Project South Texas
Academic Administration Working Groups
FINAL Report

February 14, 2014

Working Group Name	Faculty Affairs and Development
Working Group Co-Chairs	Ethel Cantu (UTB), Ala Qubbaj (UTPA)
Working Group Members	UTB: Celina Garza, Betsy Price, Sally Roach, Aldo Salinas UTPA: Javier Kypuros, Rebecca Mitchell, Marie Mora, Sandra Tijerina

EXECUTIVE SUMMARY AND INTRODUCTION

A centralized, unified **Office/Division of Faculty Affairs** will support UT-RGV faculty through every stage of their careers, from recruitment to retirement, by providing holistic programming and support services in five essential areas: 1) **Faculty Recruitment and Diversity**; 2) **Faculty Development, Support, and Advancement**; 3) **Faculty Policies, Compliance, and Shared Governance**; 4) **Recognition and Awards**; and 5) **Climate and Well-being**. It is imperative that this office will be inclusive of all faculty, including contingent faculty.

Using the American Psychological Association's "Psychologically Healthy Workplace" as a framework (see Appendix II), our recommendations reflect a **comprehensive** approach to faculty needs. Significant research studies have shown that a **holistic** approach to faculty development leads to greater productivity in research, teaching, and service, ultimately ensuring that the highest quality faculty members are recruited, retained, and supported to achieve global excellence in teaching, research, healthcare, and service

The Office of Faculty Affairs will **consolidate faculty development efforts** currently underway in multiple departments and divisions across campuses, which will result in significant **cost savings**. Faculty Affairs staff will, for example, centrally oversee the logistics of scheduling, advertising, and facilitating workshops and other development activities across campus, freeing up other departments' staff. The **increased faculty retention**, resulting from the above holistic programming and support, will also yield significant **cost savings**.

The Faculty Affairs and Development Working Group started by identifying the **needs of the faculty across the life cycle of their experience**, from recruitment and orientation, through advancement and promotion, and finally through post-tenure review and retirement. The committee then mapped the needed support not only for teaching, research, and service, but also for personal and family needs using the above-mentioned framework. Based on those findings, and after reviewing successful models from other institutions of higher education, the committee identified five primary/focus areas along with the corresponding programming and services to be offered under each area:

Recruitment and Diversity

- ✓ A centralized Online Recruitment Portal (information for prospective and new faculty including demographics and regional information, university and benefits information, faculty support programs, dual career policies, etc.)
- ✓ Training information and support for search committees and for Tenure and Promotion and other Evaluation committees (including best practices for Excellence & Diversity in hiring, limiting implicit bias)
- ✓ Diversity training, information, and support (including NSF ADVANCE)

- **Development, Support and Advancement**

- ✓ Targeted programs for each career stage and specific faculty cohorts (including First-Year Faculty, Second-Year faculty, Associate-to-Full, Contingent/Part-time, etc.)
- ✓ General development for all faculty members (workshops, trainings)
- ✓ Center for Teaching Excellence
- ✓ Funding Opportunities, with online application systems (Faculty Development Fund, Junior Faculty Travel Program, Graduate Research Assistant support program)
- ✓ Mentorship programs
- ✓ Leadership development (including Leadership Institutes, New Chair training, Administrative Fellows)

- **Shared Governance, Policies and Compliance**
  - ✓ Single Compliance Portal (including Digital Measures, relevant links to HR compliance programs when distinct; HB2504)
  - ✓ Faculty Senate and Academic Policies (including Tenure and Promotion)
  - ✓ Ombudsman

- **Recognition and Awards**
  - ✓ Single portal for awards information and administration (w/online application system)
  - ✓ Central awards celebration
  - ✓ Faculty Experts/Web Profiles and news stories

- **Climate and Well-being**
  - ✓ Climate surveys and exit interviews
  - ✓ Family-friendly policies (mother-friendly campus, childcare, subsidized recreation center fees)
  - ✓ Women's Faculty Network
  - ✓ Devoted faculty space/lounge in every campus and social activities

This plan builds on the exceptional and innovative programs already in place at UTPA and UTB (see Appendices V & VI), some of which have received national recognition.

The guiding principles of the new university are integrated into all efforts, beginning with recruitment and continuing with development and advancement, so that the highest quality faculty members are employed, retained, and supported to achieve global excellence in teaching, research, healthcare, and service. For that, the committee believes that it is imperative that the new university has a division or office devoted to "Faculty Affairs." The workgroup also believes that this division/office will need to have physical presence and live support at both campuses, which will require additional resources and funding.

FINDINGS

Innovative Initiatives Currently in Place

Structure: The existing Faculty Affairs structure at UTPA includes the Vice Provost for Faculty Affairs and three (3) Associates: two Fellows and the Director for the Center for Teaching Excellence in addition to two full-time staff. At UTB, the Office of the Provost and Academic Affairs manages faculty affairs, in addition to many other responsibilities. The Brownsville campus does not have a separate "Faculty affairs" unit or office, but does have a Center for Teaching and Learning.

1) FACULTY RECRUITMENT AND DIVERSITY

ADVANCE Recruitment Portal (UTPA): All STEM searches in 2013-2014 were required to use an online recruitment portal. In addition to collecting all information required for UTPA hiring processes, the portal provides information on best practices for diversity. Moreover, the online forms make it easy for search committees to adopt these best practices. Sample diversity-focused blurbs, for example, can be added to any search listing, and the "Advertising and Outreach" page includes field-specific organizations and sub-organizations that target women and minorities in the field; search committees simply select which organizations and sites they wish to advertise in, and the Office of Faulty Affairs takes care of the posting. Other universities are using the Portal as a model, and the National Science Foundation asked UTPA to offer a presentation on the portal at an upcoming ADVANCE conference. (See Appendix V for further details.) www.utpa.edu/advance/recruitment

ADVANCE Search Committee Training (UTPA): Enhanced search committee training has been developed and offered in 2013-2014 for all STEM searches. Using a "Train the Trainers" model, UTPA has developed a cohort of knowledgeable faculty who can offer workshops on best practices for recruiting for excellence and diversity and addressing implicit bias. (See Appendix V for further details.)

Outreach and Advertisement (UTPA): UTPA enhanced advertisement efforts include a yearly ad in the *Chronicle of Higher Education*'s special issue on Diversity detailing the commitment to diversity and a family friendly climate. In addition, STEM searches have been given additional resources for outreach to increase the diversity of their hiring pools. (See Appendix V for further details.)

2) FACULTY DEVELOPMENT, SUPPORT, AND ADVANCEMENT

Support Programs: These programs have had a demonstrable impact on UTPA, where data and feedback has been collected on each program throughout its inception. So far this academic year (2013-2014), UTPA's Office of Faculty Affairs has held over 70 faculty development workshops/events with over 400 faculty members participating in one or more of these activities. Feedback solicited from participants shapes ongoing revisions of content offered. Before the inception of these programs at UTPA, the 5-year tenure-track faculty retention rate for the 2002 new faculty cohort was 57.8%; that rate has climbed steadily, reaching over 70%. Increased retention= significant cost savings and happier faculty. (See Appendix V for data.)

Comprehensive New Faculty Support Program (UTPA): Using a "Flipped Faculty Development" model, this year-long program includes a Blackboard course, a 2-day orientation, 8 luncheon sessions throughout the year, two workshops, and social activities. In addition, a formal mentoring program ensures that each new faculty member is paired with a mentor and supported in active mentoring throughout the year. This program was presented at the University of New Mexico's 2013 Mentoring Conference. Faculty served 2013-2014: 95, 55 of whom are tenure-track. (See Appendix V for further details.)
http://portal.utpa.edu/utpa_main/daa_home/vpfa_home/vpfa_prog/vpfa_nfsp

Second-Year Support Program (UTPA): Created in response to requests from faculty who had completed the New Faculty Support Program, the Second-Year Support Program extends development activities into the second year, focusing on issues more relevant to faculty who are more experienced. 2013-2014 includes 6 workshops on topics such as "Defining Your Service Profile" and "Getting the Mentoring you Need." A social component is integrated with the New Faculty Support Program. Faculty Served: 36. (See Appendix V for further details.)
http://portal.utpa.edu/utpa_main/daa_home/vpfa_home/vpfa_prog/vpfa_syf

Center for Teaching and Learning (UTB) **/ Center for Teaching Excellence** (UTPA): Centers at both universities oversee pedagogy and technology support for faculty across disciplines and ranks. At UTB, the center is directed by

a full-time faculty associate who develops a program of professional development, including orientations for new full-time and adjunct faculty and workshops on a variety of topics. At UTPA, a Founding Director has been named and is establishing a site, and will work in close coordination with the Center for Online Learning, Teaching, and Technology (COLTT). (See Appendices V and VI for further details.)

General Faculty Development Workshop Series (UTPA & UTB): Wide-ranging workshops support pedagogy, grant writing, research and publication, classroom technologies, and other topics. Workshops at UTB are coordinated by the Center for Teaching and Learning and at UTPA are coordinated by Faculty Affairs. At both campuses, workshops are often held in conjunction with other offices and often feature both national experts and local faculty who share their expertise. To date in AY 2013-2014, UTPA programming has reached 440 unique faculty members. (See Appendix V for further details.)
http://portal.utpa.edu/utpa_main/daa_home/vpfa_home/vpfa_prog/vpfa_gfdcal

Mentors Support Program (UTPA): Provides support to mentors of first-year faculty members through workshops and trainings. A yearly "First-Year Mentoring Award," is given to a mentor nominated by his/her mentee, in recognition of outstanding mentorship. Faculty served 2013-2014: 110 (55 mentees, 55 mentors). (See Appendix V for further details.)

New Academic Leaders Support Program (UTPA): Provides new academic leaders with support, workshops, and trainings for a smooth and successful transition into their new roles at UTPA. New department chairs are also assigned a mentor who is (or was recently) an experienced department chair. (See Appendix V for further details.)

ADVANCE Leadership Institute (UTPA)/ Faculty Leadership Program (UTB): The ADVANCE Leadership Institute includes a series of workshops on strategic topics for faculty advancement. This program was presented in a session at the American Association of State Colleges and University's Winter Meeting in San Diego. The Faculty Leadership Program at UTB also offers a yearlong series of workshops to tenured faculty interested in administrative positions. Faculty are also given the opportunity to work with administrators and other interested faculty and staff on specific projects through the Provost Fellows program. (See Appendices V and VI for further details.) http://portal.utpa.edu/utpa_main/daa_home/advance_home/calls_applications/leadership_institute

ADVANCE Administrative Fellows Program (UTPA): The ADVANCE Administrative Fellows Program is designed to complement the ADVANCE Leadership Institute by providing faculty members the opportunity to gain hands-on administrative experience at UTPA that will allow them to develop their leadership skills. (See Appendix V for further details.)

Centralized Funding Opportunities with online applications: Simple online applications for funding opportunities have made the application process much easier both for faculty members and for their chairs, who may now certify or approve applications online rather than having to produce a formal, printed letter. (See Appendix V for further details.)

Junior Faculty Supplemental Travel Award (UTPA): Provides supplemental travel support for research and professional development for junior faculty members (tenure-track faculty members who have not been awarded tenure or promotion). Junior faculty members may apply for travel funds for up to $500 to support a presentation of a scholarly/research paper or artist presentation at an academic or professional conference.
http://portal.utpa.edu/utpa_main/daa_home/vpfa_home/vpfa_info/faculty_onlineforms

Faculty Development Grants (UTPA): Provides up to $1,000 for three-year lecturers, $2,000 for individual tenured/tenure-track faculty, and $3,000 for groups to receive hands-on training by participating in training programs and workshops to enhance their skills in teaching, scholarly activities, and community services.
http://portal.utpa.edu/utpa_main/daa_home/vpfa_home/vpfa_prog/vpfa_fdgp

Faculty Research Council Grants (UTPA): Provides funding for research proposals not routinely supported by departments or colleges and not currently funded through external sources. This funding is designed to help faculty generate preliminary data to strengthen their proposals for external funding.

3) FACULTY POLICIES, COMPLIANCE, AND SHARED GOVERNANCE

Ombudsman (UTB): Each year, a faculty member is selected through the Faculty Senate to serve as Faculty Ombudsman. Acting independently of both the Faculty Senate and the Administration, the Ombudsman is able to advocate for faculty members when the need arises. Faculty served: potentially, all. (See Appendix VI for further details.)

Faculty Profiles & Reporting: Faculty Activity Reporting System (FARS; UTPA) / Digital Measures (UTB): Both universities utilize the same online database platform, "Activity Insight" produced by Digital Measures, to maintain compliance, produce faculty web profiles, and facilitate reporting. At UTB, this function is housed in the Office of the Provost and Academic Affairs and at UTPA in the Office of the Vice Provost for Faculty Affairs, enabling both campuses to interface with faculty concerns and increase buy-in and participation. www.utpa.edu/FARS; http://www.utb.edu/vpaa/Faculty/Pages/default.aspx. (See Appendices V and VI for further details.)

