explicitly names justice and equity? How does (and how should) our COE define and operationalize justice and equity? (See, for example, Step 2 in the Recommendations below this chart.) Where and when are our faculty asked to assess the extent to which all significant aspects of their work advance justice and equity goals?

c. RESEARCH: To what extent does the increasing corporatization of higher education hinder and/or facilitate justice-oriented scholarship? To what extent does the increasing reliance on certain forms of evaluation and ranking (like impact factors and citation indices) hinder and/or facilitate justice-oriented scholarship? To what extent does our COE support activist or impact-oriented scholarship (including scholarship that is community-engaged, public-facing, practitioner-focused, open-access, and/or in collaboration with partner schools) in its T&P guidelines, IRB guidelines, fundraising and funding opportunities, infrastructure supports, and professional development and mentoring?

d. TEACHING: To what extent does our COE approach teaching as a collective act, such as by talking about the goals, content, and approaches of our courses and our advising of students (versus, say, each professor teaching as a solo act with no sharing or oversight)? To what extent is a collective approach to teaching inclusive of all faculty, including clinical and adjunct/contingent faculty?

e. SERVICE: To what extent does our COE address workload inequities and differentiated service within the COE, including service toward

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<tr><td></td><td colspan="2">accreditation? To what extent does "service" include service to historically marginalized communities and underserved schools? To what extent is research (such as engaged research) a form of service, and vice versa, and how should our COE address such overlap?</td><td></td></tr>
<tr><td></td><td>f.</td><td>CONTRACTS AND GRANTS: How are researchers differently able to acquire contracts and grants because of their fields or disciplines, as well as because of their topic (i.e., a focus on justice and equity)? How can fundraising and discretionary funds ease the burdens on less privileged faculty? To what extent are university processes and procedures designed primarily for large federal research grants, and how can the COE lower the burden (cost, time, effort) for smaller grants (especially smaller justice-focused grants) to work with the university?</td><td></td></tr>
<tr><td></td><td>g.</td><td>PROFESSIONAL DEVELOPMENT AND SUPPORT: To what extent is the PD for faculty offered by our COE aligned with its justice and equity goals, and are other supports for faculty (including funding and mentoring) similarly aligned? Does our COE support affinity groups around marginalized identities and/or activist topics? Does our COE acknowledge and challenge discrimination based on discipline, research methods, viewpoint, and so on? To what extent does our COE recognize the long-term and emotionally taxing nature of justice work, and work-life balance in general, and then support faculty in doing justice work?</td><td></td></tr>
<tr><td>**9. Supporting Our Staff**</td><td>a.</td><td>SUPERVISION: What are common models for organizing staff work and reporting lines, as well as for supervising and managing staff, and taking "disciplinary" action? How do these hinder and/or support our justice and equity goals? How often are we assessing our supervision policies and procedures? How can our COE better train and support staff supervisors to "supervise" in ways that align with our mission and strategic plan?</td><td></td></tr>
<tr><td></td><td>b.</td><td>HIERARCHIES: What hierarchical structures and related cultures of elitism (especially between faculty and staff, and between different</td><td></td></tr>
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racial/gender/etc. groups) typically pervade COEs? How do these institutional structures/cultures connect to issues of diversity, justice, and equity? How do these institutional structures/cultures affect staff and their work, and how do we know this (e.g., are we gathering data from staff)? When are reporting lines and divisions of duties needed, and when are they counterproductive?

c. INTEGRATION: What are alternative models for structuring the work and groupings of staff to be more egalitarian, democratic, and collective? How can staff be more connected with the COE (as with frequent all-COE meetings that substantively include staff) and more involved in COE governance (as with committees and task forces that include staff, and other ways for staff to interact directly with COE leaders)? How do staff unions and collective bargaining processes affect staff relations and integration; on what aspects of the union structure can we build to improve staff integration; and what aspects should be revised in order to better support our justice and equity goals?

d. RELATIONS WITH FACULTY: To what extent are faculty-staff divisions existing in our COE, and what are strategies to change them to better reflect our mission and values? What are strategies for faculty and staff to get to know one another better on a personal and professional level (i.e., both who we are and what exactly we do)? How can our COE better draw on community-organizing and movement-building strategies by making relationship building and community building a more central and intentional part of what we do and who we are? How do we benefit from having colleagues with PhDs who are not faculty? Beyond tenure what distinction do we make between these two categories and why?

