College of Education and Human Development

New Faculty Orientation

August 22, 2019
Welcome and Overview

Dr. Maricela Oliva
Associate Dean for Faculty Issues and Development
COEHD Vision and Purpose
Serving Students and Community

Dr. Margo DelliCarpini
Vice Provost, Strategic Educational Partnerships and Dean, College of Education and Human Development
Welcome to UTSA and COEHD!

Focus on

- Student centered and inclusive educational practices
- Community engagement and partnerships
- Community centered research
- Innovative program design/redesign
- Faculty and staff support
Strategic Plan: A Vision for UTSA

Three Destinations

- UTSA will be a model for Student Success
- UTSA will be a great public research university
- UTSA will be an exemplar for strategic growth and innovative excellence
UTSA will be a model for student success

• UTSA puts **students first** by cultivating an environment focused on their success.

• As a next generation Hispanic-thriving, **multicultural institution where students from all backgrounds can excel**, UTSA serves as a prosperity engine graduating world-engaged civic leaders of tomorrow.

• UTSA will continue the dramatic momentum of the last decade to retain and graduate more students, and will emphasize **experiential learning and classroom-to-career educational opportunities**.
UTSA will be a great public research university

• UTSA is on the fast track to becoming a nationally-recognized research university, well on its way to attaining National Research University Fund (NRUF) eligibility and aiming for an R1 designation by the Carnegie Commission.

• These designations will position UTSA to align with members of the prestigious Association of American Universities.

• UTSA is an urban-serving university focused on driving San Antonio’s knowledge economy, living out the notion that great universities need great cities and great cities need great universities.
UTSA will be an exemplar for strategic growth and innovative excellence

• UTSA will realize its full potential as a university by growing enrollment and infrastructure while focusing on innovation and continuous improvement.

• UTSA actively cultivates the excellence of its people, and places an emphasis on increasing the diversity of its leadership and faculty in order to reflect the community it serves.
Presidential & Academic Affairs Initiatives Related to Inclusive Excellence and Campus Climate

- President’s Initiative on Respectful Discourse.
- Preventing Sexual Assault and Misconduct
- Inclusive Excellence.
- Classroom Management and Behavioral Expectations
This initiative will lead the campus to address discourse, whether written or spoken, as not only a matter of rights, but of responsibilities and values. Curricular integration, co-curricular programming, faculty and staff training and community outreach will better equip the UTSA community to:

- Undertake more thoughtful exchanges of viewpoints;
- Engage in more productive and appropriate debates;
- Focus on the issues rather than on the individuals supporting them;
- Support interpretations using verified information;
- Listen more thoughtfully to what others say;
- Seek sources of disagreement and points of common purpose;
- Embody open-mindedness and a willingness change minds;
- Assume a need to compromise and a willingness to do so;
- Treat the expressions and ideas of others with respect;
- Understand the legal aspects of free speech and their applications on the university campus;
- Avoid escalation to verbal, emotional or physical harm.
Expectations for Teaching/Student Interaction

• Students first
• Align curriculum to course/program outcomes
• Classroom management: de-escalate
  • Treat students with respect
  • Create a mutually-respectful classroom environment
  • Engage in culturally relevant pedagogical practices
  • Seek resources to help
• If there are issues to address, seek advice from Chair, Associate Deans, Dean, and do so privately, not publicly
Things to Keep in Mind

• Don’t personalize the situation: look at the situation objectively.
• Identify the specific behavior of concern and use campus resources to seek assistance for the student in a confidential and respectful way.
• Do not create an adversarial relationship.
• Look for the growth, educational, and learning opportunity in all situations.
• Maintain professional communication.
• Seek resources to help develop your own teaching skills and approaches to our students so we can meet them where they are, ensure student success, and revise practice to meet the needs of students.
• Reflect on your practice.
• Address concerning behavior from the beginning, respectfully, confidentially, and with advice and resources if you are not sure about the behavior, or how to respond in an appropriate way: Responsive versus reactive.
• Use "I" statements:
  • "I am happy to discuss this/speak with you about this matter"
  • "I hear that you are frustrated"
  • "I recognize how frustrated you are and I want to work with you. We need to take a step back for a minute so we can look at this situation together."
Research

• Institutional focus on R1 status
• T & P expectations:
  • Significant scholarly contribution
  • Independence
  • Progressive record of achievement
  • Innovation
  • National / International Dissemination
  • Impact
  • Benefit
  • Engagement
  • Bearer of the standard of the university’s future
Service

- Service to the Department
- Service to the College
- Service to the Institution
- Service to the community, state, nation, and service to the profession
Professional Preparation Initiatives