Fully-Online Student Course Evaluations (UTPA & UTB): By housing online evaluations in Faculty Affairs (as opposed to IT), UTPA is able to be responsive to faculty concerns and can offer training, support websites (www.utpa.edu/courseevals), and immediate and relevant help for any evaluation-related issue. Further, this service ensures compliance with meets HB 2305. At UTB online evaluations are managed by the Office of Institutional Research, Effectiveness, and Planning, which is also responsive to faculty needs and compliance. http://www.utb.edu/provost/irpe/ir/Pages/CourseEvaluations.aspx (See Appendices V and VI for further details.)

Faculty Senate Support: Faculty Affairs at UTPA and the Office of the Provost at UTB work closely with the Faculty Senate and provide administrative support.

4) RECOGNITION AND AWARDS

Excellence Awards (UTPA & UTB): Recognizes and honors the many exceptional efforts of faculty. It is an opportunity to share accomplishments widely and build community through the celebration of these contributions. The awards program recognizes and rewards faculty excellence in four categories: 1) teaching, 2) research/scholarship or creative activity, 3) service, and 4) advising/mentoring. At UTB, the Office of the Provost and Academic Affairs manages the exceptional merit process that recognizes outstanding faculty in teaching, research, and/or service in each college. Exceptional merit awards include a stipend and recognition at an annual awards dinner. AT UTPA, awards are offered at the College and University levels. The University-level awards are co-sponsored by The UTPA Foundation, whereas the College-level awards are sponsored by the respective colleges. Each Faculty Excellence Award consists of a stipend and a plaque/medal, which are presented during an Excellence Awards Luncheon. (See Appendix V for further details.)
http://portal.utpa.edu/utpa_main/daa_home/vpfa_home/vpfa_awards/vpfa_fepabout

Faculty Award Website (UTPA & UTB): Website provides clearinghouse and application information/materials for Excellence Awards, Regents' Outstanding Teaching Awards, and other awards, and publicizes award winners. Site features videos on each University Excellence Award winner for the academic year. (See Appendix V for further details.) http://portal.utpa.edu/utpa_main/daa_home/vpfa_home/vpfa_awards/vpfa_fepwin/2012-2013

External Award support: Faculty Affairs at UTPA coordinates and facilitates external award processes, from calls for applications to submissions. The Office of the Provost and Academic Affairs at UTB manages this process. Examples include the Oak Ridge Associated Universities Powe Junior Faculty Enhancement Award, U.S. Professor of

the Year award, College Board awards, Greater Texas Foundation Award, and Minnie Stevens Piper Award, among others. (See Appendix V for further details.)

5) CLIMATE AND WELL-BEING

Women's Faculty Network (UTPA): Empowers female faculty members by advocating for opportunities to advance women's professional development in research, teaching, and service, while balancing their personal, career, physical, and mental health demands at the University of Texas–Pan American. The WFN provides a university-wide forum for the discussion of ideas and mutual concerns of female faculty members. (See Appendix V for further details.) http://portal.utpa.edu/utpa_main/daa_home/advance_home/events/wfn

ADVANCE Climate Survey (UTPA): Assesses the campus climate perceived by faculty, and is designed to alert the administration to potential problems that can be addressed to improve the well-being of faculty.

Exit Interviews (UTPA & UTB): Exit interviews, including an online poll and in-person interview, are offered to all faculty who separate from the university. This data helps to shape future faculty development, increase faculty retention rates, and improve the campus climate. (See Appendix V for further details.) http://portal.utpa.edu/utpa_main/daa_home/vpfa_home/vpfa_info/faculty_exit_interview

Workshops and Trainings: Provide information and training to faculty over a variety of topics, and featuring speakers of national renown, for the purposes of faculty development, advancement, and work-life balance. (See Appendix V for further details.)

Innovative Initiatives not Currently in Place

In addition to extending the many innovative initiatives currently in place at either UTPA or UTB to UTRGV, the workgroup is recommending the following new initiatives. These initiatives draws from successful models at other institutions of higher education while building on the current successful programing and existing strengths at both campuses. The recommendations are also linked to the Psychologically Healthy Workplace Framework and the guiding principles.

1) **Faculty Recruitment and Diversity**

* Online Recruitment portal: one stop information site devoted to current and prospective faculty, from information about the community and university, to academic policies and to support across the faculty life cycles.
* Require enhanced search committee training of **all** search committees and tenure and promotion committees across both campuses
* Identify and train faculty diversity advocates on both campuses

2) **Faculty Development, Support, and Advancement**

* Associate-to-Full program to encourage mid-career faculty to advance to full

* Dedicated programming for adjunct and online-only faculty

* Teaching Academy: as a program of the Center for Teaching Excellence, the Teaching Academy will encourage a cohort of faculty to develop active learning strategies, incorporate next generation technology, customize student learning experiences, integrate assessment, and support the production of research and scholarly activity through a long-term program. (See Appendix VII for further details.)

* Extend mentoring to all first year faculty at both campuses and create support program for long-term mentoring. This faculty mentoring program will promote inclusion, reduce feelings of isolation, and build community by initiating new teachers and providing leadership roles for existing faculty members.

3) Faculty Policies, Compliance, and Shared Governance

* Single Compliance Portal (including Digital Measures, relevant links to HR compliance programs when distinct; HB2305)

* Extend/formalize role of Ombudsman. The Ombudsman offers a neutral and impartial perspective, a confidential place to discuss problems or issues, facilitates discussion, or can be present in a neutral conversation.

* Offer training for conflict resolution, running meetings, to help facilitate productive shared governance.

4) Recognition and Awards

* Unified Faculty Experts site to complement profiles of all faculty, to promote collaborations and news stories to promote faculty achievements

* Create mentorship award to build community around the shared goal of mentoring, and to recognize departments/programs/individuals who excel in mentoring students or other faculty (this would expand UTPA's and UTB's College of Education existing program for mentors of first-year faculty).

5) Climate and Well-being.

* Develop Family-friendly policies including dual career support

* Mother-friendly workplace

* Subsidized rec center fees/ perks for faculty,

* Devoted faculty space/lounge in every campus

* Develop policy or otherwise address childcare issues for faculty

RECOMMENDATIONS

Key Recommendations for the Final Report

1. Expand the Office of Faculty Affairs into a robust, central hub for meeting the needs and supporting the careers of all UTRGV faculty in a comprehensive and holistic manner to ensure that the highest quality faculty members are recruited, retained, and supported to achieve excellence in teaching, research, healthcare, and service.

2. Faculty Affairs shall offer holistic programming and services in five essential areas: 1) **Faculty Recruitment and Diversity**; 2) **Faculty Development, Support, and Advancement**; 3) **Faculty Policies, Compliance, and Shared Governance**; 4) **Recognition and Awards**; and 5) **Climate and Well-being**. A list of the specific programs and initiatives are provided in the executive summary.

3. Build on the existing office of the Vice Provost for Faculty Affairs at UTPA and on the exceptional strengths and innovative programs already in place at UTPA and UTB, some of which have received national recognition. See the "Innovative initiatives currently in place" section.

4. Extend Ombudsman to both campuses, to provide assistance to manage and resolve workplace issues.

5. Allocate sufficient space to ensure robust physical presence and faculty support at both campuses.

6. Provide sufficient staffing in accordance with the proposed structure provided in Appendix I and as outlined in the next section "Required Action for Implementation".

7. Provide sufficient funding for operations in order to extend successful existing programs from one campus to the other as well as support new programming.

8. Integrate centers for online teaching support (e.g. UTPA's COLTT and UTB's Office of Distance Education) with the Center for Teaching Excellence.

Required Actions for Implementation – Fall 2015

1. Allocate sufficient space to ensure physical presence and faculty support at both campuses.

2. Provide sufficient staffing, which include additional three (3) staff members and two (2) faculty half-time appointments to oversee and support the proposed initiatives in Faculty Development and Advancement, Recruitment and Diversity, and the Center for Teaching Excellence. (See Appendix I for further details.)

3. Provide sufficient funding for operations in order to extend successful existing programs from one campus to the other as well as support new programming.

Possible Consultations

Following research into best practices, UT Arlington established a Division of Faculty Affairs (DFA) on March 1, 2013. It supports the UT Arlington faculty by acting as a dedicated liaison with the Office of Academic Affairs. Included as part of the DFA are faculty programs for mentoring, professional development, recruitment and retention, and the Center for Teaching and Learning Excellence. http://www.uta.edu/provost/faculty-affairs/index.php Administrators from this office could consult on the development of an Office/Division of Faculty Affairs for UTRGV.

The University of Texas Austin has an Office of the University Faculty Ombuds to resolve conflicts, disputes, or complaints. The office has one faculty member serving as the Ombudsman, who administratively reports to the provost. Contact is initiated via a phone call to set up a meeting or phone conversation. Annual reports of the issues are provided to the Faculty Council. http://www.utexas.edu/faculty/council/ombuds/. This model is similar to the current UTB model. Consultation from this office would help shape the role of Ombudsman for UTRGV.

Utah State University's "New Faculty Teaching Academy" was used a model for the proposed Teaching Academy at UTRGV. Experienced administrators from this program could be consulted on the development of the proposed program. http://www.usu.edu/teachingacademy/

Appendices

I. Proposed organizational structure/chart
II. Theoretical framework *"Psychologically Healthy Workplace by the American Psychological Association"*
III. Alignment with guiding principles
IV. Overview of Current and Future Initiatives
V. Supporting materials for current innovative programing at UTPA
VI. Supporting materials for current innovative programing at UTB

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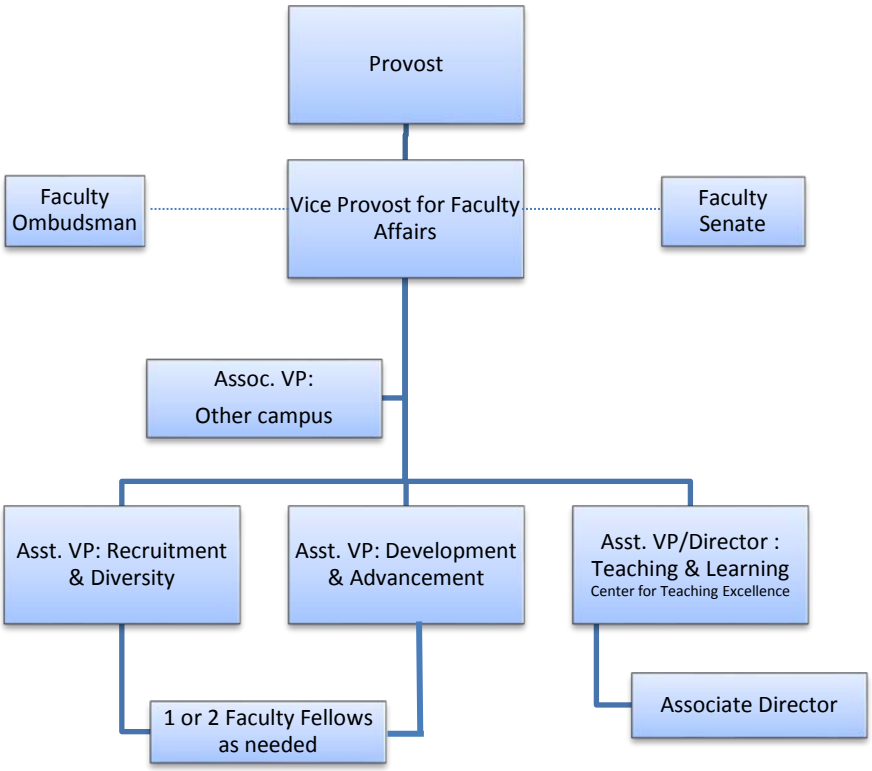
APPENDIX I
PROPOSED ORGANIZATION STRUCTURE



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APPENDIX II
THEORETICAL FRAMEWORK

Psychologically Healthy Workplace by the American Psychological Association

Five (5) Areas of Focus:

1. **Growth and Development**

   Provide employees with the opportunity to expand their knowledge, skills, and abilities and provide an outlet to apply these gained competencies

2. **Health & Well-Being**

   Maximize health of employees through prevention, assessment, and treatment of potential health risks

3. **Involvement**

   Allow employees to bring ideas and perspectives as a part of organizational decision-making