e. DIVERSITY: What are the knowledge, skills, and dispositions that we look for in our staff, and to what extent do these align with our COE mission and values? How diverse (by race, gender, social class, etc.) is the staff, and how can the COE increase and support this diversity? How are we tracking conflicts and other problems related to diversity in

	the workplace, and how are we addressing both individual incidents and larger patterns? What does it mean for our COE to be a place where staff of all backgrounds feel welcomed, valued, seen and heard, connected, a sense of belonging, a sense of ownership and responsibility, and an ability to thrive? What are the different job categories of staff that exist in our COE? What kinds of different expertise and training do each bring? Why do we need a staff population that is diverse in a number of ways (by race, professional expertise, etc.)? f. PERFORMANCE REVIEWS: To what extent does our COE take into account the diverse backgrounds of staff in their evaluation processes? To what extent do we engage staff in performance reviews that explicitly address our COE mission, and that involve them in collaboratively establishing goals for themselves and reflecting on their progress? To what extent are performance reviews actually formalized and transparent so people can grow and learn, and in contrast, to what extent are informal processes allowing people with privilege to become more privileged? What are the mechanisms for staff to learn and grow and receive feedback? g. PROFESSIONAL DEVELOPMENT AND SUPPORT: To what extent are staff receiving opportunities for professional development that parallel those of faculty, including funding, PD offerings, mentoring, retreats, incentives and rewards, promotions or advances, time for such activities, and so on, in order to increase staff capacity to advance our justice and equity goals?	
10. Improving the Institutional Climate within Our COE	a. RELATION TO DIVERSITY: In what ways is institutional climate related to or affected by diversity? How well does everyone in the COE understand the nature of and difference between microaggressions, harassment, bullying, and discrimination? In what ways is climate experienced differently by different groups in our COE?	

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b. ADDRESSING CLIMATE COLLECTIVELY: How does the COE's mission and strategic plan address institutional climate? To what extent does our COE engage in college-wide conversations about what we mean by institutional "climate," what research has shown to positively and negatively impact climate, how to assess climate, and how college-wide or unit-wide (e.g., department-level) climate affects well-being, productivity, and feelings of belonging at the level of individual faculty, staff, and students?
c. POLICIES AND PROCEDURES: What policies and procedures are in place to document problems (safety, exclusion, harassment, discrimination, etc.) and seek support, protection, and justice? How do we know that these policies and procedures are working effectively?
d. RESOURCES: What trainings, supports, and resources can the COE allocate to improve institutional climate and the factors that impact it?
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CATEGORY D: PARTNERSHIPS AND PUBLIC IMPACT

Priority Areas of Work	Questions for Assessing & Action Planning	Action Plan for 2019-20
11. Deepening Our External Partnerships	a. REPUTATIONS AND MODELS: What is the reputation of COEs regarding our partnerships with schools and school districts? What typically are the benefits and burdens for each side of the partnership, and how are both parties assessing these? What are different models and/or frameworks (regarding different purposes, different levels of interaction and investment, different outcomes, etc.) for what our external partnerships can and should look like? How can a holistic and strategic approach to partnerships help us to meet our range of needs and goals? What are (and who should be) the types of partnerships that best align with our justice and equity goals? b. PARTNERS: Who are our external partners, and why are they our partners? Who else should we partnering with, and why? Examples of	