Dr. Belinda Flores
Associate Dean for Professional Preparation, Assessment, and Accreditation
We prepare culturally efficacious agents of change who are knowledgeable, community-based, and professional.
Overview

• Oversee Educator Certification and Professional Licenses
• Develop and Monitor School & Community Partnerships & Agreements
• Coordinate Fieldwork Placements
• Coordinate Clinical Teaching Placements
• Supervise Clinical Teachers
• TEXES, Principal, Superintendent, and Counselor Exams
• Benchmark Courses & Key Assignments - TaskStream
• Fitness to Teach and Practice Policies
• Mileage Reimbursement
The University of Texas at San Antonio
College of Education and Human Development

Transform Lives: Start your path to becoming a teacher or furthering your educational career through one of our professional certification programs!

Teacher Certifications Offered:
- Early Childhood - 6th Grade
- Early Childhood - 6th Grade Bilingual*
- Early Childhood - 6th Grade ESL*
- 4th - 8th Grade Bilingual*
- 4th - 8th Grade ESL*
- 4th - 8th Grade Language Arts/Reading/Social Studies
- 4th - 8th Grade Math/Science*
- Early Childhood - 12th Grade Special Education*
- Early Childhood - 12th Grade Physical Education
- Secondary Certification (7th - 12th Grade)
- All Level Certification Spanish, Art, and Music (Early Childhood - 12th Grade)
- Accelerated Certification Program (formerly Post-Baccalaureate Certification)

*High Demand Area

Education Professional Certifications Offered:
- School Counselor
- Reading Specialist
- Principal
- Superintendent

Teacher Residency Model 2.0:
- Intensified and extended clinically-rich field experiences
- Coaching, mentoring, and professional development within local school districts
- Participatory research opportunities
- Opportunities to conduct and present field-based research with university faculty
- Stipend during residency (pending funding)
- Networking and potential job opportunities with partner districts

Study Abroad Opportunities:
- Oaxaca, Mexico
- Urbino, Italy
- Oulu, Finland
- Jyväskylä, Finland

education.utSA.edu  I  210-458-4370  I  education@utsa.edu
TExES Review, Practice & Exams

- [http://education.utsa.edu/texes/welcome_to_texas/](http://education.utsa.edu/texes/welcome_to_texas/)
# edTPA Implementation

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<tbody>
<tr>
<td>Introduction and announcement</td>
<td>Exploratory participation offering PPR or completion of edTPA for standard certification</td>
<td>Exploratory participation offering PPR or completion of edTPA for standard certification</td>
<td>Full implementation of edTPA for all initial certifications (nonconsequential participation) and phase out of PPR</td>
<td>Consequential participation of edTPA</td>
</tr>
<tr>
<td></td>
<td><strong>1/1/2020</strong> Potential intensive pre-service portfolio requirement</td>
<td><strong>9/1/2020</strong> Health, PE, ELAR 4-8 upgraded content pedagogy tests and edTPA</td>
<td><strong>9/1/2021</strong> ELAR 7-12 upgraded content pedagogy tests</td>
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<tr>
<td></td>
<td><strong>5/1/2020</strong> EC-3 certification launch with edTPA</td>
<td></td>
<td><strong>9/1/2021</strong> bilingual upgraded content pedagogy tests</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>11/1/2021</strong> SPED upgraded content pedagogy tests</td>
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</table>

*Exploratory participation includes an option for candidates to submit a completed edTPA portfolio as a substitute for passing the PPR for certification.

*Full implementation will require the completion of edTPA for teacher certification for certification, completely phasing out the PPR.

*Consequential implementation will require a passing score on edTPA for teacher certification.
First Attempt Pass Rate, TExES Teacher Exams, 2016-2018

Core Subjects
- EC-6
- 4-8

ELAR 7-12

SS 7-12

Math 7-12

Science 7-12

SPED 7-12

Music

PE

PPR

2016-17

2017-18
Professional Certification Exam Approval Process

- Counselor
  - Score 70% or higher on the UTSA practice exam
  - Submit an eligibility form
    - Most students are approved within a day
- Principal candidates meet requirements set by ELPS and are approved by Dr. Aguilera.
  - PASL active September 1, 2019
ASEP Standards for 2019-2020

• TExES Pass Rates
  • 90% on PPR by the second attempt
  • 85% on other TExES exams
    • Most students are approved within a day
• Principal Survey of New Teachers – 70%
• Field Supervision – 95% sufficiently/well prepared
• Quality (Exit Survey data) – 90% sufficiently/well prepared
• New Teacher Survey (end of 1st full year) - TBD
Professional Certifications & Licenses

