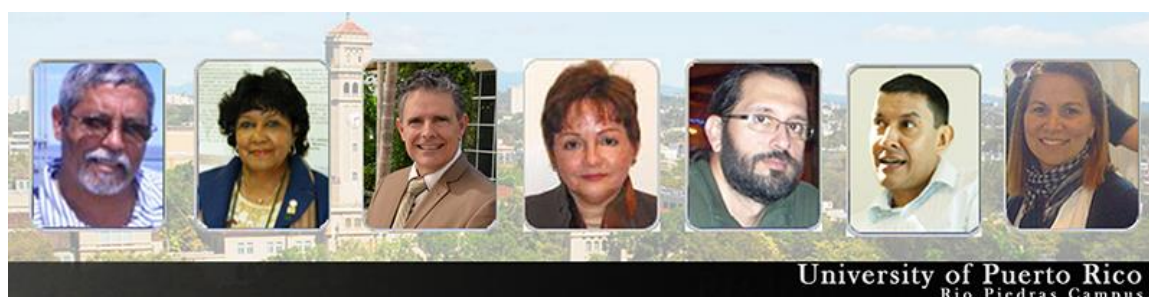**STANDARD III. FACULTY**

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Introduction

The University of Puerto Rico is the major public institution of higher education on the Island. The Río Piedras campus is classified as a comprehensive doctoral institution, according to the Carnegie Foundation for the Advancement of Teaching. The vision, mission, goals, and objectives of the Institution are, therefore, related to excellence in the areas of teaching and research, as well as to contributing to the community at large with research applications and extended services. Qualified, competent faculty must be recruited, hired, developed, and supported in order to contribute to the active knowledge and learning community that comprises the University.

The faculty of the GSIST is capable of accomplishing the School's program objectives and maintaining high levels of excellence based on its preparation, experience, and areas of expertise. Since the University stimulates an environment for innovation and research, the faculty is involved in a variety of projects and research to enrich the curriculum and contribute to the expansion of knowledge.

University policies and procedures are published, accessed and implemented by the faculty of the GSIST. The School is committed to recruit and retain faculty representing different educational backgrounds and experiences. Qualified faculty members evidence competence and effectiveness in designated teaching areas, and are skillful in integrating new information technologies. Active participation in local, national and international professional organizations is strong among the faculty. Based on identified evidence, including the results of student and alumni surveys and exit interviews, the University of Puerto Rico's GSIST faculty complies with all sections of the standard relating to faculty, as well as with the stated Program objectives in this area. The following sections of this chapter will describe the ways that the faculty accomplish the GSIST's program objectives, and meet the specifications included in the different sections of Standard III. In addition to the narrative, various tables will illustrate faculty contributions to the program objectives.

Standard III.1: *The school has a faculty capable of accomplishing program objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of a program.*

Summary of School's compliance with this standard

The School seven full-time faculty members, one of which is the Director. The full-time faculty holds doctoral degrees with diverse subject backgrounds and specialties to successfully handle the teaching responsibilities of the program. They are committed to contribute to the knowledge of the field through research and creative activities. The GSIST faculty is active in service to the profession evidenced by their work in professional associations. Adjunct faculty balance and complement the teaching competencies of full-time faculty, providing diversity and practical experience. They enrich the quality and diversity of the program particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty. Adjunct faculty contributes with their expertise in professional areas in which they are actively working.

Achievements

1. As of the 2014-2015 academic year, there are seven (7) full-time regular faculty members, including the Director, who carry out the major share of teaching, research and service activities of the Program. They all have doctoral degrees in the field or related fields from either accredited universities in the U.S. or prestigious universities in Spain.

Table 3.1: Full-time Faculty Members and Preparation

Name	Preparation and Institution
Luisa Vigo-Cepeda, Professor	Ph.D., University of Michigan
Eliut Flores-Caraballo, Professor	Ph.D., University of Texas, Austin
Betsaida Vélez-Natal, Associate Professor	D.L.S., Columbia University
José Sánchez-Lugo, Professor/Director	Ed.D., The Pennsylvania State University
Carlos Suárez-Balseiro, Associate Professor	Ph.D., Universidad Carlos III de Madrid
Sergio Chaparro-Univazo, Assistant Professor	Ph.D., State University of New Jersey, Rutgers
Noraida Domínguez-Flores, Assistant Professor	Ph.D., Nova South Eastern University

In addition, adjunct faculty members are selected each semester to offer courses according to Program needs. Contracting their services allows the School to enrich the quality and diversity of the Program, since these faculty members balance and complement the teaching competencies of full-time

faculty. They provide the practical connection to the field, important for students.