4. **Recognition**

   All employees to be rewarded for their contributions and achievements

5. **Work-Life Balance**

   Help employees balance the multiple demands in their lives

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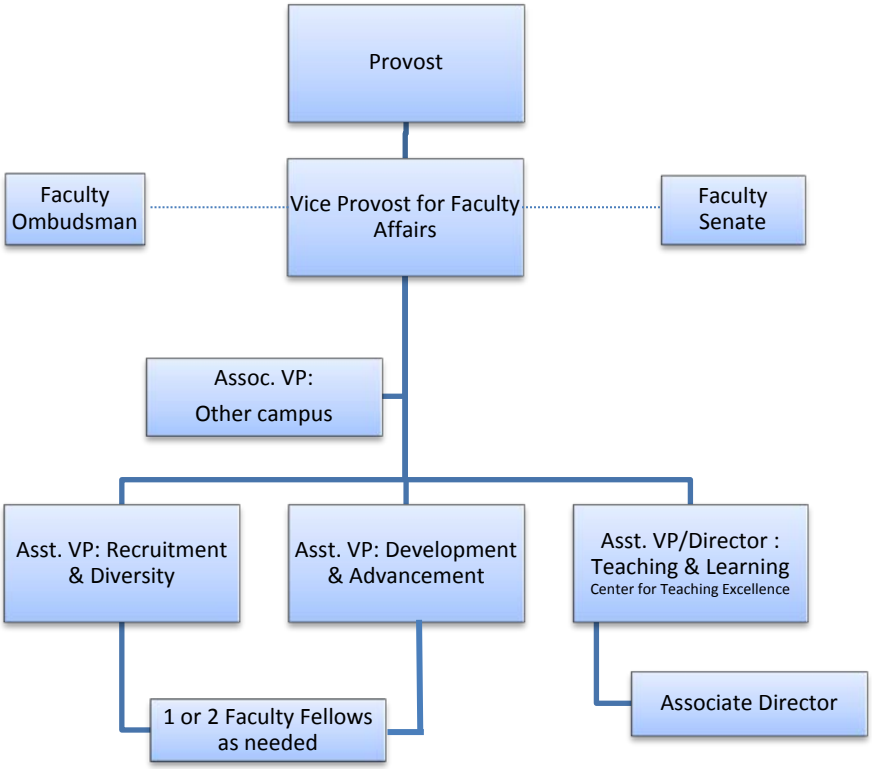
APPENDIX III
ALIGNMENT WITH GUIDING PRINCIPLES

1. **Fully integrate next generation technology and customized learning to increase affordability and maximize student success.** Proposed continuation/expansion of professional development centers (Center for Online Learning, Teaching, and Technology (COLTT) at UTPA and Center for Teaching and Learning at UTB) will support this goal.
2. **Employ the highest quality faculty members and staff who pursue global excellence in teaching, research, healthcare and service**. All recruitment, development and advancement described by this division will significantly contribute to this goal as the mission of the new university will be fully integrated into all efforts.
3. **Streamline academic and administrative programs and re-design processes to increase productivity and promote a student- and service-centered mode of operation.** Online processes including online course evaluation and Faculty Activity Reporting support the streamlining of processes and service-centered mode of operation.
4. **Become a global leader in higher education, health education, bio-medical research, emerging technology and preparing students to be lifelong learners.** Faculty development activities and funding opportunities support the production of research by all faculty members; recognition programs (awards, etc.) bring attention to faculty achievements; faculty reporting system (Digital Measures/FARS) facilitates public access to faculty expertise.
5. **Promote access to postsecondary education to a diverse student body to become one of the largest and most successful Hispanic-serving institutions in the U.S.A.** Center for Teaching and Learning/Center for Teaching Excellence will provide teaching/pedagogy support and development to ensure that faculty deliver the highest quality instruction and student support possible. Diversity efforts through NSF ADVANCE grant will lead to a more diverse professoriate and increased role models for students.
6. **Develop programmatic strength in the areas of science, technology, engineering, mathematics, and health.** NSF ADVANCE grant, administered through Faculty Affairs at UTPA, is dedicated to increasing excellence and diversity in STEM fields, especially among Hispanic women. These funds enhance infrastructure as well as recruitment and retention of outstanding faculty members. Exemplary programs such as ARCC Scholars (Physics) and Health Disparities Scholars (Biomedicine) at UTB weave undergraduate research and service learning with faculty scholarly activity.

APPENDIX I - PROPOSED ORGANIZATION STRUCTURE



APPENDIX II- THEORETICAL FRAMEWORK

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2. **Health & Well-Being**

   Maximize health of employees through prevention, assessment, and treatment of potential health risks

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5. **Work-Life Balance**

   Help employees balance the multiple demands in their lives

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3. **Streamline academic and administrative programs and re-design processes to increase productivity and promote a student- and service-centered mode of operation.** Online processes including online course evaluation and Faculty Activity Reporting support the streamlining of processes and service-centered mode of operation.
4. **Become a global leader in higher education, health education, bio-medical research, emerging technology and preparing students to be lifelong learners.** Faculty development activities and funding opportunities support the production of research by all faculty members; recognition programs (awards, etc.) bring attention to faculty achievements; faculty reporting system (Digital Measures/FARS) facilitates public access to faculty expertise.
5. **Promote access to postsecondary education to a diverse student body to become one of the largest and most successful Hispanic-serving institutions in the U.S.A.** Center for Teaching and Learning/Center for Teaching Excellence will provide teaching/pedagogy support and development to ensure that faculty deliver the highest quality instruction and student support possible. Diversity efforts through NSF ADVANCE grant will lead to a more diverse professoriate and increased role models for students.
6. **Develop programmatic strength in the areas of science, technology, engineering, mathematics, and health.** NSF ADVANCE grant, administered through Faculty Affairs at UTPA, is dedicated to increasing excellence and diversity in STEM fields, especially among Hispanic women. These funds enhance infrastructure as well as recruitment and retention of outstanding faculty members. Exemplary programs such as ARCC Scholars (Physics) and Health Disparities Scholars (Biomedicine) at UTB weave undergraduate research and service learning with faculty scholarly activity.

PROJECT SOUTH TEXAS FACULTY AFFAIRS and DEVELOPMENT: CURRENT AND FUTURE INITIATIVES

UT-RGV Faculty experience a psychologically healthy workplace:

1) growth & development
2) health & well-being
3) involvement
4) recognition
5) work-life balance

Current Initiatives

- UTPA ADVANCE Recuitment Initiatives
- UTB & UTPA New Faculty Orientation
- UTPA New Faculty Support Program (w/mentoring)
- UTPA Second-Year Support Program
- UTB CTL & UTPA CTE (Teaching Centers)
- UTB Ombudsman
- UTB & UTPA Digital Measures (faculty activity reporting)
- UTB & UTPA Online Course Evaluations
- UTPA NSF ADVANCE Education & Outreach, Advancement Initiatives
- UTB & UTPA General Faculty Development Workshops
- UTPA Mentors Support Program
- UTPA New Academic Leaders Support Program
- UTB & UTPA Leadership Institutes

UT-RGV Faculty are supported throughout their career lifecycle:

1) recruitment & diversity
2) development, support, & advancement
3) shared governance, policies, & compliance
4) recognition & awards
5) climate & well-being

Future Initiatives at UTRVG Faculty Affairs
Support for Each Stage of the Faculty Career Lifecyle

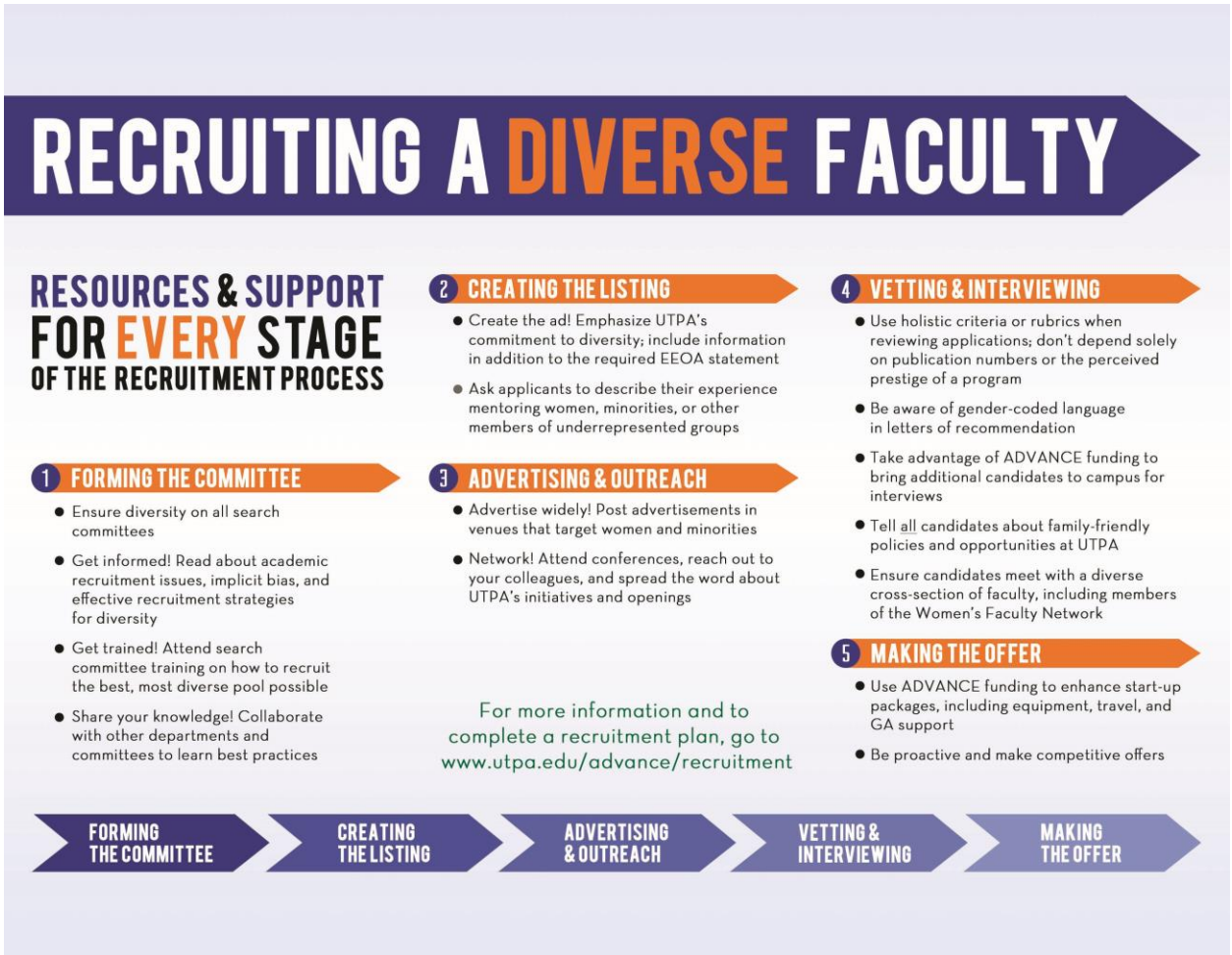
- Comprehensive Online Recruitment Portal
- Enhanced Search Committee Training
- New Faculty Orientation
- New Faculty Support Program
- Second-Year Support Program
- Formal mentoring programs for new and mid-career faculty
- General Faculty Development Workshops (all stages)
- Center for Teaching Excellence, incl. Teaching Academy (all stages)
- Leadership Institute & Administrative Fellows Program
- New Academic Leaders Program
- Ombudsman
- Associate-to-Full Program
- Emeritus Programs & Exit interviews

Support for ALL Stages of Faculty Careers

- Enhance funding for development and travel (with centralized online applications)
- Enhance faculty awards and recognition
- Enhanced acknowledgement of faculty experts
- Enhanced family friendly policies, dual career support, childcare, social activities
- Comprehensive online portal for faculty-related policy & compliance Issues
- Common faculty reporting system and faculty profiles through Digital Measures
- Common online course evaluation system
- ADVANCE Initatives implemented acorss both campuses