Texas Education Agency
- Principalship
- Superintendent
- School Counselor
- Reading Specialist

Other Professional
- BCaBA & BCBA
- Clinical Counseling
- MA in ECE
- Educational Psychology
Pass Rates, Professional Exams, 2016-2018

- Principal
- School Counselor
- Reading Specialist
- Superintendent
- School Psychology
- NASP
- CACREP
- Dietetics

Pass rates for 2016-17 and 2017-18 are represented.
## Accreditation: Educator Certifications & Professional Licensures

<table>
<thead>
<tr>
<th>ACCREDITATED/VERIFIED PROGRAMS</th>
<th>DEPARTMENT</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Analyst Credentialing Board (BCaBA; Verified Sequence)</td>
<td>Educational Psychology (EDP)</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Behavior Analyst Credentialing Board (BCBA; Verified Sequence)</td>
<td>EDP : ABA certificate</td>
<td>Graduate</td>
</tr>
<tr>
<td>Behavior Analyst Credentialing Board (BCBA; Verified Sequence)</td>
<td>EDP: Behavior Assessment &amp; Intervention</td>
<td>Graduate</td>
</tr>
<tr>
<td>Behavior Analyst Credentialing Board (BCaBA; Verified Sequence)</td>
<td>Interdisciplinary Learning and Teaching (ILT): Special Education</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Behavior Analyst Credentialing Board (BCBA Verified Sequence)</td>
<td>Interdisciplinary Learning and Teaching (ILT): Special Education</td>
<td>Graduate</td>
</tr>
<tr>
<td>Council for Accreditation of Counseling &amp; Related Educational Programs (CACREP)</td>
<td>Counseling</td>
<td>Graduate</td>
</tr>
<tr>
<td>Educator Preparation Program (TEA &amp; THECB)</td>
<td>EDL, BBL, School Counseling, ILT, &amp; KHN</td>
<td>Undergraduate &amp; Graduate</td>
</tr>
<tr>
<td>National Association for Early Childhood (NAEYC)</td>
<td>ILT: Early Childhood &amp; Elementary Education</td>
<td>Graduate</td>
</tr>
<tr>
<td>National Association of School Psychology</td>
<td>EDP</td>
<td>Graduate</td>
</tr>
<tr>
<td>Registered Dietetic Program</td>
<td>Kinesiology, Health, &amp; Nutrition</td>
<td>Integrated BA &amp; MA</td>
</tr>
</tbody>
</table>
Criminal History Policy

• Admission into educator and professional programs will require an initial criminal background check.
• Applicants with certain criminal convictions or deferred adjudications may not be eligible for placement.
• For applicants intending to pursue educator certification (e.g. teacher, principal, reading specialist, school counselor, or superintendent), the Texas Education Agency conducts and provides a criminal history evaluation.

https://tea.texas.gov/Texas_Educators/Investigations/National_Criminal_History_Checks-FAQs/

http://education.utsa.edu/field_experiences/background_checks/
Fitness to Teach

- The Texas State Board for Educator Certification (SBEC) specifies that institutions preparing educators to have the responsibility to certify the knowledge and skills of its teacher candidates.
- To finish this process, a committee that is composed of representatives from departments across the College of Education of Human Development developed the Fitness to Teach Policy.
- This preparation results from the combination of successful completion of University coursework and the demonstration of important human characteristics and dispositions all teachers should possess.


http://education.utsa.edu/certification_program/fitness_to_teach_policy/
Fitness to Practice

- The purpose of the Fitness to Practice (FTP) review process is to regularly monitor students’ professional and personal development to ensure students demonstrate appropriate progress towards developing the necessary behaviors, attitudes, and professional competencies.

- Students are expected to conduct themselves in an ethical, responsible, and professional manner. This manner is evaluated through the Fitness to Practice (FTP) policy as an element of students’ academic performance.
  - Students progress is routinely monitored and discussed during faculty meetings and in consultation with other faculty members.
  - Faculty members, staff, course instructors, program advisors, and field supervisors may evaluate all students according to these standards. Students will have the opportunity to participate and respond at each step of the way.


http://education.utsa.edu/images/uploads/Fitness%20to%20Practice%20Evaluation%20Form%20Feb%202012.pdf
The Fitness to Practice Evaluation Process

- Students’ competences is evaluated using the Fitness to Practice Standards and documented with the FTP Evaluation Form.
- In addition, a FTP review may be initiated on any student at any time if a faculty member, staff, course instructor, program advisor, or field supervisor believes that the student has displayed behavior which suggests that the student does not possess sufficient competency on one or more FTP criteria.
- Faculty also may initiate a FTP review at any time for:
  a) Students who engage in illegal or unethical behaviors
  b) Students who present a threat to the wellbeing of others, or
  c) Students who violate the UTSA Student Code of Conduct, the Handbook of Operating Procedure (HOP), any other applicable UTSA policies or procedures.