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<td>partners include schools and school districts, community-based organizations, professional associations, service providers, businesses, foundations, allies, public officials, other colleges at our university, other COEs outside of our university, networks like EDJE (!), and so on. Examples of purposes include research, teaching, service, advocacy, and so on.
c. BARRIERS: What external issues (like the pressure around high-stakes testing in K-12 schools) and internal issues (like our COE's graduation requirements) are making it difficult to find common ground with partners and/or to find creative solutions to problems or needs that we all agree exist?
d. CURRICULUM THAT IS DEEPLY EMBEDDED IN OUR COMMUNITIES: Where and with whom are students doing their field work, research and service projects, etc.? To what extent is our COE identifying and cultivating community partnerships, field sites, and field-based instructors that explicitly align with our mission and strategic plan? Is the impact of our relationship with these partners/sites/staff helping to build their (i.e., not only our) capacity to do justice and equity work? While at their placement sites and while working with field staff, are our students building their (students') own capacity to advance justice and equity goals during their time as students and after they graduate as well?
e. RESEARCH THAT IS ACCOUNTABLE TO OUR COMMUNITIES: In what ways do we intentionally seek out feedback from community members about what research would be most helpful in advancing justice and equity in education, or how best to leverage our scholarship to meet their needs?</td>
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<td>12. Managing Crises within and Beyond Our COE</td>
<td>a. MACRO-LEVEL: What are the macro-level crises facing education and COEs today? Which of these are "manufactured," and from what other problems are these manufactured crises meant to distract?</td>
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	b. MICRO-LEVEL: What are the micro-level crises typically confronting deans in our day-to-day work? What characterizes a crisis at the individual level vs. institutional level vs. ideological level? In what ways could our responses to crises detract from our justice and equity goals? c. POLICIES AND PROCEDURES: What are (and what should be) our policies and procedures for: (a) assessing the nature of any crisis as macro/micro, as "manufactured," as individual/institutional/ideological, etc.; (b) responding to crises and communicating during and after to all involved or impacted; and (c) assessing how our responses might be exacerbating and/or challenging injustices and inequities?	
13. Developing Our Public Voice	a. IDEOLOGICAL AND INSTITUTIONAL CONSTRAINTS: What historically has been the role of COEs in influencing public debates and public policies related to justice and equity in education, especially in our region? What are we telling ourselves is "supposed" to be the work of COEs, of education scholars/leaders, and of scholarship itself regarding public debates? What policies (from the state; within our institutions), professional and cultural norms, and other constraints are in place to prohibit, regulate, censor, and/or discourage inserting scholarship and scholars into the public debate? b. COLLEGE MISSION AND STRATEGIC PLAN: Do our COE's mission statement and strategic plan prioritize having a public voice both collectively as a COE and individually as individual scholars and as individual COE leaders? c. REFRAMING THE DEBATE: What is the public policy that we wish to tackle right now, and what is the underlying ideology that we need to reframe? What would be our intended outcome of speaking publicly? d. STRATEGIES: Whom should we prioritize as our target audiences right now? What are the venues for doing so (e.g., media; social media; lobby days)? Who are potential partners for such educational efforts (e.g., advocacy groups; media)?	

	e. RESOURCES: What training, supports, and resources can our COE provide for such work to be successful? Where are examples of other COEs speaking publicly and/or of collectives of scholars/leaders speaking publicly?	

(C) Recommended Steps for 2019-20

For deans who are interested in enacting this Framework in 2019-20, EDJE recommends the following steps:

1) IN FALL 2019, IDENTIFY 1-2 PRIORITY AREA(S). Transformation takes time, intention, and care. It would be impractical and unsustainable to implement the Framework all at once. Transformation also takes a collective sense of ownership and investment. *Engage your COE (perhaps starting with the leadership team, and eventually involving all faculty/staff) in understanding the purpose, scope, and content of the Framework, and then identifying one or two priorities ("Priority areas of work") to address in 2019-20.* This Framework is a living document, and its enactment is being researched by several EDJE members in 2019-20. The process of implementing different priorities in different COEs will allow us to revise it over time.

2) IN FALL 2019, DEVELOP SHARED LANGUAGE FOR DISCUSSING JUSTICE AND EQUITY. Almost every priority area begins with a set of questions that dive more deeply into the broader political and/or ideological context of our work, as a way to encourage thinking critically and questioning conventions and norms. *We discussed Marilyn Cochran-Smith's book, Reclaiming Accountability in Teacher Education, at our August 2018 EDJE meeting, in order to offer a conceptual distinction between strong equity and thin equity (and between strong democracy and thin democracy), and we encourage using distinctions such as these to add complexity and nuance to your conversations.*

3) IN FALL 2019, ENGAGE IN COLLECTIVE ASSESSMENT. *For each priority area that you select, engage your COE (perhaps starting with the leadership team, and eventually involving all faculty/staff) in conversations about the "Questions for Assessing and Action Planning" for your priority area(s).*

4) IN WINTER 2019/SPRING 2020, DEVELOP AND IMPLEMENT AN ACTION PLAN. Use the third (blank) column of the Framework to *develop and track an Action Plan* that includes such items as:

      a. Goals and subgoals: By the end of 2019-20, what will have been changed or improved?
      b. Measurable outcomes for each subgoal: How will you know you reached your goals?
      c. Activities for each outcome: What exactly will you do?
      d. Assessments of each outcome: How will you measure your progress and success?
      e. Timelines and deadlines: When will activities happen, and when will you assess?
      f. Responsible parties: Who will do what?
      g. Resources needed: What will you allocate for each component of this Plan?