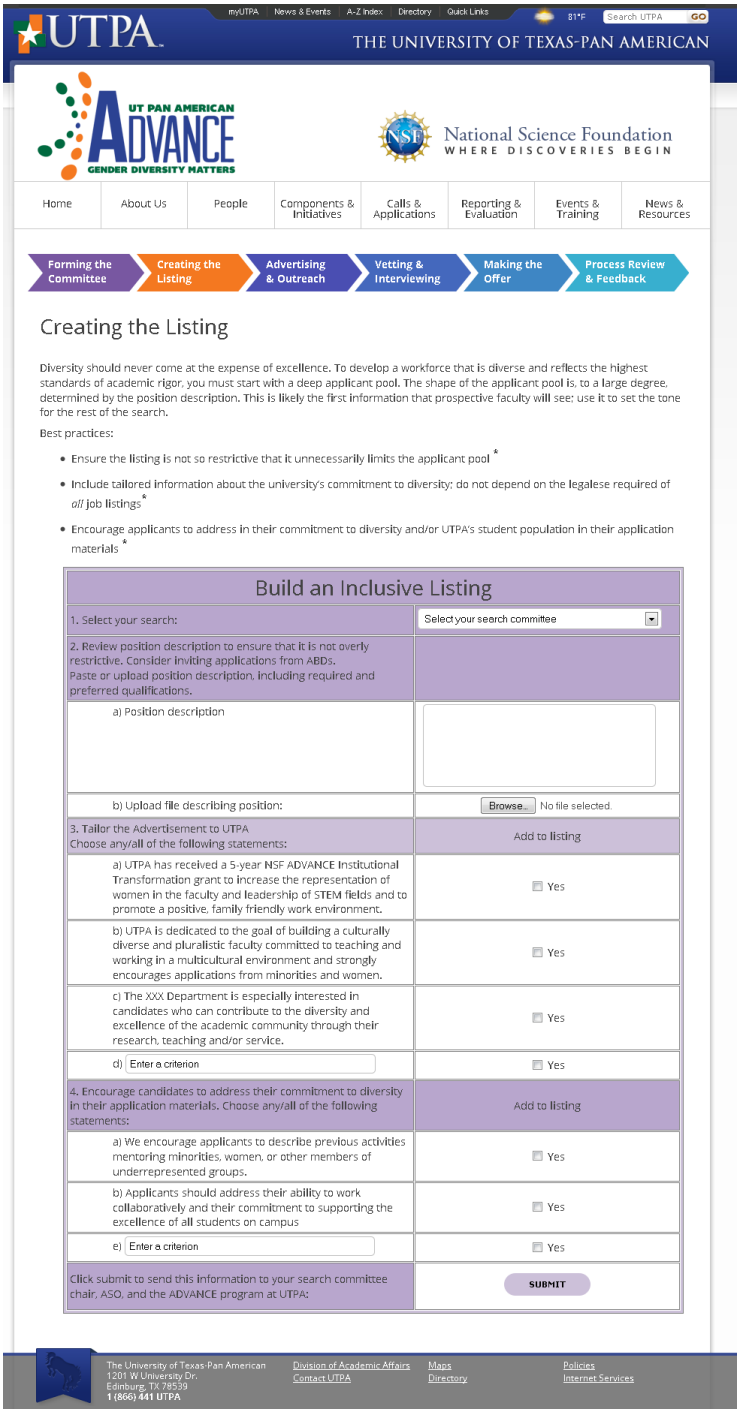
APPENDIX V

UTPA ADVANCE Recruitment Initiatives



APPENDIX V

UTPA ADVANCE Recruitment Online Portal



UTPA THE UNIVERSITY OF TEXAS-PAN AMERICAN

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UT PAN AMERICAN ADVANCE GENDER DIVERSITY MATTERS

National Science Foundation WHERE DISCOVERIES BEGIN

Home | About Us | People | Components & Initiatives | Calls & Applications | Reporting & Evaluation | Events & Training | News & Resources

Forming the Committee | Creating the Listing | Advertising & Outreach | Vetting & Interviewing | Making the Offer | Process Review & Feedback

Creating the Listing

Diversity should never come at the expense of excellence. To develop a workforce that is diverse and reflects the highest standards of academic rigor, you must start with a deep applicant pool. The shape of the applicant pool is, to a large degree, determined by the position description. This is likely the first information that prospective faculty will see; use it to set the tone for the rest of the search.

Best practices:

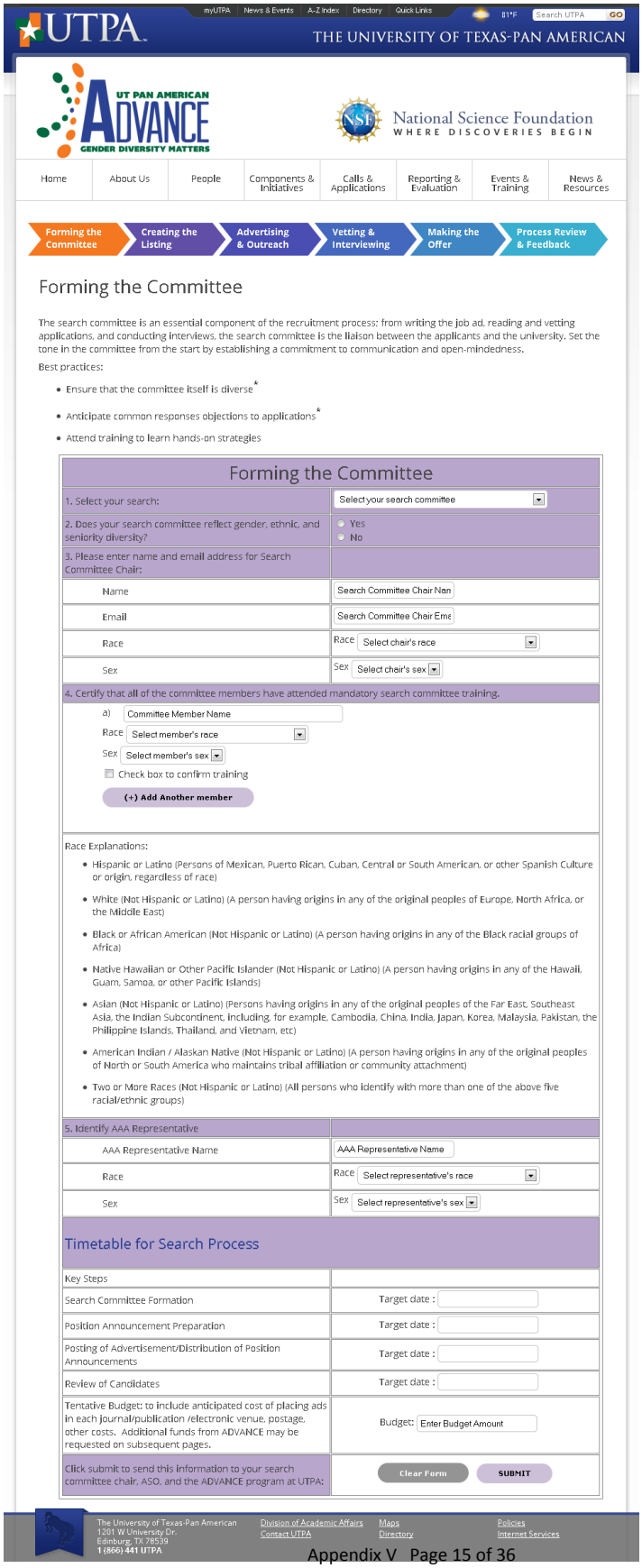
- Ensure the listing is not so restrictive that it unnecessarily limits the applicant pool *
- Include tailored information about the university's commitment to diversity: do not depend on the legalese required of *all* job listings *
- Encourage applicants to address in their commitment to diversity and/or UTPA's student population in their application materials *

Build an Inclusive Listing

1. Select your search:	Select your search committee
2. Review position description to ensure that it is not overly restrictive. Consider inviting applications from ABDs. Paste or upload position description, including required and preferred qualifications.	
a) Position description	
b) Upload file describing position:	Browse... No file selected.
3. Tailor the Advertisement to UTPA Choose any/all of the following statements:	Add to listing
a) UTPA has received a 5-year NSF ADVANCE Institutional Transformation grant to increase the representation of women in the faculty and leadership of STEM fields and to promote a positive, family friendly work environment.	Yes
b) UTPA is dedicated to the goal of building a culturally diverse and pluralistic faculty committed to teaching and working in a multicultural environment and strongly encourages applications from minorities and women.	Yes
c) The XXX Department is especially interested in candidates who can contribute to the diversity and excellence of the academic community through their research, teaching and/or service.	Yes
d) Enter a criterion	Yes
4. Encourage candidates to address their commitment to diversity in their application materials. Choose any/all of the following statements:	Add to listing
a) We encourage applicants to describe previous activities mentoring minorities, women, or other members of underrepresented groups.	Yes
b) Applicants should address their ability to work collaboratively and their commitment to supporting the excellence of all students on campus	Yes
e) Enter a criterion	Yes
Click submit to send this information to your search committee chair, ASO, and the ADVANCE program at UTPA:	SUBMIT

The University of Texas-Pan American
1201 W University Dr.
Edinburg, TX 78539
1 (866) 441 UTPA

Division of Academic Affairs | Contact UTPA | Maps | Directory | Policies | Internet Services



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UT PAN AMERICAN ADVANCE GENDER DIVERSITY MATTERS

National Science Foundation WHERE DISCOVERIES BEGIN

Home | About Us | People | Components & Initiatives | Calls & Applications | Reporting & Evaluation | Events & Training | News & Resources

Forming the Committee | Creating the Listing | Advertising & Outreach | Vetting & Interviewing | Making the Offer | Process Review & Feedback

Forming the Committee

The search committee is an essential component of the recruitment process: from writing the job ad, reading and vetting applications, and conducting interviews, the search committee is the liaison between the applicants and the university. Set the tone in the committee from the start by establishing a commitment to communication and open-mindedness.

Best practices:

- Ensure that the committee itself is diverse *
- Anticipate common responses objections to applications *
- Attend training to learn hands-on strategies

Forming the Committee

1. Select your search:	Select your search committee
2. Does your search committee reflect gender, ethnic, and seniority diversity?	Yes / No
3. Please enter name and email address for Search Committee Chair:	
Name	Search Committee Chair Nan
Email	Search Committee Chair Eme
Race	Race: Select chair's race
Sex	Sex: Select chair's sex
4. Certify that all of the committee members have attended mandatory search committee training.	
a)	Committee Member Name
Race	Select member's race
Sex	Select member's sex
	Check box to confirm training
	(+) Add Another member

Race Explanations:

- Hispanic or Latino (Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish Culture or origin, regardless of race)
- White (Not Hispanic or Latino) (A person having origins in any of the original peoples of Europe, North Africa, or the Middle East)
- Black or African American (Not Hispanic or Latino) (A person having origins in any of the Black racial groups of Africa)
- Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino) (A person having origins in any of the Hawaii, Guam, Samoa, or other Pacific Islands)
- Asian (Not Hispanic or Latino) (Persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam, etc)
- American Indian / Alaskan Native (Not Hispanic or Latino) (A person having origins in any of the original peoples of North or South America who maintains tribal affiliation or community attachment)
- Two or More Races (Not Hispanic or Latino) (All persons who identify with more than one of the above five racial/ethnic groups)

5. Identify AAA Representative	
AAA Representative Name	AAA Representative Name
Race	Race: Select representative's race
Sex	Sex: Select representative's sex

Timetable for Search Process

Key Steps	
Search Committee Formation	Target date :
Position Announcement Preparation	Target date :
Posting of Advertisement/Distribution of Position Announcements	Target date :
Review of Candidates	Target date :
Tentative Budget: to include anticipated cost of placing ads in each journal/publication /electronic venue, postage, other costs. Additional funds from ADVANCE may be requested on subsequent pages.	Budget: Enter Budget Amount
Click submit to send this information to your search committee chair, ASO, and the ADVANCE program at UTPA:	Clear Form / SUBMIT

The University of Texas-Pan American
1201 W University Dr.
Edinburg, TX 78539
1 (866) 441 UTPA

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APPENDIX V

UTPA ADVANCE Recruitment: Advertisement Venues

Math-Jobs.com

AcademicKeys
UNLOCKING ACADEMIC CAREERS

physicstoday

ASA
AMERICAN STATISTICAL ASSOCIATION
Promoting the Practice and Profession of Statistics

acm

AAS
AMERICAN ASTRONOMICAL SOCIETY
ADVOCATES FOR SCIENCE SINCE 1899

SWE
Society of Women Engineers

CRA
COMPUTING RESEARCH ASSOCIATION

The REGISTRY
NATIONAL REGISTRY OF DIVERSE & STRATEGIC FACULTY
TEXAS TECH UNIVERSITY

MAA
MATHEMATICAL ASSOCIATION OF AMERICA

INSIDE HIGHER ED

ASCE AMERICAN SOCIETY OF CIVIL ENGINEERS

EOS
Eos, Transactions, American Geophysical Union

UTPA
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Multiple Faculty Positions

The University of Texas-Pan American has received a 5-year NSF ADVANCE Institutional Transformation grant to increase the representation of women in the faculty and leadership of STEM fields and to promote a positive, family-friendly work environment. We are dedicated to the goal of building a culturally diverse and pluralistic faculty committed to teaching and research/scholarship in a Hispanic-serving institution. Please visit www.utpa.edu/hr for information on current faculty openings.

UT PAN AMERICAN ADVANCE
GENDER DIVERSITY MATTERS

C&EN
CHEMICAL & ENGINEERING NEWS

FACULTY FOR THE FUTURE
Academia. Research. Diversity. Opportunity.

APPENDIX V

UTPA ADVANCE Search Committee Training

From: ADVANCE Program
Sent: Thursday, January 02, 2014 4:29 PM
Cc: ADVANCE Program; Rebecca Mitchell; John Trant; Miguel Gonzalez
Subject: Opportunity to participate in an ADVANCE "Train-the-Trainers" workshop and Search Committee Trainer

Dear Colleagues,

As part of UTPA's NSF ADVANCE Institutional Transformation Grant, we plan to train a cohort of peer leaders who will be certified to facilitate future search committee trainings. Peer training is one of the best ways to transform the recruitment processes and achieve excellence and diversity in faculty hiring. Participants will learn about effective recruitment strategies and best practices along with the research behind those practices. They will also learn about strategies for training others and facilitating the use of this information to enhance faculty searches at the departmental/college levels.