Benchmarks and Key Assignment

• To evaluate our program and student progress faculty have identified benchmark courses in which there are key assignments.

• These key assignments are submitted via TaskStream.
  • Check your syllabus to determine if there is a key assignment.
  • Request for TaskStream training and support (see next slide)

• Field experience courses and clinical teaching courses may students to use Swivl (see next slide).
COEHD TaskStream Support

- **Locations**: COEHD Computer Labs at both campuses
- **Email**: COEHDTaskstream@utsa.edu
- **Phone**: 210-458-4035

<table>
<thead>
<tr>
<th>Main Campus</th>
<th>Downtown Campus</th>
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</thead>
<tbody>
<tr>
<td><strong>MB 0.330</strong></td>
<td><strong>FS 3.418</strong></td>
</tr>
<tr>
<td><strong>Current Hours:</strong></td>
<td><strong>Current Hours:</strong></td>
</tr>
<tr>
<td>Monday-Friday: 7:00am-6:00pm</td>
<td>Monday-Thursday: 9:00am-6:00pm</td>
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<td></td>
<td>Friday: 9:00am-2:00pm</td>
</tr>
</tbody>
</table>
Student Success Initiatives

Dr. Norma Guerra
Associate Dean for Undergraduate Studies
Our mission

- To facilitate undergraduate students’ **successful academic transition** from entry into the University to graduation.

- To **support and mentor** students in how to best meet their identified career goals.

- To **identify opportunities** for undergraduate students to further develop their engagement and leadership academic experiences.
Undergraduate Student Success

Goal 1 to increase undergraduate academic success services

Goal 2 to provide extended support to undergraduate students

Goal 3 to partner with University resource areas to leverage additional student support services

Goal is to provide positive transitional supports from entry to graduation and into career
Undergraduate Studies

Recruitment

UTSA DAY
Meeting Of Colleges (MOC)
Fall Resource Fair
High School and Community Colleges
Faculty Recruitment Team
Summer Bridging Experience with Community Colleges

Retention

Road Runner Day
Dean’s Lists
Scholarships
Outreach Events
COEHD Student Success Center

UGAR Student Success Support

UGAR Council
Student Advisor Board
Kappa Delta Pi
Academic Coaching Experience
UGAR Council

Assign Students to Faculty Advisors
Monitor Student Success
Run Reports
Increase academic success

Target high D/F/W courses to provide outside class extension learning services within the Student Success Center.

Provide Certification Preparation sessions to acquaint students with available resources/tools.

Collaborate with faculty, UGARs, students & with the Student Advocacy Board to identify new/changing student academic needs.
Student Support

Undergraduate Student Scholarships going live in late December and potentially increasing applicants’ pool

Mail-out to first time Dean’s List

Undergraduate Students outreach for Donuts w/Dean events Series

Study Abroad

COEHD Student Success Center
Provide services to process and assist with transitional academic changes (community college to university; work and school).

Provide students space to gather and work together.

Provide targeted mentoring to address student requests for career exploration and/or masters degree information.
Work with the Career Center to invite teachers and School District representatives to meet and speak with students.

Work with the Tomas Rivera Center to coordinate and share available student support information.

Work with the Academy for Teacher Excellence to share teacher preparation resources.
## EXPECTED OUTCOME

<table>
<thead>
<tr>
<th>Academic Success</th>
<th>Extended Support</th>
<th>Leveraged University Resources</th>
<th>Overall Undergraduate Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measured in semester-by-semester student success within degree program.</td>
<td>Measured in semester retention and subsequent student enrollment.</td>
<td>Measured in the tracking of student university service program(s) participation.</td>
<td>Measured as increases in enrollment, retention, and graduation.</td>
</tr>
</tbody>
</table>
Break
10:00-10:15am
Photographer available from 10am – noon for headshot
Please fill out form included in binder
Faculty Success in Promotion & Tenure and other Development Areas

Dr. Maricela Oliva
Associate Dean for Faculty Affairs and Development
Focus On The Faculty

• Dean is responsible for translating university-level expectations and integrating her vision for the college.

• We have heard about educator certification, students, and will hear about research, graduate studies, and technology.

• The Associate Dean for Faculty Affairs focuses on supporting a key stakeholder in the college – faculty.

• Faculty are both TT and NTT. Variations in expectations exist due to role, but also there are many similarities.