5) IN JAN 2020 & SUMMER 2020, SHARE AND TROUBLESHOOT. *Attend the EDJE meetings* in January 2020 and summer 2020 to share your progress; learn from others about relevant resources, models, and insights; collectively troubleshoot your actions plans; and further refine the Framework.

Recruitment Ideas for TAMUK Doc Programs (Zoom Meeting)
Video recording in OneDrive (link to be provided?).

Attendees: Colleges and Doctoral Program Coordinators:
- Arts & Sciences: Barbara Cook (for Dean Guerrero); Michelle Johnson-Vela
- Education and Human Performance: Norma Guzman; Kelly Hall;
- Agriculture: Scott Henke; Dean Nelson (for Greta Shuster; and himself)
- Engineering: Mahesh Hosur (for Dean Alam and himself); Engineering: Tushar Sinha.

Absent: Deans Alam, Bain & Guerrero

Organizers: Darin Hoskisson (ENROLLMENT MANAGEMENT) & Ari Sherris (FACULTY SENATE)

Date: Thursday, October 15, 2020 at 11:00am

Purpose of meeting:
1. **INTRODUCE PROGRAM AND HOW RECRUITMENT IS CONDUCTED AND FUNDED**
2. **BRAINSTORM FRESH IDEAS FOR RECRUITMENT**

Notes from meeting (with additional notes submitted via email)
1. Introductions: name of program, and how recruitment is conducted & funded

Dr. Norma Guzman, coordinator of the *Doctoral Program in Bilingual Education*, for the last two years, reports that recruitment has been mostly online at different virtual conferences with the last in-person conference at the Rio Grande Valley Texas Association of Bilingual Education (RGV-TABE) conference (January 2020); in terms of funding for recruitment: It is mostly for the conferences/ exhibitor space; there is small give-a-way materials and brochures; Dr. Guzman has never seen a budget for recruitment. The program/department has, in the past, bought advertising banner space on the Texas Association for Bilingual Education (TABE) webpage, but we did not see an increase in 'traffic' toward our programs. This was paid for from Dept. budget for 1 year at $2500. Currently we have 50 students in the program at various levels (first semester to dissertation phase); On the TBED Graduate page, the handbook, degree plan and other information is available.

Dr. Kelly Hall, Co-coordinator for the *Educational Leadership Doctoral Program* with Drs. Don Jones and Daniella Varela who are also co-coordinators; the three work together and rely on the reputation of the program to draw students. Currently, the program has 50 on a prospect list, 17 enrolled for next year, and 3 in the application process. They are embarking upon a collaborative program with Texas A&M University-Central Texas (TAMUCT), which is going through an approval process now. In 2020, there were 109 students enrolled in the *TAMUK Ed leadership Doc Program*, about one-half of these students are in their dissertation stage. The program enrolls a new cohort every year between 20-25 students. Faculty keep in touch with graduates. The word on the street is they will choose us over San Antonio, UT RGV, or Corpus because we care, and

we will support students to get them through. An example of recruitment is staying connected with Alum—one is in her first Deanship, she is wearing her TAMUK garb on the first day of in-person classes, and so that is how we 'recruit'. We have no funding for recruiting. It comes out of faculty travel funds if we need money for recruiting.

Dr. Scott Henke, graduate coordinator for Wildlife and Rangeland Sciences Department. Currently the program has 17 PhDs. The program relies solely on external grant funding and only accepts PhD candidates once full funding (i.e., student stipend and all research project costs) are secured. The PhD program provides a stipend of $2000/month plus medical and fringe (~$30,000/year) and the typical candidate requires 4 years to complete their dissertation research. Average cost of a PhD project is ~$400K. All the money is run through external grants to pay for the program. Recruitment is conducted through advertising on professional job websites, word of mouth via colleagues, and at professional conferences. Advertising is conducted on an international basis. Potential students also contact faculty via email requesting an opening within the research program of our faculty. Currently, most students are from all around the USA; 2 are from Europe; 1 from Africa; 1 from Asia. Our program attracts students from a wide basis; many come due to reputation (see map for recent draw of students). All coursework is face-to-face. Once students complete coursework, their research projects can be worldwide (e.g., projects have occurred in Thailand, Guam, Mexico, etc.).