Faculty who complete the workshop will receive a certificate (as a Certified UTPA-ADVANCE Search Committee Trainer) and will have the opportunity to lead future search committee trainings for a stipend.

You are invited to participate in this ADVANCE "Train-the-Trainers" workshop:

Date: **Friday, January 24th**

Time**: 8:30-4:00pm**

Facilitators: Dr. Eve Fine and Dr. Jennifer Sheriden, University of Wisconsin-Madison

Seating is limited; **please respond to this email by Wednesday 1/8 if you wish to participate**. For more information and/or questions, please contact Dr. Rebecca Mitchell, ADVANCE Recruitment Team Leader (mitchell@utpa.edu / x3206)

Sincerely,

Ala Qubbaj

Vice Provost for Faculty Affairs

NSF ADVANCE Program

Office of the Vice Provost for Faculty Affairs

SSBL 4.103 | The University of Texas-Pan American | 1201 West University Drive | Edinburg, TX 78539 | Office: 956.665.7899 or 3229 | Fax: 956.665.2540 | advance@utpa.edu

APPENDIX V

UTPA General Faculty Development

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UTPA General Faculty Development 2013-2014		
Year	**Workshops/Seminars**	**Total Participation**
2010-11	25	374
2011-12	45	638
2012-13	53	724
2013-14	76	1,081* (440 unique faculty members) * to date

APPENDIX V

UTPA New Faculty Support Program Calendar and Blackboard Site

ORIENTATION DAY 1

Friday, August 16, 2013
8:30 a.m. – 5:00 p.m.
(Includes HR Orientation)
International Room, ITT Building

ORIENTATION DAY 2

Monday, August 19, 2013
8:30 a.m. – 12:00 p.m.
International Room, ITT Building
12:00 p.m. - 3:30 p.m.
UTPA Ballroom

PRESIDENT'S RECEPTION

Monday, August 19, 2013
6:00 p.m. – 8:00 p.m.
McAllen Convention Center

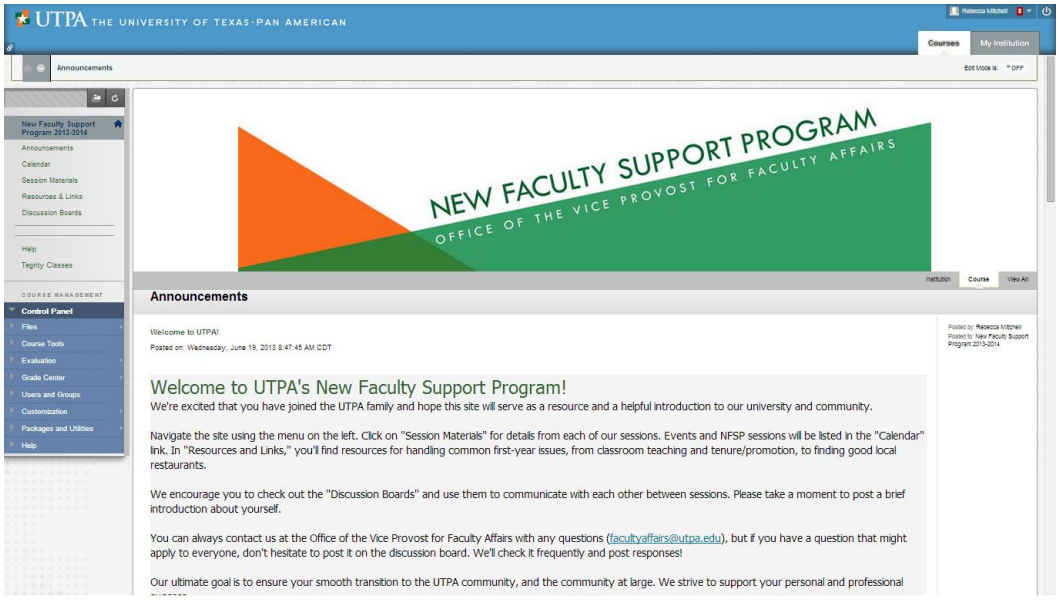
FALL CONVOCATION

Tuesday, August 20, 2013
9:00 a.m. – 1:00 p.m.
Student Union Theater

FIRST DAY OF CLASSES

Monday, August 26, 2013

Office of the Vice Provost for Faculty Affairs
Student Services Building, Office 4.103
1201 W. University Drive, Edinburg, TX 78539
Office: (956) 665 - 7899 • Fax: (956) 665 - 2540
facultyaffairs@utpa.edu
www.utpa.edu/facultyaffairs



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FALL 2013 LUNCHEON SESSIONS AND WORKSHOP I

Tuesday, September 3	12 - 1:30 p.m.	**Session 1:** Introducing UTPA: History, Structure, & Governance
Tuesday, September 17	12 - 1:30 p.m.	**Session 2:** Getting the Mentoring You Need
Friday, September 27	12 - 5:00 p.m.	**Workshop I:** Enhancing Teaching Effectiveness
Tuesday, October 1	12 - 1:30 p.m.	**Session 3:** Preparing for Your 1st-year Review: Expectations & Dossier Prep.
Tuesday, October 22	12 - 1:30 p.m.	**Session 4:** Supporting Your Students' Success: Resources & Strategies
Tuesday, November 12	12 - 1:30 p.m.	**Session 5:** Building Your Research Profile through Internal Funding Sources

SPRING 2014 LUNCHEON SESSIONS AND WORKSHOP II

Tuesday, January 28	12 - 1:30 p.m.	**Session 6:** Navigating External Funding Sources
Friday, February 7	12 - 5:00 p.m.	**Workshop II:** Writing Successful Grant Proposals
Tuesday, February 25	12 - 1:30 p.m.	**Session 7:** Getting Published: Tools & Strategies
Tuesday, March 18	12 - 1:30 p.m.	**Session 8:** Managing Your Time: Teaching, Research, & Service
Tuesday, April 1	12 - 1:30 p.m.	**Session 9:** Career Mapping: Planning for Summer and Beyond
Tuesday, April 15	12 - 1:30 p.m.	**Session 10:** Wrapping-Up: Program Review and Feedback

LOCATION:
All sessions and workshops will be held in the International Room, ITT Building

END-OF-YEAR RECEPTION
Friday, May 2, 2014
4 - 6 p.m.
University Ballroom

APPENDIX V

UTPA Second-Year Faculty Support Program

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Second Year Faculty Support Program
2013-2014

Fall 2013 Luncheon Sessions and Events

August 30	Noon - 1:15p.m.	SYFSP Kick-Off Meeting	Borderlands Room
September 5	5 - 7:00p.m.	Family Meet & Greet (with New Faculty Support Program)	Wellness & Rec Center
September 13	Noon - 1:15p.m.	SYFSP Session 1: Getting the Mentoring you Need	Borderlands Room
October 18	Noon - 1:15p.m.	SYFSP Session 2: Defining a Service Profile	Borderlands Room
November 22	Noon - 1:15p.m..	SYFSP Session 3: Exploring the Possibilities of Online Teaching	Borderlands Room
November 6	5:00 - 7:00 p.m.	Winter Social (with New Faculty Support Program)	TBD

Spring 2014 Luncheon Sessions and Events

January 31	Noon - 1:15p.m.	SYFSP Session 4: Tenure & Promotion with the Provost	ITT International Room
March 7	11:00 - 12:15p.m.	SYFSP Session 5: Finding Your Balance	ITT International Room
April 4	11:00 - 12:15p.m.	SYFSP Session 6: Collaborate to Compete	ITT International Room
May 2	4:00 - 6:00 p.m.	End-of-Year Reception (with New Faculty Support Program)	University Ballroom

APPENDIX V

UTPA Announcement of Center for Teaching Excellence Founding Director

From: Office of the Provost
To: Faculty
Subject: Center for Teaching Excellence and Founding Director
Date: Friday, January 24, 2014 8:38:55 AM

PROVOST / VICE PRESIDENT
FOR ACADEMIC AFFAIRS

THE UNIVERSITY OF TEXAS - PAN AMERICAN

1201 West University Drive • Edinburg, Texas 78539-2999 • (956) 665-2111 Office • (956) 6

(13-14: 166)

January 24, 2014

MEMO TO: UT Pan American Faculty

FROM: Havidán Rodríguez, PhD
Provost / VP for Academic Affairs

RE: Center for Teaching Excellence and Founding Director

I am very pleased to announce the creation of UT Pan American's Center for Teaching Excellence (CTE), and the appointment of its founding Director, Dr. Sonia Hernández.

The Center for Teaching Excellence, housed in the Office of the Vice Provost for Faculty Affairs, will work closely with other offices in academic affairs to enhance and strengthen teaching effectiveness and faculty development at UT Pan American. The Center for Online Learning, Teaching, and Technology (COLTT); Graduate Studies; Student Engagement and Experiential Learning (SEEL); Undergraduate Studies/University College, and the recently funded Title V Grant Program will work collaboratively with the CTE to promote excellence in teaching. We will also work with Deans, Department Chairs, and, most importantly, with our faculty to develop and implement new and innovative strategies to continue to provide our students with the very best education possible. The Center will offer a wide range of programing and support activities for faculty at all stages of their careers, including individual faculty consultations. A Faculty Advisory Committee will be established to provide advice/guidance and to support the work of the Center.

We are also very happy to announce that Dr. Hernández, Associate Professor in the Department of History and Philosophy, has accepted the appointment as the founding director of the CTE. Dr. Hernández was appointed to this position after being recommended, from an excellent pool of candidates, by an internal search committee composed of faculty and staff. Dr. Hernández has served as Director of the Graduate Program in History and Co-Director of the Mexican American Studies (MAS) Program. She was a 2012 recipient of the prestigious UT Regents' Outstanding Teaching Award. In 2013, she won the UT Pan American Faculty Mentor Award for her excellent work in mentoring new faculty members. She has also maintained a rigorous research and publication record that complements her strong dedication and commitment to teaching excellence.

Please join me in welcoming Dr. Hernández to her new role. Again, the work of the CTE is to promote excellence in teaching and to support our faculty in this very important area for our institution. As we all know, excellence in teaching is a critical component in ensuring the academic and professional success of our students.

UTPA

APPENDIX V

UTPA General Faculty Development Series Flyer

UTPA

Faculty Development Series 2013-2014

Please join us this spring for the following faculty development events:

Thursday, February 6th
Proposal Review Panel Members' Perspectives:
Expert Tips on Writing Successful Grant Proposals

Thursday, February 13th
Designing Effective Group Assignments

Thursday, March 6th
Engaged Learning via Mini-Conferences
and Poster Presentations

Thursday, April 3rd
Using Clickers in the Classroom

Thursday, April 24th
Making Teaching a Topic of Research:
Scholarship of Teaching and Learning (SoTL)

All sessions will be held in the Borderlands Room (EDCC 3.204)
from 12:00 - 1:10 p.m.
Light lunch will be provided

To **reserve your place**, or for special accommodations,
please contact the Office of the Vice Provost for Faculty Affairs
at facultyaffairs@utpa.edu. *(Spaces are limited)*

OFFICE OF THE VICE PROVOST FOR FACULTY AFFAIRS
University of Texas-Pan American
1201 W. University Drive
Student Services Building 4.103
Phone: 956-665-7899
Fax: 956-665-2540
facultyaffairs@utpa.edu

APPENDIX V

UTPA First-Year Mentoring Program

From: Office of the Vice Provost for Faculty Affairs
Cc: Office of the Vice Provost for Faculty Affairs; Rebecca Mitchell; Ala Qubbaj
Subject: Mentors Support Program: Mentoring for Mutual Success (Friday, February 14, 12 p.m.)
Date: Thursday, January 30, 2014 8:54:38 AM

Dear First-Year Faculty Mentors,

We are delighted to share the details about the next development session of the Mentors Support Program titled "Mentoring for Mutual Success". It was originally scheduled for Thursday, February 6th but will now take place on Friday, February 14th due to the availability of our guest speaker.

Mark Your Calendar

Mentors Support Program

MENTORING FOR MUTUAL SUCCESS

With Guest Speaker

Dr. Harry Meeuwsen, University of Texas at El Paso

FRIDAY, FEBRUARY 14, 2014

12:00 – 1:00 P.M.