2. Faculty at the University of Puerto Rico is expected to meet high standards in their teaching, research and service endeavors. The newly approved [Certification #38](#) at the Río Piedras Campus sets new guidelines that graduate programs must fulfill. Within the University, each faculty and school may establish its own criteria, consistent with those of the University. Appointments however must be consistent with the University's overall criteria for excellence. Each graduate faculty appointment is reviewed and approved by the Dean of Academic Affairs, and the Chancellor. The faculty being considered for appointment is expected to possess a doctoral degree in a relevant field and show evidence of potential for excellence in innovative teaching and research.

3. The School's faculty has undergone major changes since 2008. During this period, two faculty members retired (Dr. Susan Freiband and Dr. Nitza Hernández). Dr. Asim Quayyum, a faculty member who was recruited in 2005, left for another position in Australia in July 2008. New faculty members were recruited to fill two of the vacant positions (Dr. Sergio Chaparro-Univazo and Dr. Noraida Domínguez-Flores as Assistant Professors).

4. During the current academic year 2014-2015, one position, created as part of the development plan prepared for the new curricular update, will be filled. The recruiting process is being conducted and will continue until a qualified candidate is recruited which is expected to occur before the Fall of 2015. The opening for the approved faculty positions was announced on the newspaper, on ALISE web site, social media and other electronic bulletins. The Director and a senior member of the Faculty attended the 2015 ALISE mid-year conference in Chicago, on January 2015. An announcement has been posted in ALISE's member's listserv, the School's Portal, other international websites and social media. The faculty member recruited is expected to start in August 2015.

5. The faculty is qualified and capable of accomplishing program objectives. With the new positions to be recruited there will be more options in terms of teaching, research and service activities. The adjunct faculty hired complement the competencies of full-time faculty. Others are hired to bring practical experience into the classroom, thereby enriching the quality and diversity of the Program. Some of the adjunct faculty has collaborated with the School regularly. This semester there are six adjunct faculty members, four of which are employed in Río Piedras Campus libraries.

6. A visiting scholar program is being implemented to further enrich the academic environment of the School. Dr. Carol Tenopir (U of Tennessee-Knoxville, has been invited to and will be offering [two special lectures](#) during March 4-5, 2015 semester. These lectures will be opened to the information professional's community in Puerto Rico.

Evidence

1. [Certification #38 (2012).](#)
2. [Faculty profiles](#)
3. [Faculty Curriculum Vitae](#) (On-site)
4. Articles 42 and 43 of the [*University of Puerto Rico General Bylaws*](#), February 16, 2002, as amended up to December 10, 2006
5. GSIST faculty [development and recruitment plan, 2011-2016](#)
6. [Dean of Academic Affairs](#)
7. [Recruiting](#) and contract documents for new faculty positions (On-site)

Challenge

- Complete the [recruitment](#) of one new faculty for the academic year 2015-2016.

Steps to be taken

- Review documents sent by applicants; interview candidates; make recommendations on faculty to be hired.
- Submit the School´s recommendation to the Dean for Academic Affairs.
- The Dean will review the School´s report and will submit her recommendation to the Chancellor, who makes the final decision regarding the new faculty to be hired.

> **Standard III.2:** *The school demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of innovation in teaching, research, and service; and through provision of a stimulating learning and research environment.*

Summary of the School's compliance with this standard

The School's evaluation of faculty is consistent with and reflects the high priority assigned to teaching, research and service. The faculty is encouraged to participate in professional associations, in addition to providing technical assistance in the field. The faculty is formally recognized by the School for their achievements in teaching, research and service. Faculty members collaborate with administrative staff and students to create a stimulating learning and research environment.