• Here, I focus on faculty who are Tenured/Tenure Track.
Recent Faculty Initiatives

- Provosts have institutionalized support for T/TT faculty
  - Department mentoring
  - P&T Forums
  - Faculty recruitment initiatives
- Mentoring guidelines – on department websites
- P & T Forums with Provost and other participants
- Faculty Recruitment Initiatives seek to recruit Research One faculty
- Faculty diversity goals to increase Mexican American, African American, and women faculty. Why?
Faculty Diversity and Student Success

- Faculty demographics are not representative of UTSA students, especially when it comes to underrepresented students, our majority
  - Hispanic students 55%; Faculty 20%
  - African American students 8%; Faculty 4%
  - Female Students 51%; Faculty 43%
- Push to diversify faculty reflects national as well as state trends and priorities.
- Provost’s evaluation metric for colleges today includes increasing underrepresented faculty diversity.
- In AY 2019-2020, updated procedures for doing this will be discussed with search committees in early fall.
Reasons For Diversification Push

- Scholarship on student success connects student **sense of belonging** to structural diversity of the campus, including faculty and staff diversity
- Focus on **student success metrics** (retention, graduation, other) implies attention to related issues
- Best practices around student success include **engagement on campus**, including in student activities and academic engagement
- **Student opportunity** to engage academically (as in research) is more equitable and enhanced when faculty share or reflect student backgrounds/ experiences
Faculty Affinity Groups/Networks

• Formation of faculty group networks encouraged
• Affinity Groups listed on Provost’s webpage include
  • Association of Chinese Professors
  • Black Faculty and Staff Association (BFSA)
  • Faculty Parents Network
  • First-Gen Faculty
  • International Faculty
  • La Raza Faculty and Administrators Association (LRFAA)
  • LBGTQ Faculty and Staff Association
  • Women’s Professional Development and Synergy Academy (WPASA)
• Each has a contact person, purpose, and is recognized as a university organization
UTSA IR Faculty Data for Fall 2018

- [https://www.utsa.edu/ir/content/dashboards/faculty.html](https://www.utsa.edu/ir/content/dashboards/faculty.html)
- Total number UTSA faculty =1409. Overall, 57% male and 43% female (distribution varies by department and college)
- Three largest colleges are COLFA (319), Sciences (281) and COEHD (261).
- Overall, 33% tenured, 12% on Tenure Track, 55% NTT
- Largest known demographic is White (52%), followed by Women (43%), Hispanic (20%), African American (4%), International (5%)
## COEHD Specific Data & Comparison

<table>
<thead>
<tr>
<th>University-wide</th>
<th>COEHD</th>
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<tbody>
<tr>
<td>1409 faculty</td>
<td>261 faculty</td>
</tr>
<tr>
<td>57% male and 43% female</td>
<td>36% male and 64% female</td>
</tr>
<tr>
<td>33% tenured, 12% Tenure Track, 55% NTT</td>
<td>24% tenured, 12% Tenure Track, 64% NTT</td>
</tr>
<tr>
<td>White 52%, 20% Hispanic, 4% African American, 5% International</td>
<td>White 41%, 38% Hispanic, 6% African American, 4% International, 4% Asian</td>
</tr>
<tr>
<td>Rank = 19% Professors, 14.5% Associate Professors, 12% Asst. Professors, 55% Other</td>
<td>13% = Professors, 10.7% = Assoc. Prof., 12.2% = Asst. Prof., 63.6% = Other</td>
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## COEHD Departments