EDUCATION BUILDING, ROOM 2.234

From: Office of the Vice Provost for Faculty Affairs
To: Cynthia Lynch
Cc: Matthew Weiss
Subject: Thank you for serving as a New Faculty Mentor
Date: Monday, July 22, 2013 2:40:00 PM

VICE PROVOST
FOR FACULTY AFFAIRS
THE UNIVERSITY OF TEXAS – PAN AMERICAN
1201 West University Drive Ÿ Edinburg, Texas 78539-2999Ÿ Office (956)292-7899Ÿ Fax (956) 381-2540

(12-13:284)

July 22, 2013

Dear Dr. Cynthia Lynch,

On behalf of Provost Rodríguez, I would like to thank you sincerely for agreeing to serve as a peer mentor for Dr. Mattew Weiss, who will be joining our UTPA family this Fall. A key component of the New Faculty Support Program is the pairing of new hires with experienced peer mentors. The goal is to provide our new faculty with the support they need to transition successfully into their positions and achieve their fullest potential as teachers, scholars, and members of the university.

In order to facilitate effective mentoring and the exchange of ideas, we have scheduled a program of events for the 2013-2014 academic year. We invite you to join your mentees at the Provost's Luncheon during the New Faculty Orientation on Monday, August 19, from Noon - 1:30 p.m. in the UTPA Ballroom. In addition, please mark your calendar for the following Mentors' events:

Thurs. Oct. 3 **Noon - 1:10 p.m., Borderlands Room - Best Practices for Faculty Mentoring**
Thurs. Nov. 7 **Noon - 1:10 p.m., Borderlands Room - Networking Luncheon (with Mentees)**
Thurs. Feb. 6 **Noon - 1:10 p.m., Borderlands Room - Mentoring for Mutual Success**

We look forward to seeing you at these events and trust that you will maintain regular communication with your mentee. Additional information on the year-long New Faculty Support Program for our incoming faculty, including details on the new faculty sessions, may be found on our website, www.utpa.edu/facultyaffairs.

If you have any questions, please feel free to contact me or Dr. Rebecca Mitchell, Vice Provost Fellow for Faculty Affairs, at mitchell@utpa.edu or (956) 665-3206. Thank you again for being a part of our New Faculty Support Program. I trust that you will find this a valuable and rewarding experience.

Cordially,

Dr. Ala R. Qubbaj
Vice Provost for Faculty Affairs

CC: Dr. Havidán Rodríguez, Provost and Vice President for Academic Affairs
Dr. Walter Diaz, Dean
Dr. William Turk, Chair
Dr. Matthew Weiss, Mentee

APPENDIX V

UTPA New Academic Leaders Support Program

From: Office of the Vice Provost for Faculty Affairs
To: Aziza Zemrani
Cc: Walter Diaz; Ala Qubbaj; Marie Mora; Office of the Vice Provost for Faculty Affairs
Subject: Welcome to the New Academic Leaders Support Program
Date: Tuesday, July 30, 2013 3:47:18 PM

VICE PROVOST
FOR FACULTY AFFAIRS
THE UNIVERSITY OF TEXAS – PAN AMERICAN
1201 West University Drive Ÿ Edinburg, Texas 78539-2999Ÿ Office (956)292-7899Ÿ Fax (956) 381-2540

(12-13:290)

July 30, 2013

Dear Dr. Aziza Zemrani:

On behalf of Provost Rodríguez, I would like to thank you for agreeing to serve as Interim Chair of Public Affairs and Securities Studies and welcome you to our Academic Affairs Leadership Team (AALT). Based on feedback from Chairs, Deans, and other leaders who have participated in this program, we are continuing with the New Academic Leaders Support Program for the 2013-14 academic year. Our goal is to provide you with the support you need to make a smooth and successful transition into your new leadership role at UTPA.

To help jump start your semester, we have scheduled a New Academic Leaders orientation (including a luncheon with the Deans and Provost) on **Friday August 23, 2013, 8:30 a.m. – 1:00 p.m.** in the Deans Conference Room in the College of Education. AALT meetings and other workshops will be scheduled throughout the year, please mark your calendar for the following dates thus far: (*additional meetings will be scheduled ad announced)*

Wednesday, September 25, 2013	12:00 p.m. – 2:00 p.m.	AALT Meeting
Friday, February 21, 2014	11:00 a.m. – 12:15 p.m.	Workshop "Negotiation and Influence"
Friday, April 11, 2014	11:00 a.m. – 12:15 p.m.	Workshop "Strategic Planning in Higher Education"

I ask that you make every effort to attend and participate in the orientation, AALT meetings and other scheduled workshops. In addition, we have asked your Dean to assign an experienced colleague who will serve as your peer mentor to provide advice and guidance as needed.

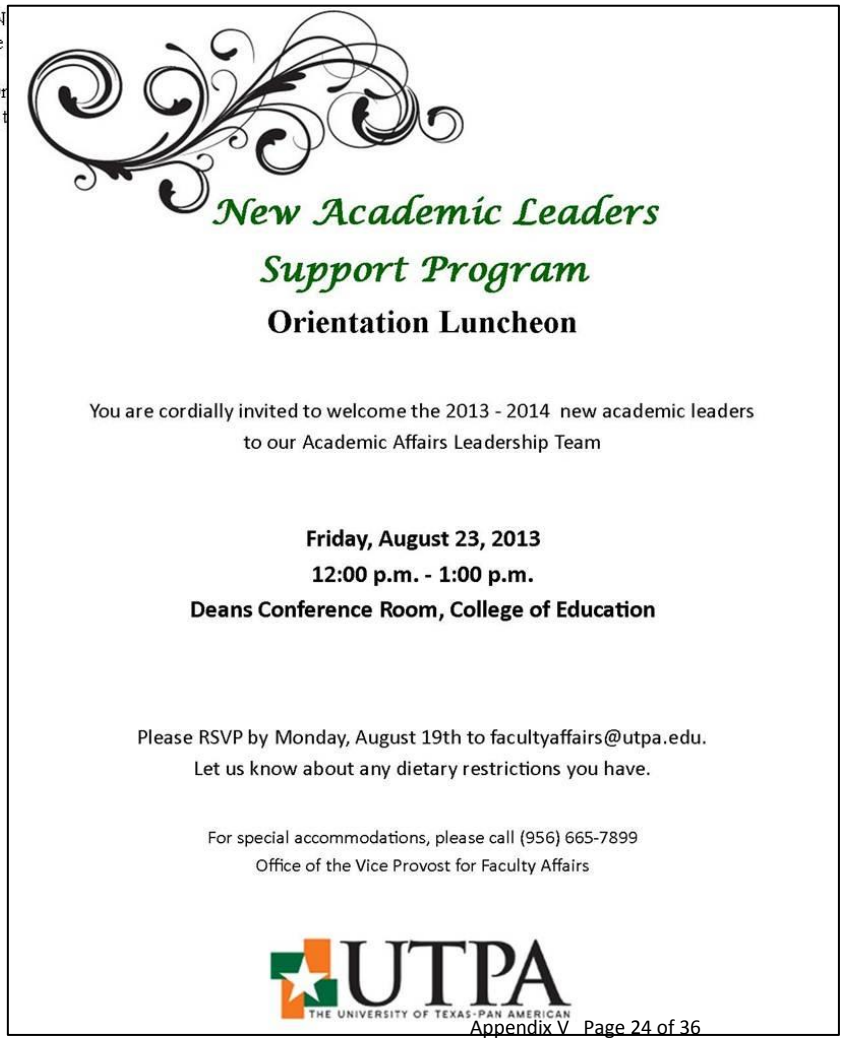
I would like also to take this opportunity to invite you to apply for the ADVAN
more information about the program and the call for applications, which will be

If you have any questions, please feel free to contact me or my colleague Dr
again for being part of our Academic Affairs Leadership Team. I look forward t

Cordially,

Dr. Ala Qubbaj
Vice Provost for Faculty Affairs

cc: Dr. Havidán Rodríguez
Dr. Walter Díaz



APPENDIX V

UTPA ADVANCE Leadership Institute

UTPA ADVANCE Leadership Institute

Sponsored by the NSF ADVANCE Grant

Call for Applications

As part of UTPA's National Science Foundation (NSF) ADVANCE grant *Attracting and Nurturing Women Faculty at a Hispanic-Serving Institution*, we have established the UTPA ADVANCE Leadership Institute to enhance faculty and leadership development opportunities at UT Pan American. While the goal of the NSF ADVANCE grant is to increase the representation and advancement of female faculty in STEM (science, technology, mathematics, and engineering) fields, we encourage the participation of **all** tenure-track and tenured faculty members employed at UTPA, regardless of gender, college, or academic discipline.

The second cohort of this Institute will be held during the Spring 2014 semester. It will launch with a kick-off luncheon event on Thursday, January 16th and end with a graduation luncheon on April 25th. In between, eight sessions will be held on Friday afternoons, from 12:00-4:30 p.m., throughout the semester. Lunch will be provided. Participants are required to attend all eight sessions. In addition, Institute participants are strongly encouraged to attend a special training workshop on diversity-related issues in the hiring/recruitment process, scheduled on Friday January 24th. See the attached tentative program for more details.

Faculty who successfully complete the Leadership Institute by attending all sessions will receive a $500 stipend and will be presented with a certificate at the final reception on April 25th. Moreover, the Leadership Institute participants will be matched with a mentor to support their career and leadership development. The mentors, who can be internal or external to UTPA and may or may not be in academia, will also receive a $500 stipend.[1] When possible, the Leadership Institute will match participants to their mentor of choice; see the application form for details. Finally, upon successful completion of the Leadership Institute, faculty will be eligible to apply for an administrative Faculty Fellow position for the 2014-2015 academic year. We anticipate 4-5 such positions, beginning in Fall 2014.

All tenure-track and tenured faculty members are encouraged to apply. Due to the limited number of slots (25) for the Spring 2014 program, we request that interested faculty email a completed application form (attached) and a one-page Statement of Interest to facultyaffairs@utpa.edu no later than **Monday September 30th at 5:00 p.m.**

Any questions? Contact Dr. Marie Mora, Vice Provost Fellow for Faculty Affairs (mtmora@utpa.edu or 3257).

[1] *Exception:* Due to the nature of their positions, full-time UTPA administrators (e.g., Deans, Vice Provosts, etc.) will not receive the $500 mentoring stipend.

APPENDIX V

UTPA ADVANCE Leadership Institute Calendar

UTPA ADVANCE Leadership Institute

Sponsored by the NSF ADVANCE Grant

Tentative Program – Spring 2014

Session and Topic	Day	Date	Time
Introduction and Kickoff *	Thursday	16-Jan	12-1:30 pm
Session I – Role of the Leader	Friday	17-Jan	12-4:30 pm
Special Training Workshop – Diversity-Related Issues in Hiring/Recruitment	*Friday*	*24-Jan*	*TBA*
Session II –Decision Making/Problem Solving	Friday	31-Jan	12-4:30 pm
Session III – Be the Change	Friday	14-Feb	12-4:30 pm
Session IV – Strategic Planning in Higher Ed	Friday	21-Feb	12-4:30 pm
Session V – Finding Your Balance	Friday	7-Mar	12-4:30 pm
Session VI – Conflict Management/Resolution	Friday	21-Mar	12-4:30 pm
Session VII – Collaborate to Compete	Friday	4-Apr	12-4:30 pm
Session VIII – Reaching the Deal	Friday	11-Apr	12-4:30 pm
End-of-Program Graduation and Reception	Friday	25-Apr	12-2:00pm

*The guest speaker will be Erin Wolf, author of *Lessons from the Trenches: A Woman's Guide to Winning the Corporate Game* and *If I knew Then What I Know Now: Secrets to Career Success from Top Women Leaders*. Erin is currently the Executive Director of the Women's Leadership Center at Kennesaw State University where she creates, delivers and oversees initiatives that help women students and professionals reach their fullest potential.

APPENDIX V

UTPA ADVANCE Administrative Fellows Program

UTPA ADVANCE ADMINISTRATIVE FELLOWS PROGRAM

Call for Applications

The Office of the Vice Provost for Faculty Affairs is pleased to announce the commencement of the ADVANCE Administrative Fellows Program, which is part of UTPA's National Science Foundation ADVANCE grant, *Attracting and Nurturing Women Faculty at a Hispanic-Serving Institution*. While the goal of the NSF ADVANCE grant is to increase the representation and advancement of female faculty in STEM (science, technology, mathematics, and engineering) fields, we encourage the participation of all tenured and tenure-track faculty—regardless of gender, college, or academic discipline—who have either successfully completed the ADVANCE Leadership Institute or will commit to enrolling in the Institute in Spring 2014.

The ADVANCE Administrative Fellows Program is designed to complement the ADVANCE Leadership Institute by providing faculty members the opportunity to gain hands-on administrative experience at UTPA that will allow them to develop their leadership skills. Up to five (5) ADVANCE Administrative Fellows positions are expected for the 2013-14 academic year, with the appointments beginning on September 1, 2013.

The ADVANCE Administrative Fellows will assume the duties as detailed by their respective administrators, and will mainly be responsible for coordinating the initiatives/activities associated with that particular administrative office. In return for their service, these Fellows will receive a 9-month stipend in the amount of $4,000. Depending on the nature/extent of the expected duties, teaching release time (up to one course per semester) may be negotiated as appropriate.