Achievements

1. The University of Puerto Rico, Río Piedras Campus, requires that its faculty engage in high quality teaching, research and service. This is reflected in [faculty evaluation criteria](#). In order to stimulate faculty enrichment and innovation, the School supports active participation of faculty in conferences and congresses in the island and at regional, national and international levels. Faculty is expected and encouraged to participate actively in professional associations, including presenting papers, posters, and research results. The faculty as a whole has been active in professional associations in Puerto Rico, appearing on a regular basis on the programs of these associations.

2. The School complies with University regulations for faculty appointments and promotions. There is a Personnel Committee whose members are elected among the faculty according to University regulations. The Personnel Committee conducts evaluations of newly appointed faculty, for formative purposes as well as for tenure and promotion. The Director holds meetings with each faculty member to discuss the results of student and peer evaluation. Certification #38 seeks to implement a continuous evaluation process for tenured faculty in the three areas of teaching, research and service.

3. The School uses a student class evaluation instrument (for courses on-site and online). This document is used to assess faculty performance in the classroom and to encourage excellence in teaching, research and service in a systematic manner.

4. The University's Fund for Teaching Improvement and Center for Academic Excellence support growth and innovation in faculty teaching, research and service. By attending workshops, seminars, and conferences offered by the center, faculty expand their perspectives, acquire new knowledge and develop new skills and competencies to render more effective teaching and contribute to research.

5. The OERI has taken a leadership role in stimulating faculty research. The OERI's Coordinator has successfully promoted and implemented the ALISE designed processes by which faculty identifies their individual research lines of interest. This action allows students, when enrolling in the Research Seminar of knowledge application (Capstone), to clearly identify and join an active research line of a faculty member to collaborate and to develop their research skills.

6. Faculty regularly attends professional development activities in and outside of Puerto Rico to update their knowledge and skills. In the past seven years faculty have participated in the annual conferences and meetings of ALA, ALISE, REFORMA and in national and international- regional conferences, as ACURIL. Faculty members have recently participated in renowned international conferences in Bahamas, Mexico, Argentina, United States and other venues.

7. A Faculty Development Plan for 2011-2016 was developed to assist in selecting faculty. This plan identifies program needs based on patterns of faculty retirement and new course offerings. Two new faculty members have been hired recently according to the plan, one for the area of digital libraries, and the other for school media centers and knowledge management.

8. Support, in the form of travel funds, is provided for faculty to present research at local, national and international association conferences. This stimulates and enriches the learning and research environment of the School.

9. The faculty has been encouraged and supported to develop online teaching skills as a way of involving them in the School's initiatives for distance learning. The School has offered workshops for faculty involved in the online

teacher librarian certificate. These workshops included developing skills using Blackboard and recently in [Moodle](), designing online learning and online teaching strategies. They were offered by faculty from outside the School, within the University of Puerto Rico system. At the School, faculty teaching on line has also received support and training from our information technology technician in charge of providing support to faculty and students teaching or studying on line.

Evidence

1. Article 45 of the *University of Puerto Rico General Bylaws*, February 16, 2002, as amended up to December 10, 2006.
2. GSIST faculty [Evaluation Instrument, 2000]() (On-site)
3. Capstone [process evaluation instrument](), rev. 2013. (Online and On-site)
4. TARE document showing the faculty annual course load and release time for special projects, research and publications will be available on-site. (On-site)
5. Curriculum Vitae of faculty, including participation in service training and continuing education activities (On-site)
6. List of conferences in which faculty have participated (On-site)
7. Faculty [Development Plan 2011-2016]()
8. Conference programs where faculty members have made presentations in Puerto Rico and abroad (Samples available On-site)
9. Faculty workshop materials (On-site)

Challenges

- Complete recruitment process and hiring of one new faculty member to effectively balance the teaching load and opening more opportunities for research.

- Specific subject areas and skills which faculty needs to develop should be identified in the faculty development plan. Some areas require continuous updating, such as technological innovations and distance education. Workshops and other professional development activities for faculty need to be identified and developed.

Steps to be taken

- See listing of steps in section 1 of this standard for recruitment of new faculty.

- Reassess, revise and expand the faculty development plan, separating recruitment and faculty development needs and issues.