<table>
<thead>
<tr>
<th>Department</th>
<th># and % of Faculty</th>
<th>Comparative and Outlier Issues</th>
</tr>
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<tbody>
<tr>
<td>BBL</td>
<td>27/10.3%</td>
<td>81% female, 19% male; 52% tenured, 15% Tenure Track, 33% NTT; White 19%, Hispanic 63%, African American 4%, International 11%, Unknown 4%. 7 Professors, 7 Assoc. Professors, 4 Asst. Prof., 9 Other.</td>
</tr>
<tr>
<td>COU</td>
<td>27/10.3%</td>
<td>70% female, 30% male; 11% tenured, 11% Tenure Track, 78% Other; White 48%, Hispanic 33%, African American 11%, Two or more races 7%; 3 Professors, 0 Associate Prof., 3 Assistant Professors, 21 Other</td>
</tr>
<tr>
<td>ELPS</td>
<td>44/16.8%</td>
<td>52% female, 48% male; 30% tenured, 14% Tenure Track, 57% NTT; White 30%, Hispanic 55%, African American 5%, Unknown 9%, 2 or more races 2%; 8 Professors, 5 Assoc. Prof., 6 Asst. Prof., 25 Other</td>
</tr>
<tr>
<td>EdPsy</td>
<td>18/6.8%</td>
<td>61% female, 39% male; 33% tenured, 22% TT, 44% NTT; White 56%, Hispanic 33%, International 6%, Unknown 6%. 4 Professors, 2 Assoc. Prof., 4 Asst. Professors, 8 Other</td>
</tr>
<tr>
<td>ILT</td>
<td>89/34%</td>
<td>69% female, 31% male; 19% Tenured, 6% untenured, 75% NTT; White 47%, Hispanic 38%, Asian 2%, Unknown 7%. (0 African American listed) 8 Professors, 9 Assoc. Prof., 5 Asst. Prof., 67 Other Faculty</td>
</tr>
<tr>
<td>KHN</td>
<td>46/17.6%</td>
<td>Both Tenured and TT Faculty = 22%. NTT = 57%. Hispanic = 11%, African American = 11%. Prof. &amp; Assoc. Prof = 5, Asst. = 10, Other = 26 (something off in this last number).</td>
</tr>
<tr>
<td>REGSS*</td>
<td>New department, so not listed in IR Dashboard. Faculty included in BBL or elsewhere.</td>
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Tenure-Track Faculty Ask/Worry About

• Achieving tenure through the probationary period
  • As a goal, tenure is challenging but everyone hired is perceived as able to achieve it.
  • Supports are in place to help faculty achieve tenure.
  • Tenure is a partnership between the faculty member, department (chair, colleagues), and disciplinary leaders
  • Mentoring guidelines and P & T Forums are especially useful supports for achieving this goal.

• Where to learn the process: For information on promotion to associate professor with tenure, see HOP 2.10
Chapter 2 of HOP is About Faculty

• **HOP 2.10** covers Faculty Reappointment, Promotion, & Tenure
  
  [https://www.utsa.edu/hop/chapter2/2-10.html](https://www.utsa.edu/hop/chapter2/2-10.html)

• Like all HOP policies, 2.10 covers terms, definitions, actors, procedures, processes for appointments

• Not scintillating reading, but you can learn about the process and what questions to ask others.

• Especially important approaching Third Year Review
Note: Achieving tenure is a *group* activity

- Most new faculty members have skills for working independently and being self-starters.
- It is tempting to stay in mode but add collaboration mindset and skills.
- Initiate dialogue about your experience and listen. Start early, ask questions, and keep doing it.
- Making a case for tenure requires narrativizing who you are, what you do, and the niche you fill.
- Take the Third Year Review seriously; it is consequential and a good practice for the tenure review.
- During the coming year, pay attention to what is being said about HOP 2.10 in Faculty Senate and elsewhere.
Promotion to Full Professor

• HOP 2.10 informs about both tenure and promotion.
• Colleges have slightly nuanced ways of operationalizing these as expectations.
• Learn from colleagues across campus, but be guided by how things are done in your department and college.
• Promotion to Full Professor has different expectations than for tenure, although the review process is similar.
• Attend P & T Forums and talk with department chairs to learn more about these differences.
Thumbnail for Tenure/Promotion Review

- Portfolios are reviewed externally by disciplinary leaders or scholars at peer institutions or higher, then internally.
- Portfolios reviewed internally first at the department level by the DFRAC (Department Faculty Review Advisory Committee)
- Department Chair weighs in next and independently
- Portfolio is reviewed next at the college level by the CFRAC (College Faculty Review Advisory Committee)
- College Dean weighs in next and independently
- Portfolio is reviewed finally by the UFRAC (University Faculty Review Advisory Committee)
- Provost weighs in and decides outcome, in consultation with Dean and others
COEHD Standing Committee for Faculty Affairs and Development

• One member from each department
  • Olesya Kisselev - Bicultural-Bilingual Studies
  • Abraham DeLeon - Educational Leadership & Policy Studies
  • Elias Zambrano – Counseling
  • Guan Saw - Educational Psychology
  • William Land - Kinesiology, Health, & Nutrition
  • Iliana Alanis-York - Interdisciplinary Learning & Teaching
  • Karla Broadus - Race, Ethnicity, Gender, and Sexuality Studies
Activities of Standing Committee

• Advisory to the Dean, with appointments by Dean
• First meeting occurred May 2019
• Provides suggestions and feedback on events like New Faculty Orientation
• Makes Recommendations regarding existing or proposed policies and practices focused on faculty
• Survey under development to identify faculty needs and interests within COEHD. Look for it in Fall 2019.
• Ideally, committee serves as a venue for making COEHD faculty voices heard.
Again, Welcome! Enjoy 2019-2020

• The Associate Dean position in transition
• Look for the appointment of the successor for this role during the fall.
• Be aware of the standing committee as a venue for leading/talking up to the Dean and helping to shape institutional practices and policies
• Engage and serve your department and COEHD.
• Networking will actualize your membership in this community of scholars and can support research.
The Research Landscape

Background on Policies, Practices, & Initiatives
Research and Sponsored Projects Management
Recommendations for Starting A Research Agenda at UTSA

Dr. Michael Karcher
Associate Dean for Research
Why is Research Important?

