

TAMIU Faculty Senate Meeting

May 3, 2019; WHTC Rm 126

- I. The meeting was called to order by the Faculty Senate President, Dr. Ken Tobin at 12:07 p.m.
- II. *Roll Call:* Dr. Kenneth Tobin, Dr. Lola Norris, Dr. Marvin Bennett, Dr. Frances Rhodes, Ms. Malynda Dalton, Dr. Puneet Gill, Dr. Ariadne Gonzalez, Dr. Diana Linn, Dr. Abby Lloyd, Dr. Gilberto Martinez, Dr. Neal McReynolds, Ms. Angela Moran, Dr. James Norris, Dr. Jason Norris, Ms. Kimber Palmer, Dr. Leonel Prieto, Dr. Lourdes Vilorio, Dr. Oswaldo Zapata Correa
- III. *Our Guests* were given the floor.

Dr. Pablo Arenaz

Dr. Arenaz announced that if we (TAMIU) get our full credit hour funding from the legislation then we could see a budget increase of as much as \$5.3 M. If we obtain these extra funds we would use a portion of them to create new positions, including a new coordinator for our Public Health Program. We also have a new tuition revenue bond with \$6 M pending for a new building.

We are also currently monitoring several bills in the House and Senate dealing with the transferability of courses. Core advising of dual-credit students has allowed many to take courses that have nothing to do with their potential degrees.

Other Announcements:

We are still working with the City to build the tennis courts, with a possible ground-breaking in November.

The move to the new Academic Innovation Building will start in July and early August.
The Police Department will be moving into their new building at the end of May

Dr. Tom Mitchell

Dr. Mitchell announced that Faculty evaluations were currently in his office and will be finished before the semester ends.

With the new dual computer password system you will need to register separately for the University and the University System. That is, if you are using the Duo Mobile app you will have to have 2 different accounts; one to log into TAMIU (Uconnect...etc.) and a separate one for the System (Single Sign-in...etc.).

There was discussion about the possibility of placing the University's old web directory into Uconnect where it could be easily accessed by everyone within TAMIU. This is a possibility to bring to OIT for the future.

Also, there was much discussion about including evaluations of students into Faculty evaluations who have dropped the course. Currently they are not included, but may be in the future.

Dr. Pat Abrego (Director of Instructional Technology & Distance Education)

Demonstrated a new accessibility add-on to Blackboard called 'A11Y'. This add-on scans documents uploaded to Blackboard and through optical character recognition reports on how assessable the document is. It is currently under 'soft' development, meaning faculty can try it to see how they like it without having to take additional training for it.

IV. The minutes of the April 5, 2019 Senate meeting were approved with corrections.

V. Old Business

1. Service certificates were presented to the Senate members for an outstanding year of support.

2. A summary of the Administrator Evaluation results for the Faculty Senate were presented (see attached).

3. The final fixed-term promotion guidelines for the College of Education were presented for approval (see attached). Several items were included in this version as requested by the Senate including the requirement of a terminal degree by Professionals and a timeline for promotion in rank. This document was approved unanimously by the Senate for inclusion in the Faculty Handbook appendix.

VI. New Business

Dr. Rhodes presented the Senate with a proposed change in the wording of the Elections Officer's description of eligibility for Senate membership (see attached). After discussion it was agreed that item (c) of the proposed change should read "Instructor or Fixed-term Member". With this addition the item was approved unanimously by the Senate.

VII. Committee Reports

1. Academic Oversight Committee: did not meet.

2. Budget and Finance Committee:

Dr. Vilorio gave a brief report from the last BAC meeting (see attached). Also a University budget listing from Dr. Mitchell was presented to the Senate and is awaiting future prioritizing.

3. The University Ethics Committee: did not meet.

4. The Committee on Creation, Composition, and Responsibilities of Committees:

Dr. Rhodes announced that the two Handbook changes that were up for Faculty vote both passed.

Also that the Administrator Evaluations were completed and ready for distribution.

Finally, a current list of University Committees along with a call for nominations for positions that will soon be vacated will be sent to the Senate in the next week.

5. The Awards Committee:

Dr. Lola Norris reported that the committee completed its task of organizing class observations for the teaching awards and that all went well with the observations.

6. The Handbook Committee:

Ms. Dalton reported that the Handbook Committee will be meeting over the summer to finalize changes to both the web handbook and the official printed document.

7. The Assessment Committee:

Presented results of the Administrator Evaluation for the Senate as previously noted.