- Identify topics and resources for faculty development activities.

Standard III.3: *The school has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.*

Summary of the School's compliance with this standard

Faculty recruitment procedures have resulted in attracting faculty with diverse cultural and ethnic backgrounds. Visiting faculty from Spain and visiting lecturers have contributed to this diversity. Faculty personnel policies and procedures are available and accessible in print and online formats in the *Manual del profesor* [Faculty handbook]. Issues relating to faculty are discussed in the Personnel Committee, as well as by the faculty as a whole in faculty meetings. Efforts are made to announce available faculty positions in different venues in which professionals from different cultural backgrounds meet.

Achievements

1. Based on the University of Puerto Rico's *Bylaws* (Rev. December 1999), and its *Equal Opportunity Institutional Policy* (UPR Políticas Institucionales, 1999-2000), the School is committed to equal opportunity in terms of recruitment and retention. In accordance with the University's vision and mission statements, it aims to recruit and develop faculty with multicultural, multiethnic and multilingual backgrounds. Recruitment announcements for tenure-track positions have been placed in local print media, electronic lists and websites of local, regional and international professional associations, as well as circulated among different library and information science schools. In this way the School complies with institutional policies, and aims to recruit a faculty with broad interests and diverse backgrounds.

2. Faculty members reflect, not only diversity in terms of disciplines but in terms of cultural backgrounds. Besides faculty born and raised in Puerto Rico there are also faculty originally from Cuba and Perú, making the experiences of the faculty group more diverse and allowing students to interact with professionals from other countries in the region. Visiting faculty members from Spain and visiting lecturers have contributed to this diversity of ethnic and cultural backgrounds. The most recent visiting scholar, Dr. Carol Tenopir (U of Tennessee) accepted the School's invitation to give two lectures on March 4 and 5, 2015, to the information professionals' community. Preliminary agreements have also been established with Dr. Alvaro Uribe-Tirado from Colombia, a recognized researcher and speaker on information competencies in Latin America and elsewhere.

3. Faculty personnel issues and policies are regularly discussed at faculty meetings, as well as in the Personnel Committee. Decisions made are communicated to all faculty members. Written policies and procedures are distributed at faculty meetings in order to facilitate discussion. They are easily accessible and available in both print and online format. Administrative staff can also facilitate access to these documents.

Evidence

1. Articles 42-47 of the *University of Puerto Rico General Bylaws*, February 16, 2002 as amended up to December 10, 2006
2. University of Puerto Rico Equal Opportunity Employment Policy
3. Manual del Profesor, University of Puerto Rico, Río Piedras Campus, 2010
4. List of visiting faculty and lecturers (On-site)
5. Recruiting documents for faculty (On-site)
6. Electronic communications between Dr. Carol Tenopir and the School regarding her visiting scholar appointment. (On-site)
7. Promotion of Dr. Tenopir's lectures and lists of attendance (On-site).

Standard III.4: *The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching, and active participation in appropriate organizations.*

Summary of the School's compliance with this standard

Student and peer evaluation of teaching are integral parts of the School's assessment activities. Faculty competence in teaching and their use of technology are included in student surveys, focus groups and exit interviews. Course load is distributed among the faculty based on their areas of specialization and their research and teaching interests. The School's environment, with a strong technological infrastructure, encourages teaching effectiveness. Faculty development activities provide additional means to strengthen competence in teaching and in the use of new technology. The faculty actively participates and serves in leadership roles in a variety of professional associations, both within and outside of Puerto Rico.

Achievements

1. Students and peers evaluate teaching competence. Evaluation results document the faculty's technological awareness and teaching effectiveness. Formative evaluation is conducted in order to insure competence and effectiveness in teaching, as well as integration of technology in classes. Classroom visits by members of the personnel committee are included as part of this evaluation. Technological literacy is required from all faculty members.

2. Active participation in local, national and international organizations is evidenced in faculty attendance at meetings and conferences, inland and abroad, all year-round, and through participation in different list servers and other online forums. The faculty is active in professional associations, such as the Association of School Librarians of Puerto Rico (ABESPRI), ASEGRABCI (the School's Alumni Association), ALA, ASIST, ARMA, AIIM, AALL, ACURIL (Association of Caribbean University, Research and Institutional Libraries), ACURIL, Puerto Rico Chapter, Reforma, Puerto Rico Chapter, the Puerto Rico Society of Librarians, and the Puerto Rican Association for Distance Learning. Most faculty members have been or are members of the boards of local and international-regional professional associations.