The Fellows are expected to have excellent interpersonal, communication, and leadership skills. For the 2013-14 Program, the Fellows must have either graduated from the Spring 2013 ADVANCE Leadership Institute or will commit to enrolling in the Institute in Spring 2014.

Application Process. Due to the limited number of positions, we request that interested faculty send an email to advance@utpa.edu including: (1) A completed application form (attached); (2) A one-page Statement of Interest; (3) A current CV; and (4) A brief letter of support from the faculty member's Department Chair or Dean. For full consideration, all application materials must be sent no later than 5:00 p.m. on Friday July 19, 2013.

If you have any questions, please contact Dr. Marie Mora, Vice Provost Fellow for Faculty Affairs, at 3257 or mtmora@utpa.edu.

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UTPA Online Application forms for Faculty Funding

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Online Application Forms

Supplemental Travel Funds for Junior Faculty

The Office of the Provost announces a new program to support travel for research and professional development for junior faculty members (tenure-track faculty members who have not been awarded tenure or promotion). Junior faculty members may apply for travel funds up to $500 to support a presentation at an academic or professional conference. In response to feedback from junior faculty members, and in recognition of the particular challenges they face, this program is intended to supplement, not replace, departmental travel funding, which will remain the primary source for funding faculty travel. Thus, cost sharing by departments and/or colleges is required unless the department Chair and/or Dean certifies that all departmental/college travel funds have been exhausted; the Supplemental Travel Funds will match a department/college contribution up to $500. It is expected that 30-40 junior faculty travel awards will be made during the calendar year with three (3) submission deadlines/cycles.

Faculty Online Application Form »

Department Chair Online Certification Form »

Submission Deadline

Submission Deadline	Priority Travel Period/Cycle	Notification Deadline
September 13, 2013	October 15 - February 21	September 25
January 17, 2014	February 22 - June 21	January 29
May 16, 2014	June 22 -	

Guidelines

- Maximum request: $500.00 to
- Evidence of acceptance for pres
- Documentation of travel costs
  websites) must also be include
- Applications submitted by the
- If the number of applications

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The Faculty Development Council Faculty Development Funding Program

Call for Proposals/Applications

Eligible Applicants: All Tenured, Tenure-Track, and Clinical, and Three-Year Lecturers Employed Full-Time at The University of Texas–Pan American

The purpose of the Faculty Development Funding Program (FDFP) is to provide funds for faculty members to receive hands-on training by participating in training programs and workshops to enhance their skills in teaching, scholarly activities, and community services.

Application Deadline: 5:00 p.m., Monday March 24, 2014

Application Process

The maximum award is $1,000 for 3-year Lecturers; $2,000 for Tenured/Tenure-Track and Clinical Faculty; and $3,000 for group proposals. Furthermore,

1. Applicants should submit only one FDFP proposal per call, and no more than two proposals per academic year.
2. Any costs exceeding the award will be the responsibility of the award recipient(s).
3. Faculty may apply individually or in groups. If they apply as a group, the maximum amount of $3,000 will be divided by the number of applicants.
4. Awards must be expended by the deadline included in the Acceptance Letter.
5. An on-line application sent using the link "Faculty Application Form" in the on-line application portal (listed above) is required.
6. Awardees are required to submit a one-page report **within 30 days** after their funded activities have terminated.
7. Priority shall be given to applicants who have not received an FDFP award in the past year. In addition to the electronic form found at the website above, each applicant should upload to the website a PDF file of the proposal description **(one to four (1-4) typed pages)** which includes the following information:
   1. A discussion about the significance of the training activity or workshop.
   2. How the activities will enhance the faculty member's professional development and benefit the individual, Department, and University.
   3. How the applicant(s) will disseminate the information and learning to other members of the faculty and/or students.
   4. A budget justification broken down by applicable categories (e.g. travel & lodging costs, workshop registration fees, meals, etc.). If applicants will be using other sources of funds in addition to the FDFP, these should be included in the budget description.

If travel costs will be incurred, include the location (city and state) and the purpose of the travel (e.g., workshop, mini-course, etc.), date(s) of
sts as per UTPA travel policies (e.g., per diem, mileage, etc.) **including documentation justifying costs** (e.g.,

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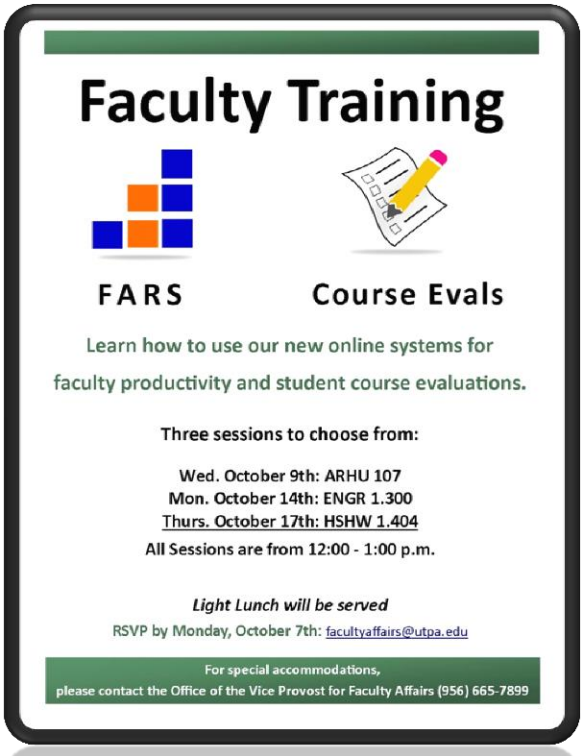
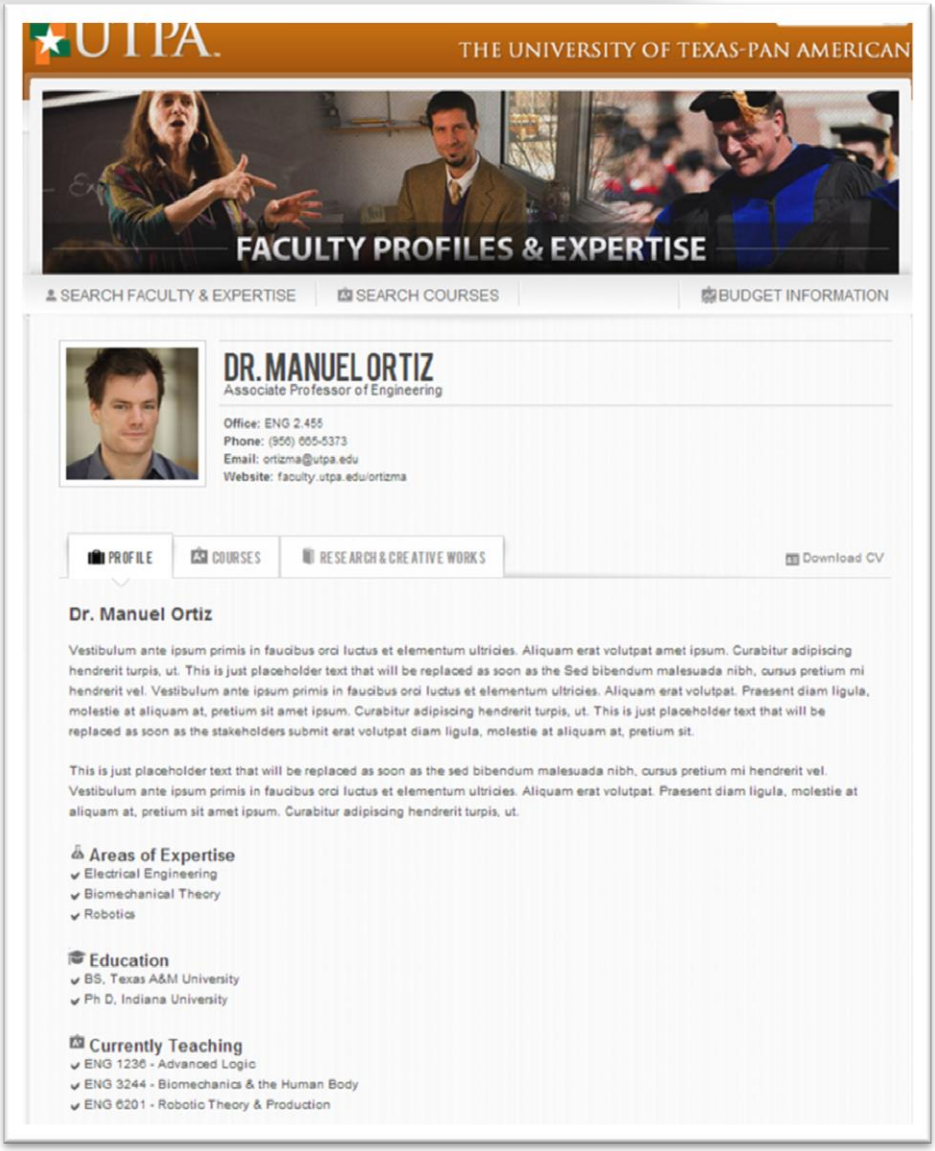
UTPA FARS Website and Profiles





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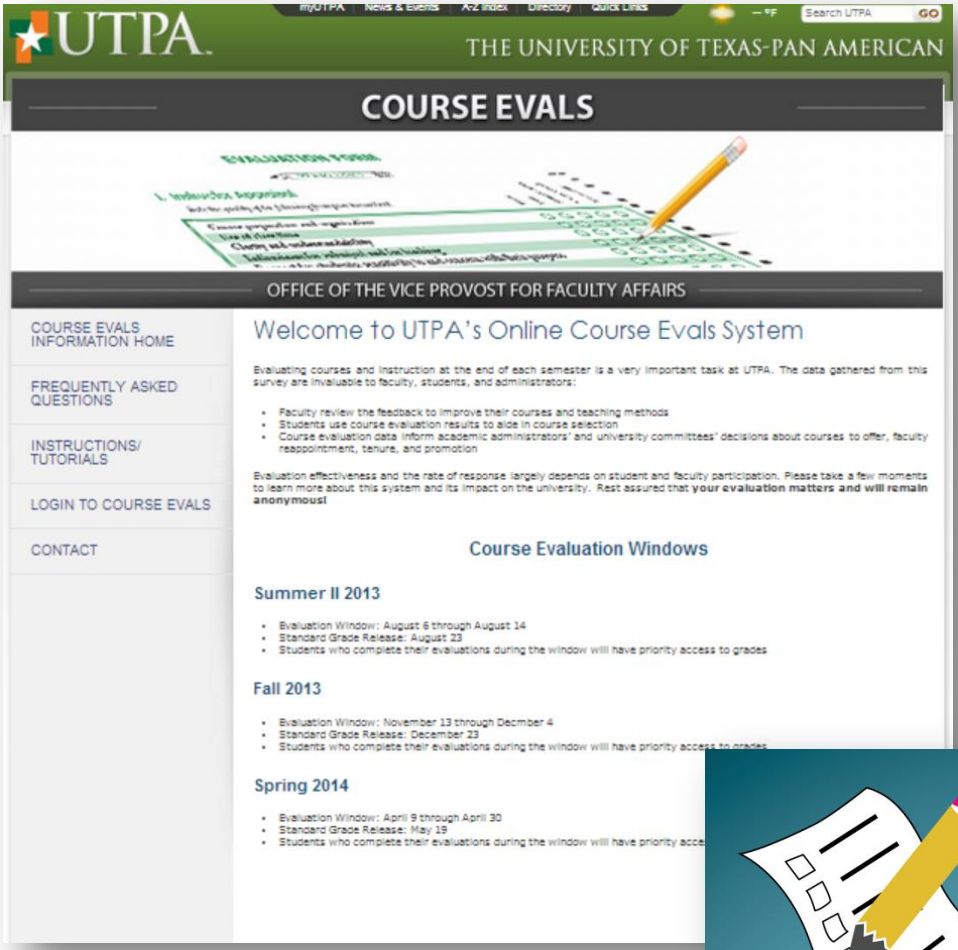
UTPA Online Course Evaluations



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UTPA Faculty Excellence Awards

From: Office of the Vice Provost for Faculty Affairs [mailto:facultyaffairs@UTPA.EDU]
Sent: Tuesday, January 07, 2014 8:41 AM
To: faculty
Subject: REMINDER - 2013-2014 Excellence Awards

The announcement for the 2013-2014 Faculty Excellence Awards program is attached. The program calls for nominations for faculty excellence awards in four categories: 1) teaching; 2) research/scholarship or creative activity; 3) service, and 4) advising/mentoring. Please note that changes from the last year program are *italicized* in the attached document/call.

This is a great opportunity to nominate and recognize our UTPA faculty colleagues for their exceptional work and excellence in these areas.

Nominations are due January 27th.