Presidential Initiative: Research Excellence: The goal is to identify and launch activities that will increase national and international recognition of UTSA as an institution of research excellence and to reach status as a Research Intensive University, as identified by the National Research University Fund and Carnegie Classifications.

COEHD Total and % of Research Awards 2018-2019
Not all external funding counts toward our efforts to achieve NRUF status by Texas Higher Education Coordinating Board.

How are UTSA and COEHD doing in reference to this presidential initiative?

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Total R &amp; D</th>
<th>Restricted Research</th>
<th>FA 200</th>
<th>NRUF</th>
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<tr>
<td>FY19</td>
<td>$5,996,599.92</td>
<td>$4,160,886.36</td>
<td>$311,812.75</td>
<td>$3,849,073.61</td>
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<td>FY18</td>
<td>$4,912,233.50</td>
<td>$3,381,228.58</td>
<td>$248,973.66</td>
<td>$3,132,254.92</td>
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<td>FY17</td>
<td>$3,871,790.02</td>
<td>$2,486,060.58</td>
<td>$272,052.28</td>
<td>$2,214,008.30</td>
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TAC 15.43(b)(2): In each of the two state fiscal years preceding the state fiscal year for which the appropriation is made, the institution expended at least $45 million in restricted research funds.

Figure 1. Restricted Research Expenditures.

Source: Institutional data reported to the THECB (Appendix E).
Note: A solid bar indicates that the institution met the required threshold for the measure for that fiscal year.
A Good First Step for New Assistant Professors: Internal Awards

Presidential Initiative Research Excellence: Great for New Faculty

Initiative Lead: Bernard Arulanandam
In FY2020, a total of $470,000 will be awarded in support of new lines of research inquiry and scholarship. Through Internal Seed Grant Programs funded by the Office of the Vice President for Research, Economic Development and Knowledge Enterprise (VPREDKE), six separate programs yielded 87 applications, which are currently under peer review. Programs include Internal Research Awards (INTRA), Grants for Research Advancement and Transformation (GREAT), Transdisciplinary Teams Program (T2), Connecting Researchers through Partnerships (Connect), a collaborative program with Southwest Research Institute (SwRI), and the ITESM Seed Grant Program, a collaborative program with Tecnológico de Monterrey (ITESM). In an effort to also increase the number of nationally recognized faculty at UTSA, five faculty received support for their 2020 National Academy of Inventors nomination packages.

View the Research Excellence Initiative website →

http://research.utsa.edu/texas-university-research/utsa-information/#boi

This last link is to “Institutional Data Sheet” which includes additional Grant Proposal Related Info, including Indirect Cost (F&A) Rate, Fringe Benefit Information, etc.
Secure Your Place, Find Your Voice

How Can You Contribute to the Collective Research Efforts?
COEHD Researchers are Recognized within the University as Leading Researchers, Funded by some of the Most Prestigious Organizations and Awards.

COEHD Values
Collaboration
with Voice

We have some of the top-funded PIs and Centers

Example: Goal to Cultivate the CAST Schools as Settings for Research and Partnership with CAST Network as Facilitate a Model & Sustainable School-University-Workforce Partnership Going Forward

COEHD: Our Strength is in Our Capacity for Collaboration, and for Cultivating Research Collaborations
Finding A Funding Opportunity and Getting Started
As soon as you identify a funding opportunity of interest to you, notify the College and **RSC** of intent to submit a research proposal online at:

**WuFoo Site:** [https://utsaresearch.wufoo.com/forms/colfa-business-coehd/](https://utsaresearch.wufoo.com/forms/colfa-business-coehd/)

**University-wide Policy: 5-2 Rule**
5 days before funder deadline, completed proposals with budgets are to be emailed to the RSC and to the College at

**COEHDFacultyResearch@utsa.edu**
Chairs can write to ADR, explain reasons for delay, and request the proposal be submitted with budget negotiated post-award.