3. The curriculum aims to integrate technology in all program areas, insuring that faculty is not only technologically aware, but also skillful in its educational use. Special workshops have been planned and implemented as part of the Faculty Development Program to facilitate this end. The LabCad, located on the first floor of the Jose M. Lázaro building, an institutional unit for faculty technology training, provides support for faculty to develop needed competencies in teaching. Several faculty members have taken advantage of the workshops offered by LabCad.

4. The School's faculty development activities include workshops and seminars on new information technologies to insure the acquisition of knowledge and skills in this area. In addition, faculty members attend a variety of conferences and workshops both within and outside campus to enhance and update their technological skills. The University's Center for Academic Excellence offers a variety of programs focusing on teaching and research skills, in which faculty has participated and continue to participate.

Evidence

1. GSIST faculty development and recruitment plan, 2011-2016
2. Course syllabi (Core and required course syllabi available Online and On-site)
3. Faculty curriculum vitae (On-site)
4. Faculty profiles
5. Faculty development workshop materials (On-site)
6. Faculty recruitment announcements
7. Professional affiliations of faculty (See faculty CVs)
8. LabCad and Center for Academic Excellence (http://www.youblisher.com/p/1061092-calendario-enero-mayo-2015/) course listings (On-site)

Standard III.5: *For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.*

Summary of the School's compliance with this standard

Full time faculty are involved in a variety of research projects and other scholarly activities, as reflected in their curriculum vitae and faculty profiles. The School provides support for faculty research, including release time. The School's Research Center, OERI, and the collaboration with the University of Tennessee have contributed to enhance the GSIST research culture. Research funding opportunities through special programs established by DEGI have provided a means to support research initiatives for innovative projects of faculty members. Several faculty members have submitted successful proposals and received support for research from DEGI. Research activity has steadily increased from 2008 to this date.

Achievements

1. Full-time faculty are involved in a variety of different types of scholarly activities, as reflected in their curricula vitae. The Faculty Development

Plan emphasizes the importance of research and scholarship. The School supports members of the faculty in terms of release time to facilitate planning and carrying out research and related scholarly work.

2. The collaboration with the University of Tennessee's School of Information Sciences has provided additional opportunities for faculty to become involved in joint research projects. As a consequence, one research article authored jointly by an EGCTI and a UT faculty member was published. Research agreements are being drafted with Universidad Carlos III of Madrid in the areas of visual literacy and information competencies.

3. The School's Research Center, OERI, has strengthened the research environment, and stimulated more attention and awareness of the importance of research in the School. Better facilities have been provided (Room 314), in which researchers and assistants can develop a better working relationship.

4. The University of Puerto Rico, Río Piedras Campus, requires that faculty members of graduate programs identify research lines and other scholarship endeavors, and publish the results of these activities. The faculty has discussed ways to strengthen research and publishing endeavors. Research lines have been identified by each faculty member and are included on the School's web site.

5. In 2012, the Río Piedras Campus approved a new academic policy, Certification 38, for graduate programs. The new policy delineates specific requirements for professors in graduate programs in terms of research and publication. The quality of teaching and the intellectual output will be assessed every three years to determine if the faculty member complies with the criterion that allows him or her to remain in the graduate program. The policy also states that the academic load will be redistributed, with a course load of 6 credits and the remaining 6 credits to be spent in intellectual work or dissertation supervision. Due to financial constraints in the UPR, the academic load aspect has not been implemented, and the School´s faculty is still teaching at least 3 courses per semester.

6. During the past seven years faculty research and publication have increased. There has been a sustained effort to strengthen this area.

Evidence

1. Certification #38 for Graduate Programs
2. Faculty research and publication table from 2008-2014 (On-site)
3. Faculty curriculum vitae (On-site)
4. GSIST faculty development and recruitment plan, 2011-2016
5. Poster session materials of research projects (On-site)
6. Samples of faculty publications and creative work (On-site)
7. Draft agreement of research collaboration with Universidad Carlos III of Madrid, Spain.