Please contact the Office of the Vice Provost for Faculty Affairs (facultyaffairs@utpa.edu) with any questions.

Office of the Vice Provost for Faculty Affairs
SSBL 4.103 | The University of Texas-Pan American | 1201 West University Drive | Edinburg, TX 78539 | Office: 956.665.7899 or 3229 | Fax: 956.665.2540 | facultyaffairs@utpa.edu

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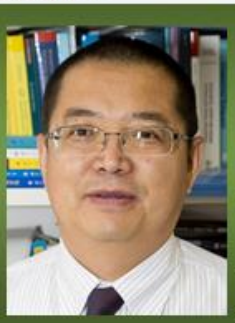
2012-2013 Excellence Award Winners

Indicates University-level winner

PAST HONOREES | VIDEO GALLERY

Research



Zhijun Qiao, Ph.D.
Link to Video

PROFESSOR
Department of Mathematics
College of Science and Mathematics

- 2 research monographs; 110+ research articles in prestigious international journals; 70+ invited research presentations at national and international conferences
- A world leader in the Integrable Systems and Solitons area of Mathematical Physics
- As PI, won a half-million dollar grant from the US Department of Defense in 2008; won a grant of $145K funded by the TX-NHARP program in 2010; won a grant of $666K funded from the US Department of Education in Fall 2012

Francis Andoh-Baidoo, Ph.D.
ASSISTANT PROFESSOR
Department of Computer Information Systems-Quantitative Methods
College of Business Administration

- 130 citations on Google Scholar; 20 conference articles; 24 peer-reviewed journal articles
- Recipient of Provost Award for International Studies in November 2011
- Has served on editorial board of 6 Information Systems journals

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UTPA Women's Faculty Network

UT PAN AMERICAN ADVANCE
GENDER DIVERSITY MATTERS

Women's Faculty Network

2013-2014
Kick-off Breakfast Meeting

Friday, September 6th, 2013

9:00 a.m.— 10:30 a.m.*

Borderlands Room, Education (EDCC 3.204)

****Please see agenda below***

RSVP by Tuesday, September 3rd (12 noon)
to ADVANCE@utpa.edu

For special accommodations,
Please contact the Office of the Vice Provost for Faculty Affairs.

Office of the Vice Provost for Faculty Affairs
SSBL 4.103 | The University of Texas-Pan American | 1201 West University Drive | Edinburg, TX 78539
Office: 956.665.7899 | Fax: 956.665.2540 | advance@utpa.edu

Current Initiatives in Faculty Affairs and Development at UTB

Center for Teaching and Learning

The Center for Teaching and Learning (CTL)was established in 2008 with funding from UTB/TSC's Title V grant focused on establishing learning communities to foster student success in STEM fields. It also had components to establish more rigorous assessment and to incorporate technology in teaching and learning. Critical to this mission was the establishment of a Center for Teaching and Learning to provide professional development to help faculty redesign courses for learning communities with integration of assignments to foster communication skills and scientific thinking. For the last five years Title V has provided the bulk of the funding to bring nationally recognized experts to assist faculty in adopting active, engaged pedagogies, designing course-embedded assessments and incorporating clickers, tablets, smartboards and other technology in course delivery.

The center is currently directed by a full-time faculty associate who develops a program of professional development, including welcome correspondence, campus tours that match faculty research and teaching goals and orientations for new full-time and adjunct faculty as well as workshops on a variety of topics. The CTL works with the faculty in all areas of their career, including publishing, research, service and grant writing. It has evolved tremendously since its conception as it responded to program evaluations, input from faculty and partnering with service areas that support teaching and faculty career development. Today it has grown into a center with office space for the director surrounded by a work area for faculty. An Advisory Board consisting primarily of faculty assists with the planning and implementation of events.

The CTL organizes campus wide workshops in collaboration with other units, including individual departments, Online Learning, Sponsored Programs, Title V, Student Disabilities, Paragraph Writing Committee, Institutional Advancement and Office of Graduate Studies. The CTL partners with Graduate Studies to provide training for all graduate teaching assistants.

The CTL accommodates just-in-time instruction and consulting for individual faculty. Faculty may seek assistance with scholarly duties, such as organizing a grant writing committee, dealing with difficult students or experimenting with new teaching styles. They may visit the center or request onsite assistance during regular business hours or by appointment for weekends and evenings. The work area for faculty has four MacBookPros, three PC and auxiliary equipment for faculty to create electronic lectures and lessons. There is a hospitality station for faculty who want to use the center for an office in between classes, use the specialized software or just want to interact with other faculty. The hours have extended to make it more available to faculty on evenings and two weekends a month.

Faculty Mentoring Program of the College of Education

The College of Education has a formal mentoring program which is described on pages 52-53 of the College of Education Faculty Policies and Procedures Manual.
Mentorship is a dynamic process of providing guidance and counseling for mentees at all stages in their academic careers and is intended to be a useful way of helping new faculty members adjust to their new environment. Mentoring requires building a mutually rewarding relationship, proactive participation in the different aspects of the mentee's academic and professional life, assessment of short- term as well as long-term goals and continuous evaluation and reevaluation of goals and achievements. In the

College of Education the mentorship program helps the mentee to establish an agenda for working toward her/his professional development goals and provides the necessary support to achieve his/her goals and gain insight into the realities of building an successful academic career.

The department chair is responsible for assigning the faculty mentors. The mentor (senior faculty member) is to be appointed during the first two weeks of the semester and should contact the new faculty member as soon as possible and then meet with the new faculty member on a regular basis. The mentor should provide informal advice to the new faculty member on aspects of teaching, scholarly, service, committee work, university office operations and personnel etc. Often the greatest assistance a mentor can provide is simply the identification of which staff one should approach for which task. The mentor should treat all interactions and discussions in confidence. The term of the appointment for the faculty mentor to serve is one year (maximum of one additional year) with rotation to occur at the end of each year assignment. The mentor is expected to attend the mentee's workload conference. When a mentor successfully completes the mentoring of four mentees, personnel action requests can include this as a part of service to the university. At the end of each semester a written reflective evaluation is to be completed and given to the department chair, mentee, and the dean of the College of Education. All new faculty are assigned mentors through their fifth year of employment in the College of Education. A request for a new mentor may be made by the mentee to their department chair if the need arises. A mentee with a joint appointment in the University can be assigned mentors from each department to share the duties of mentoring the faculty member.

Faculty Leadership Program (ULEAD)

The Faculty leadership Program was developed first through a committee of employees who had been participants in state and national leadership programs and then refined by Provost Fellow, Dr. Terence Garrett, during the years of the partnership- 2010-2011. The program is now called ULEAD, and is specific for university faculty. The mission of ULEAD is to create an opportunity for academic faculty to develop skills contributing to sustained leadership that supports the mission of UTB/TSC and to transmit core values of excellence through a commitment to leadership development from theory to practice, improving university effectiveness and efficiency in the delivery of its services. The Faculty Leadership Development Committee determined the following *topics* be covered: (1) Ethics and Culture; (2) Leadership Behavior; (3) Goal Setting and Expectations; (4) Conflict Resolution Management; and, (5) Initiating & Navigating Long-Term Change. In addition to these important leadership topics, the committee determined that these five important *elements* should be incorporated into the aforementioned topics: (1) Administrative Structure; (2) University Accounting and Budgeting; (3) Faculty Governance; (4) Local and Regional Leadership Issues; and, (5) Existing Leadership Organizations.

In the inaugural year of the program, seven faculty, tenured and non-tenured, who self-nominated completed the program. In the second year of the program, seven tenured professors participated in a combined program with administrators who were at the level of director. The program was not offered in 2012-14 due to the reduction in force process necessitated by the dissolution of the partnership with Texas Southmost College. The program will again be offered in 2014-15. The first year's program is available in the Appendix.

Ombudsman

The Ombudsman is a tenured faculty member selected by the Faculty Senate to serve as a neutral third party to assist faculty with resolving conflicts. Acting independently of both the Faculty Senate and the Administration, the Ombudsman is able to advocate for faculty members when the need arises. Typical

issues include work relations (e.g. inappropriate or disrespectful behavior, bullying, etc.), research concerns (e.g. authorship, unethical behavior, compliance, etc.), policies and requirements (e.g. employment guidelines, disciplinary process, grievance procedures, etc.), illness, disability, sexual harassment and other concerns such as parking, housing, or University services. The Ombudsman also refers faculty to other offices or services when appropriate.

At UTB, the position of Ombudsman has been held for over ten years by Dr. Olivia Rivas, a member of the faculty trained in conflict resolution and mediation. The ombudsman works independently to address issues that require confidential, neutral dispute resolution. Faculty come to the Ombudsman through self-referral, or referral by colleagues, the campus compliance officer, department chairs, Assistant/Associate Deans, and in some cases Deans. The Ombudsman makes an annual report to the Faculty Senate to share any policy implications that may have surfaced in the process of serving as Ombudsman that need to be addressed by the Faculty Senate and/or administrators. Some of the issues have included policy/procedures on phased retirement, internal grievance procedures including the faculty tribunals/hearings, potential age discrimination interpretations, and clarity of guidelines for some personnel actions.

Faculty Activity Reporting (Digital Measures)

UTB has implemented Digital Measures for faculty reporting of their teaching, research and service activity. The screens have been extensively customized to import information from Datatel/Colleague that cannot be changed by the faculty member. This locked information includes rank, title, tenure status, office location, teaching schedule, etc. If there are errors in the information then the errors must be reported to the administrative unit responsible for that information, such as Human Resources or Academic Affairs. This ensures the accuracy of the records and the integrity of the Digital Measures reports.

Faculty enter their own information about their contributions to teaching, research and service. Although it is time-consuming to enter all the historical information, annual updates take very little time. Once the information has been entered, it can be used to generate a wide variety of reports. Several reports have been customized to reflect the requirements for personnel actions. The customized reports generated by Digital Measures can be generated by individual faculty members as well as by department, deans and academic administrators. Ad hoc reports are also possible to create to reflect summaries of faculty activity across various categories.

A special report was created to document faculty activity in community engagement and service learning to support our Carnegie classification as a community engaged institution. The screens for teaching, research and service have been customized to capture curricular service learning, contributions to the scholarship of engagement and service that reflects community engagement. These reports can be generated by individual faculty as evidence of their community engagement efforts and administrators can produce summary reports that reflect the community engagement activity across the department, college/school and institutional levels.

Course Evaluation Process

The Office of Institutional Research, Planning and Effectiveness manages the course evaluation process at UTB. The office utilizes *Explorance Blue*, a fully integrated and automated software, to design and manage deployment of the course evaluations. UTB, along with all other campuses in The University of Texas System, implemented a new and consistent process for evaluating faculty across the UT System. This process is aligned to the *Chancellor's Framework for Advancing Excellence*, an action plan to implement and measure the effectiveness of nine overarching goals aimed at advancing UT institutions.

Included among the Framework goals is an item addressing faculty excellence, specifically, to strengthen performance evaluations. To comply with the new requirements, the Office of Institutional Research, Planning and Effectiveness incorporated the following five questions in every end-of-course evaluation survey. These questions are the first students will see in the survey and in the specific order and wording described below:

1. The instructor clearly defined and explained the course objectives and expectations.
2. The instructor was prepared for each instructional period.
3. The instructor communicated information effectively.
4. The instructor encouraged me to take an active role in my own learning.
5. The instructor was available to students either electronically or in person.

In addition to these standardized questions, faculty have the option of adding *up to 5 additional evaluation questions* per course. This is a one-time annual option. Faculty interested in including additional questions to the evaluation are required to complete a Request for Instrument Modification form to list the items along with a rationale/justification on the relevance and need for those questions. The form also includes examples of allowable formats for the customized questions, including *Likert-style, Checked Responses or Open Text.* This form can be accessed from the OIRPE website.

Evaluations are scheduled two weeks prior to final exams within a given term and generally run for a total of 12 to 14 days. Faculty receive an email within two weeks of the evaluation period that results of the course evaluations are available for download online. Faculty have direct access to their course specific reports with aggregated statistical results by question along with student comments by clicking on a link provided in the email.

Student confidentiality is a high priority, and is a key feature of the survey process. The data is compiled in such a way that no single response is tied to a particular student. The information is compiled and provided in summary form to the faculty members and administrators. Students receive an email asking them to complete the online course evaluation along with a list of eligible courses and instructions on how to complete the evaluation. A link in the email will open the custom question screen in the course evaluation system and upon entering their log-in credentials, students will see a dashboard of courses eligible for evaluation. If the student has withdrawn from a course, this course will not be listed. Students who complete 100% of their end-of-course evaluations are entered into a drawing for a free Apple iPad. Promotional banners and posters are hung and displayed around campus in areas with high student traffic to remind and encourage students to complete the survey. UTB social media sites, the Announcement Page, the Home Page, and email notices directly to students also help deliver the message. Faculty Senate deploys an email to faculty asking them to help encourage student participation directly in their classes.