8. The Distance Education and Instructional Technology Committee:

Dr. Jim Norris announced that the QM for electronic courses need to be redone every 5 years and the stipend is \$3,600 for a full review and \$1,300 for minor revisions. Also, the Attendance Application which is under review seems to perform well.

9. The Technology Advisory Committee:

Dr. Viloría reported that the TAC met on April 10th (see attached minutes). During the meeting the OIT component of the Services Evaluation was presented and will be reviewed for future discussion.

10. Fixed-Term Promotion Committee:

Ms. Kimber Palmer announced that they have finalized the fixed-term promotion guidelines for the A.R. Sanchez, Jr. School of Business and it will be presented to the Senate for review early in the Fall 2019.

11. Curriculum Committee: did not meet.

VIII. The 2018-2019 Faculty Senate was adjourned.

IX. The 2019-2020 Faculty Senate was called to order.

Three new Senate members were welcomed:

Dr. Abby Lloyd - Department of Fine and Performing Arts

Dr. Runchan Lin - Department of Math & Physics

Ms. Vivian Garcia - College of Nursing & Health Sciences

A call for nominations and election of Senate Officers was held:

President - Dr. Lola Norris was nominated and accepted the position

Vice President - Dr. Lourdes Vilorio was nominated and accepted the position

Secretary - Dr. Marvin Bennett was nominated and accepted the position

Parliamentarian & Elections Officer - Dr. Frances Rhodes was nominated and accepted the position.

- X. The 2019-2020 Faculty Senate was adjourned.

- XI. Faculty Awards were discussed and votes were obtained for:
 - University Scholar of the Year
 - Distinguished Teacher of the Year
 - Outstanding Teacher of the Year

- XII. Final adjournment of the 2018-2019 Faculty Senate at 2:00 p.m.

Original Wording:

Faculty Senate (Three-year terms; Elections to be coordinated by the FS Elections Officer)

Eligibility for Senate Membership:

- a. All members other than student members must be voting members of the Faculty.
- b. Members-at-large. Four tenured or tenure-track members to be elected by the vote of the Faculty members.
- c. Departments/Schools, within Colleges, Members. One full-time tenured or tenure-track faculty member from department/school within a College to be elected by the voting membership of that department/school within a College. The Library will be considered as a department/school and will be represented by one full-time faculty member.
- d. Student Members. One undergraduate student and one graduate student to be elected by their respective constituents. The student members shall be non-voting members.

Proposed Change:

Faculty Senate (Three-year terms; Elections to be coordinated by the FS Elections Officer)

Eligibility for Senate Membership:

- a. All members other than student members must be voting members of the Faculty.
- b. Members-at-large. Four full-time fixed-term, tenured or tenure-track members to be elected by the vote of the Faculty members.
- c. Fixed-term Member. One fixed-term member, from any College, elected by their respective constituents, who must be fixed-term, full-time faculty.
- d. Departments/Schools, within Colleges, Members. One full-time fixed term, tenured or tenure-track faculty member from department/school within a College to be elected by the voting membership of that department/school within a College. The Library will be considered as a department/school and will be represented by one full-time faculty member.
- e. Student Members. One undergraduate student and one graduate student to be elected by their respective constituents. The student members shall be non-voting members.

RESULTS SUMMARY
Administrator Evaluation Instrument -
FACULTY SENATE

87 of 438 already voted.

1 The Faculty Senate positively advocates to the administration on behalf of the faculty.

Strongly Agree	28
Agree	37
Neutral	7
Disagree	6
Strongly Disagree	2
Insufficient Information to Render an Informed Opinion	7

2 The Faculty Senate is responsive to the concerns of the faculty.

	30
Strongly Agree	
Agree	31
Neutral	11
Disagree	6
Strongly Disagree	2
Insufficient Information to Render an Informed Opinion	7

3 The Faculty Senate engages in meaningful dialogue with the faculty

	26
Strongly Agree	
Agree	37
Neutral	10

Disagree	6
Strongly Disagree	2
Insufficient Information to Render an Informed Opinion	6

4 The Faculty Senate keeps the faculty apprised of developments between faculty and administration.

Strongly Agree	33
Agree	36
Neutral	10
Disagree	4
Strongly Disagree	1
Insufficient Information to Render an Informed Opinion	3

5 The Faculty Senate serves an important role in the overall university governance

Strongly Agree	42
Agree	21
Neutral	12
Disagree	6
Strongly Disagree	3
Insufficient Information to Render an Informed Opinion	3

RESULTS DETAILS

Comments - Positive

Kudos for the senate in general (X5)

Kudos for the senate leadership. (X4)

Appreciates e-mail updates about activities within administrative councils (X3)

Effective at advocating for faculty

Keep up the good work guys

Appreciates Coffees with the President

Need more coffees with both the President and Provost

The Faculty Senate has gone above and beyond to create more communication and transparency between administrative units and faculty.