Challenges

- There is a need to continue and expand the trend toward more faculty research and publication. Options for collaborative research among faculty, among faculty and practitioners, and among faculty and students need to be explored.

Steps to be taken

- Create opportunities for faculty to present the results of their research on a regular basis, as part of the School's extracurricular activities, in a faculty colloquium or seminar open to the entire School community.

- Identify possible collaborative research projects within the context of research grant proposals, by using personal contacts made within the University, and by responding to petitions from faculty in other disciplines that have contacted the School seeking collaborative research.

- Encourage faculty to seek external resources to fund research projects.

Standard III.6: *The faculty holds advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and evaluation, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurtures an intellectual environment that enhances the accomplishment of program objectives. These characteristics apply to faculty regardless of forms or locations of delivery of programs.*

Summary of the School's compliance with this standard

The School's teaching faculty hold doctoral degrees from a variety of accredited universities in the US and Spain. They bring a diversity of academic backgrounds, subject expertise, professional experience, and personal abilities. They have been actively involved in professional associations in leadership roles, maintaining an active connection to the field. They have been involved in multidisciplinary projects with other faculties on campus, programs, and institutions, and have contributed to nurture the intellectual environment of the School.

Achievements

1. The School's seven full-time teaching faculty hold the doctorate degree from the following institutions: Columbia University, The University of Michigan (Ann Arbor), University of Texas (Austin), The Pennsylvania State University, Rutgers University, Nova South Eastern University, and Universidad Carlos III de Madrid. The majority of the faculty members have masters and doctoral degrees in LIS. Some have doctoral specializations in Communication and Educational Technology. Each contributes to and enriches the Program with a diversity of backgrounds, relevant experience and

specialized knowledge needed to teach core courses and other specialized course offerings.

2. Faculty are directly involved with the School's evaluation and planning activities. Close liaison and continued interaction with the field is evidenced by active faculty participation in local professional organizations such as School Librarians Association of Puerto Rico (ABESPRI); Association of Legal Librarians of Puerto Rico; the School's Alumni Association (ASEGRABCI); the Puerto Rico Society of Librarians; Reforma Chapter in Puerto Rico; ACURIL (Association of Caribbean University, Research and Institutional Libraries); ACURIL –Puerto Rico Chapter; APAD (Puerto Rican Association of Distance Learning); ARMA; AALL; ALA; and ALISE. Through active participation in professional organizations, the faculty serves as role models for students on the importance of this aspect of professionalism.

3. The faculty is committed to working together to create an intellectual environment that facilitates accomplishing program objectives. They have collaborated with colleagues from other disciplines in joint academic projects, such as the Permanent Seminar for Research Methods, and the Title V Project.

4. Faculty have served as consultants and offered technical assistance to business, industry, government agencies, as well as to school, public and special libraries. They have interacted with colleagues from other disciplines working with University wide accreditation efforts, University Senate projects and activities, as well as special School community projects and activities.

Evidence

1. Articles 42-47 of the *University of Puerto Rico General Bylaws*, February 16, 2002 as amended up to December 10, 2006
2. GSIST faculty development and recruitment plan, 2011-2016
3. Faculty curriculum vitae (On-site)
4. Faculty profiles
5. Materials relating to faculty projects (On-site)

Standard III.7: *Faculty assignments relate to the needs of a program and to the competencies and interests of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.*

Summary of the School's compliance with this standard

Faculty members teach in areas related to their competencies, areas of specialization and interests according to the needs of the Program. In addition, faculty teaches special topics courses (CINF 6995), based on their particular interests relating to issues and trends in the field. The focus is on quality of teaching and also, the Faculty guide students in the Seminar on Knowledge Application (Capstone). The School's

environment is characterized by flexibility in terms of balancing teaching assignments, research projects, professional development activities, and service responsibilities. This facilitates providing time for each of these functions.