Dr. Mahesh Hosur, Associate Dean for Research and Graduate Affairs in the College of Engineering, joined TAMUK in 2018. Mahesh reported on the *PhD program in Sustainable Systems Engineering*, founded in 2015; It was jointly operated by 3 departments: (1) Chemical and Natural Gas Engineering; (2) Mechanical and Industrial Engineering; (3) Electrical Engineering & Computer Science. The students were from these three different programs for their coursework and their dissertations based on their academic backgrounds. The program is now called *PhD in Engineering*, approved in July 2020 by the Texas Higher Education Coordinating Board with effect from August 15, 2020. The new PhD opens avenues for other disciplines also to offer PhD as specialties – Chemical, Civil, Electrical, Mechanical and Sustainable Energy Engineering. We have so far graduated 12 students under the Sustainable Energy Systems Engineering program; others are continuing in the new program within their specialization, while some are continuing with the Sustainable Energy Engineering program. There is no funding for recruitment. Students who are supported by the college are paid a stipend, benefits and tuition. International students are required to pay for international insurance and athletic fees.

Dr. Michelle Johnson-Vela, relatively new coordinator of *PhD program in Hispanic Studies* after serving approx. 10 years as a Department Chair. The *PhD program in Hispanic Studies* is collaborative, founding in 2004/5. The original collaborators were College Station, Corpus Christi, TAMUK, and Laredo. Since then, Corpus Christi has dropped out of the collaboration. Initially the collaboration was framed as a non-traditional program in order to distinguish it from UT Austin's program. We had some successful years. Initially there were great fellowships for students in the program. We delivered courses through TTVN distance learning (requiring students to go to physical sites). Communication from College Station has dwindled and TAMUK has not been represented on the graduate committee. The program is experiencing a difficult time right now

seeing some potential violations of its MOU. As the new coordinator, Michelle intends to reach out to College Station as the continuation of the collaboration is questionable. If we pull out, their program might become obsolete. Laredo seems to have good communication with College Station. Michelle would like to find out where TAMUK stands in the collaboration. The program is unique in that students can take classes from Laredo, TAMUK and College Station. Recruitment comes from College Station. TAMUK does not have a recruitment budget. TAMUK does have a web-presence and faculty in the program from TAMUK would go out and recruit locally. TAMUK is able to draw from its master's program in Cultural Studies. Local interest is from teachers interested in furthering their academic preparation. Many will have a master's already, not always in Spanish, but TAMUK is able to accept individuals who have a Masters in a related field (e.g., bilingual education). When College Station was including us in the discussion, these were on the table. Michelle's plan now is to build bridges to the College Station group leading their end of the program.

Dr. Tushar Sinha, first year PhD coordinator of *Environmental Engineering PhD Program*, founded in 2002. The environmental engineering graduate program at Texas A&M University-Kingsville is ranked 69th nationally according to U.S. News and World Report. On an average, the program had 27 PhD students until 2016-2017. The program used to receive substantial support from the university for PhD students until 2018. Now the program supports its students from Faculty research funding. Currently there are 18 PhD students. Several applications are pending evaluation. No funding is received for recruiting. Most students apply online or through faculty members who relate their details to the coordinator.

Dr. Shad Nelson, Dean, for Dr. Greta Shuster, coordinator of the *Cooperative Horticulture PhD program*, founded approx. 20 years ago. The degree is issued from College Station. It is not a convenient program. The recognition is obtained by College Station faculty but most of the funding comes from our grant funding, the students come from us, and their research is primarily done here. There is a one-year requirement for those students to do academic work at College Station. Makes it more complicated for those who have families in the Rio Grande Valley. The funding is grant dependent. In other words, we typically do not bring students into the program if we don't have funding to support the students, unless a student wants to come in without funding.

Dr. Shad Nelson, speaking as Dean: Anything that requires approval from the Texas Higher Education Coordinating Board goes through the Dean's office and from there to the Office of Academic Affairs (Dr. Jaya Goswami). I would discourage programs that are 'cooperative' and encourage 'joint' programs just because TAMUK isn't recognized in 'cooperative' programs. In Dean Nelson's opinion a 'cooperative' program is a feeder for another institution to check minority status for their benefit. A cooperative program doesn't give recognition to TAMUK, to all the work we do to sustain this program and all the great students we have. Dr. Michelle Johnson-Vela says she totally agrees with Dean Nelson on his opinion of 'cooperative programs'. [laughter]

Dr. Barbara Cooke, for Dean Dolores Guerrero, reported that the *Hispanic Studies Doctoral Program* is very complicated, agreeing with Dr. Johnson-Vela. Dr. Cooke just took over for Dr. Darin Hoskisson and will be leading graduate recruitment for the College of Arts and Sciences.