The senate is responsive to faculty concerns

Upper administrators freely share information at the senate meeting which is positive

Numerous references by upper administration about faculty senate demonstrate the importance of the senate as a faculty advocate

The senate has kept an open dialog with administration allowing for sharing of faculty concerns

Open door policy for faculty senate meetings helps facilitate communication with faculty

Hopefully the Senate will continue to appoint level-headed leaders that can meaningfully interact with the upper administration

Comments - Negative

Seems more like a ceremonial type of organization (X2)

Faculty Senate is too timid and unassertive. Stronger leadership is badly needed. (X2)

The senate cannot get much done because the administration does not believe in shared governance (X2).

Sharing minutes does not necessarily keep the faculty apprised (X2)

Little evidence of shared governance. (X2)

Many decisions are by fiat by the Provost and President

Needs to be a stronger advocate for adjuncts and non-tenure track faculty

Couldn't advocate to restore semesters with a normal length. Zero faculty input was asked.

The senate needs to host more regular meetings with faculty to better air faculty concerns

The senate is helping to propagate and elite system at the expense of adjuncts.

Equity of salaries and workload remain an issue.

The senate displays favoritism in the faculty they support

The senate is there to please the administration more than advocate for faculty.

The faculty handbook needs to be followed for workload calculations. Impacts research productivity

The Faculty Senate produces a Handbook that the administration does not follow. Why Bother?

Instructors and Professional (Fixed-Term) Faculty¹
Appointment, Retention, and Promotion
College of Education

The **College of Education** (College) recognizes the unique contribution that fixed-term non-tenure track Instructors and Professionals make to the success of students and the enhancement of quality programs. Further, the Texas A&M System “recognizes the merit individuals whose interest, excellence, or discipline does not include research” (Standard Administrative Policy (SAP) 12.07) bring to the institution. The policy “is designed to provide a means to recruit and retain faculty whose excellence in teaching, research or service make them beneficial members of the system academic institution, while providing them with stable, long-term employment” (SAP 12.07).

The guidelines that follow are designed to provide guidance for the recruitment, retention, and promotion of qualified professional faculty within Instructor and Professional ranks. As such, the College recognizes that these individuals possess distinct knowledge, credentials, and proficiencies that augment the expertise of the faculty, as well as the mission of the College and University. The aforementioned faculty make it possible for the College to achieve its mission by contributing in many ways, generally in the areas of teaching and service.

Definition of Faculty Status:

Instructors

For appointment, an **Instructor I** must hold at least a master's degree, with a minimum of 18 hours in the area that they will offer instruction. They will typically supplement their degree by professional or work experience in the field, and may hold special certification, license or other certification of proficiency in the field. Instructors must demonstrate a basic knowledge of the teaching area, careful classroom preparation, and a willingness to assist students. They must show continuing progress in teaching by expanding knowledge in the teaching specialty and developing effective instructional strategies and techniques. In their initial appointments, Instructors must participate at an introductory level of responsibility in service to the College and/or University through committees and special projects. They must show clear evidence of understanding advancements in scholarship that are related to the teaching specialty.

Following successful completion of their first five years, or any time thereafter, a candidate may apply for advancement to **Instructor II**. At this point, an Instructor will have confirmed advanced knowledge of the pedagogy in their teaching area through demonstration of careful classroom preparation, and a willingness to assist students. They will have expanded their knowledge in the teaching specialty and developed effective instructional strategies and

¹ Texas A&M International University's (TAMIU) Faculty Handbook (2018), pp. 24-25, 31-32 describe the fixed-term faculty status.

techniques through the engagement of professional and/or scholarly activities. They will have contributed to the mission of the College and University through committee service and special projects. They must show clear evidence of understanding advancements in scholarship related to their teaching specialty.

At such appropriate time, but no sooner than after five successful years as an Instructor II, a candidate may apply for promotion to **Instructor III**. A successful candidate will have progressed in their knowledge of their teaching specialty and be able to demonstrate that progress through products from professional activities together with recognition from their peers and their students. They will have demonstrated willingness and a capacity for service to the College and the University. Their teaching, service, and scholarly (if applicable) activities will demonstrate a maturity that comes from extended experience.