Achievements

1. The School's program planning insures that faculty assignments relate to program needs and faculty expertise, thereby facilitating quality of instruction. Competencies and interests of individual faculty members are taken into consideration when making teaching assignments. Discussion of the School's Program at the annual retreat and at monthly faculty meetings facilitates close interaction and shared decision-making with respect to faculty assignments. In this way, time needed by faculty for teaching, advising, research, professional development, and service to the University and to the community can realistically be adjusted.

2. Teaching assignments are related to key program areas, and to faculty interests and expertise. Faculty generally do not teach more than three courses each semester. They can indicate which courses they prefer to teach, as well as develop new ones. There is a great effort made by the administration to support faculty preferences in teaching and other assignments. According to the new Certification 38, faculty should devote at least 12 credits to research and projects, and 12 to teaching. As mentioned before, this academic load distribution is in the process of being implemented.

3. Programmatic needs may require the delegation of special assignments to faculty members. These are made taking into consideration specific faculty competencies and interests. At times, additional economic compensation or release time is allotted for special assignments. For example, one faculty member has had three credits of release time to support the School's distance education and online teaching initiative. He provided individual help for faculty teaching in the online Teacher Librarian Certificate Program, monitors teaching within this certificate, and assists in design of online courses. Another faculty member has received a 3 credit release time to coordinate the School's research center, OERI and still another to lead the assessment efforts.

4. On the whole, faculty assignments take into account time needed for research, professional development, and service to the field. The Director is aware and supportive of the importance of providing time for faculty to accomplish these responsibilities, including assignment of student research assistants. There is good rapport among faculty, administration and staff. This environment facilitates effective coordination and use of faculty time.

5. The average full- time faculty course-teaching load is 9 credits per semester. Faculty has received academic release time from the regular 12-credit load for research, publication and other administrative projects and responsibilities. An annual distribution of academic worktable prepared by the School's administrative officer shows the distribution of workload for each full-time faculty member. The identification of faculty research lines, and support for research, with student assistants, is included in the School's web site.

Evidence

1. TARE document showing the faculty annual course load and release time for special projects, research, and publications. (On-site)
2. Faculty curriculum vitae (On-site)
3. Courses of the updated curriculum offered by faculty from 2011-2014
4. Letters from director to faculty with release time and specific assignments. (On-site)
5. *Política académica para los estudios graduados en el Recinto de Río Piedras*, Certificación 38 del Senado Académico, 2012-2013

Standard III.8: *Procedures are established for systematic evaluation of faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.*

Summary of School's compliance with this standard

The faculty evaluation instrument, updated and revised, includes criteria relating to teaching quality, research, and service. Student evaluation of faculty is part of each course. Course assessment techniques provide useful information on faculty performance. There is peer evaluation of faculty, handled by the Personnel Committee, as part of the process of promotion in rank and tenure.

Achievements

1. With the newly approved Certification #38, the School's faculty evaluation policies and procedures are being re-examined by the Personnel Committee, and will be submitted to the faculty for approval. The process will be reexamined systematically in order to insure that formative and summative evaluation is carried out. Among the criteria used in the evaluation process are accomplishment and innovation in teaching, research and service, as required by the University. The process will include input from peer and student evaluations.

2. Students complete formal written evaluations of each course. Informal evaluation occurs during the semester, and is encouraged by faculty. The formal course evaluation forms are placed online, for virtual as well as for onsite courses, using the Question Mark software. This has allowed the immediate analysis and delivery of results to faculty and administration.

3. In addition, techniques such as reflective journals and electronic professional portfolios are used in evaluation. Faculty evaluation also involves classroom visits by Personnel Committee members.

4. In the student exit interviews, questionnaires and focus groups, faculty performance is evaluated. Results of these strategies provide input for a systematic evaluation of faculty in their teaching, research, and service roles. Results of employers and alumni focus groups have provided useful information for faculty development.

Evidence

1. GSIST Faculty Evaluation Instrument, 2000, being revised according to Certification #38.
2. Seminar on Knowledge Application (Capstone) evaluation instrument
3. Classroom visit evaluation form (On-site)
4. Results of peer and student evaluations, questionnaires, focus groups and interviews (On-site)
5. Recognitions and honors received by the faculty (On-site)

Challenges

1. Revise the Faculty Evaluation Manual to align it with requirements established by Certification #38.