Dr. Darin Hoskisson, interim Vice President of Enrollment Management, reports that there has not been a lot of assistance in recruiting from Enrollment Management in the past, except for some 'name purchases' for master's programs, probably from GRE lists and other things. Dr. Hoskisson said he is open to changing the level of support for recruitment, but he is not sure what he can do at the doctoral level because it is so specialized. If the coordinators of doc programs and their Deans have ideas on what might be done, Dr. Hoskisson is open to cooperating using whatever resources the Office of Enrollment Management may have to assist.

2. Brainstorm: Innovative ways to recruit

    a. *Short infomercials* spotlighting all of TAMUK's Doc programs for local TV and social media

    b. *Short podcasts* on the radio and social media about TAMUK's Doc programs

    c. Social media infomercials targeting relevant grad students from the surrounding regions

    d. Strengthen relationships between master's programs and PhD programs such that without stepping on anyone's toes, time is scheduled for soon to graduate master's students to meet with Faculty from the PhD programs.

    e. With some master's programs it is about the relationships between Faculty and Students; these provide opportunities for those Faculty to meet outside of class and discuss if a Doc program is a good fit for a student

    f. Potential of name buys—the trick is finding a source. (May not be a good use of funds for Doc programs)

    g. Webinars regularly scheduled (weekly), with enrollment/admissions/financial support.

    h. Reach out to colleagues at other universities to bring in PhD students.

    i. Reach out to Marcom who is doing paid campaigns and advertisements on social media that targets relevant students.

    j. Highlight the unique aspects of our programs so we standout on, say, social media.

    k. Endowed chairs that might possibly bring more distinction to your program

    l. Identifying competitors

    m. Student Ambassadors at undergraduate level who spread the word on Instagram

    n. Open house/forum (online)

    o. Solving infrastructure issues (buyouts vs. funding students)

p. Handshake App—isn't that a recruiting tool, which was used for grad assistant application

q. Cohort recruitment from international context and from local contexts (built-in support)

r. Power of relationships: If I get a call, I immediately put them in my phone; I can call them up.

s. Bring brochures and information to institutions that have prospective Doc students, or reaching out online

3. Scholarships/Funding for doc students (e.g., PASE for students from Mexico)
PASE—Any student for Mexico Nationals
School districts paying tuition for Doc student who work in their system (tuition reimbursement, after course completion; student pays up front and then requests reimbursement from employer/district per class).

Motion - Constitutional Amendment for Electronic Ballots (2ⁿᵈ Vote)

MOTION: That Article II, Section 3 of the *Constitution of the General Faculty of Texas A&M University-Kingsville* be updated using the proposed language below, which would allow electronic ballots to be the new method used for Faculty Senate elections.

Article II. THE FACULTY SENATE MEMBERSHIP, ELECTIONS AND MEETINGS

Section 3. ELECTIONS

(a) The Election Committee will develop an electronic eligibility form and ballot. The form will collect the following information from voters: name, email, department, and faculty rank. Upon submission of the eligibility form, voters will be directed to a ballot. The ballot will have settings established to assure anonymity.

(b) For departmental/unit elections the Secretary shall announce by email to the Department Chair/Unit Director the number of positions on the Senate to be elected by that faculty for the upcoming term and the names of the faculty not eligible for election. The Secretary shall request of each Department Chair/Unit Director a list of nominees be returned to him or her. Upon receipt of the lists, nominees become candidates.

(c) For Senators-at-large, the Secretary shall announce by email to the College Dean the number of positions on the Senate to be elected by that faculty for the upcoming term and the names of the faculty not eligible for election. The Secretary shall request of each College Dean a list of nominees be returned to him or her. Upon receipt of the lists, nominees become candidates.

(d) An email shall be sent to all eligible faculty voters with instructions for accessing, filling out, and submitting their electronic ballots. Faculty members may vote only once.

(e) At no time during the election process shall faculty names or identifiable information be collected other than to verify voting eligibility. Information collected will be limited to whom the candidate voted for and the time of the vote. In the event that an eligible faculty member will not have access to internet resources, the Secretary shall make provisions for casting absentee ballots.

(f) In the event of a tie, the Secretary will seek to mediate an outcome with the candidates in question. If no clear winner can be determined, a special run-off election will be held to determine the winner.

(g) The Election Committee shall record votes. The tally of votes for each candidate shall be forwarded to the Faculty Senate office and remain on file. The voting record shall become the basis for eligibility to fill Senate vacancies.