2 days before due to funder, no more changes can be made, so the same proposal routes across each approver’s desks.
**Research Team Goals for 19-20**

**Increased Transparency:**
- College Research Website & Handbook
- How-to Guidelines for Collaborative Research Projects/Partnerships
- New approach to use of Dept. F&A
- R&D Committee members as “Research Ambassadors” and Visioneers

**Support, Resources and Incentives:**
- Course buyout salary-savings: Returning ½ to P.I. & Department
- Junior Faculty seed grants
- Junior Faculty mentoring grants

Michael J. Karcher, Ed.D., Ph.D.
Associate Dean for Research
MB 3.304D  (210) 458-2032; michael.karcher@utsa.edu

Emily P. Bonner, Ph.D.
Assistant Dean for Research
(210) 458-5402; emily.bonner@utsa.edu

Monica Trevino, PhD
Senior Grant Development Coord.
MB 3.464; Thursdays DB 4.226
(210) 458-4806
monica.trevino3@utsa.edu

Raitza Garcia
Associate Director of Development
MB 3.488  210-458-6505
(Mobile: 210-831-4609)
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Junior Faculty seed grants
Junior Faculty mentoring grants

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Graduate Studies in COEHD

Dr. Juliet Langman
Associate Dean for Graduate Studies

Dr. Vittorio Marone
Assistant Dean for Graduate Studies
Get to Know Your Programs: Degrees by Department

- BBL
  - PHD/CLL
    - MA/BBED
    - MA/BICU
    - MA/TESL
    - 2 Certificates
- COU
  - PHD/CES
    - MED/SCOU
    - MS/CMHC
    - 1 Certificate
- EDP
  - PHD/EDL
    - MA/EDP
    - MA/SPSY
    - 3 Certificates
- ELPS
  - PHD/EDL
    - MED/EDL
    - MED/HEAD
    - 1 Certificate
- ILT
  - PHD/ILT
    - CURR, ECEE, LTED, SPED, EDU/INST
    - 3 Certificates
- KHN
  - MS/HKN
    - 3 Certificates
  - 1 Joint MDS
Information on Degrees

• People
  • Graduate Advisor of Record for Programs (GAR)
    • Provide support on curriculum, advising, course assignments, and process official paperwork
  • Student Development Specialist (SDS)
    • Engage in recruitment, student support, and faculty support

• Materials
  • Programs of Study (Degree Plans)
    • SDS can provide them if you have any master’s or doctoral advisees
  • 2019-2021 Graduate Catalog
    [http://catalog.utsa.edu/graduate/educationhumandevelopment/](http://catalog.utsa.edu/graduate/educationhumandevelopment/)
### Who you gonna call?

<table>
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<tr>
<th>Department/Program</th>
<th>Department Phone Number</th>
<th>Student Development Specialist</th>
<th>Depart Admin. Contact Number</th>
<th>GAR</th>
<th>Department Chair</th>
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<td>Dr. Iliana Alanis</td>
<td>Dr. Ann Marie Ryan</td>
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<td>Eric Uriegas</td>
<td>8199</td>
<td>Dr. Liset Leal Vasquez</td>
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Who you gonna call?
Degrees Under Development

- BBL
- COU
- EDP: PhD School Psychology - Planning authority granted
- ELPS: MA/ABA (planning approval)
- ILT
- KHN: MS Comm & Behav Health (at THECB)
- REGSS: MA Chicano/a Studies (in planning)
- Certificate in MAS under review
Get Involved!

- Get to know your **graduate students**
- Involve your graduate students in **research**
- Become familiar with **courses** you may be teaching and how they fit in the whole program
- Become involved in **curriculum and program development** (but avoid heavy service)
- Learn about the **New Program Preparation Initiative** (NPPI)
Technology Integration & Support

• Interested in integrating technology?
  Contact **Nancy Wood** (Instructional Designer)
  nancy.wood2@utsa.edu

• Need technical support or a computer classroom?
  Contact **Marisol Johnson** (IT Team Lead)
  COEHDTECHX@utsa.edu
  1604 campus: MB 0.330; MB 0.204
  Downtown campus: FS 3.418
Break

11:45am - noon

Everyone return to Assembly Room at noon for *lunch and department meetings.

*Pick up box lunch and drink from Faculty Center casual seating area.
Lunch With Department Chair

• Table 1  Bicultural-Bilingual Studies and REGSS
• Table 2  Counseling
• Table 3  Educational Psychology
• Table 4  Educational Leadership & Policy Studies
• Table 5  COEHD Staff
• Table 6, 7, 8, 9  Kinesiology, Health, and Nutrition
• JPL 4.04.12C  Interdisciplinary Learning & Teaching