Professionals

The **Assistant Professional** rank is a non-tenure track faculty rank (usually reserved for faculty with a terminal degree in their field) whose primary focus is typically on teaching and service but may also include scholarly pursuits in his or her discipline or in pedagogy. Faculty at this rank have a commitment to teaching, exemplified by a substantial record of teaching and service effectiveness, as well as continuously developing currency in the discipline/pedagogy through identification of advancements in scholarship that are related to their teaching and/or service specialty. The faculty workload typically includes teaching and service, as well as engagement in professional development activities. Scholarly work is not expected unless specifically noted in the letter of appointment ². Assistant Professional faculty demonstrate professional growth across teaching, service, and/or scholarship, consistent with their current letter of appointment.

The **Associate Professional** rank is a non-tenure track faculty rank for faculty with a terminal degree in their field whose primary focus is typically on teaching evidenced by expertise in discipline-specific teaching, and noteworthy service responsibilities to the College, University, local communities, and the profession. Evidence of leadership may also be prominent. Associate Professionals are effective professional educators, whose pedagogy and service are recognized by students, peers and others as noteworthy. Associate Professional faculty demonstrate expertise and sustained professional growth across teaching, service, and/or scholarship, consistent with their current letter of appointment. Generally, at least five years of service at the Assistant Professional rank is required for promotion to Associate Professional.

The **Senior Professional** rank is a non-tenure track faculty rank for faculty with a terminal degree in their field whose primary focus is on exemplary teaching, service, and/or scholarship,

² See the TAMU Faculty Handbook (2018), pp. 23-24 for an applicable definition of scholarship.

with evidence of leadership, discipline-specific expertise, and/or professional productivity. Senior Professional faculty demonstrate expertise and continued professional growth across teaching, service, and/or scholarship, consistent with their current letter of appointment. Normally, least five years of service at the Associate Professional rank is required for promotion to Senior Professional.

Appointments:

Faculty currently employed at the time of the adoption of these new definitions, even if such adoption falls within an academic year rather than prior to, may petition to be placed into the rank they think is most appropriate to their education and experience, to take effect immediately. If such application is approved, they will receive all benefits, including any financial or professional rewards, commensurate with that rank. However, any advancements in rank or salary will be prospective only as of the date of the new appointment. No Instructor or Professional faculty is required to apply for promotion, and may serve indefinitely at the highest rank they achieve; dismissal from a Professional faculty position shall comport with university and system rules (TAMUS Rule 12.07.5). The rank of new Instructor or Professional faculty hired after the implementation of this policy shall be determined with the application of this policy and by the dean of the College in collaboration with the university provost and president.

Initial appointments are made by the dean of the College with the approval of the provost, and president of the University; rank placement is made considering the candidate's education, experience and expertise together with the needs of the College. Initial appointments for the first three years are for one year each. Subsequent appointments are generally three to five years, but may not exceed five years. Renewal of appointments are made with the consideration of said faculty member's fulfillment of the expectations and requirements of their rank and provisions of their appointment contract.

Additionally, the placement, definition and employment expectations or requirements for an individual Instructor or Professional faculty member are subject to and may be defined by contract with the dean of the College and University administration and may provide for additional or different terms and requirements. Following initial appointments, an Instructor or Professional faculty member will negotiate a contract from three to five years with the University outlining their rank, expectations, as well as financial remuneration. It is anticipated that a promotion will carry with it an increase in salary beyond standard merit increase awarded all faculty.

Professional track faculty members may request to move to tenure-track. Approval of the request will be at the recommendation of the dean in collaboration with the provost and determined by the provost and the president. When such a request is determined, time spent in a fixed-term non-tenure track position will not apply toward the tenure probationary year. Fixed-term faculty who are moved to tenure-track may request to return to a fixed-term, non-tenure track position, but if approved, they may not return to a tenure-track position. Faculty in tenure-track positions will follow the College's and University's promotion and tenure guidelines and policies.

Annual Review:

According to SAP 12.07, “promotion criteria include excellence in teaching for faculty with teaching responsibilities, or excellence in research or service, as appropriate for other appointments. Overall superior performance and potential for development are also expected as criteria for promotion.”

1. Initial appointments are typically for a one-year term for the first three years with renewable contracts, contingent on satisfactory annual evaluations.
2. All Professional faculty shall be reviewed annually in accordance with the College and University policies for annual faculty evaluations (AFEs). Please see the Faculty Handbook for responsibilities regarding teaching, service, and/or scholarship ³. Annual evaluations will include student, self, department chair, and dean’s evaluations in teaching and service, and/or scholarship, consistent with the current letter of appointment.
3. Copies of all evaluations shall be placed in the faculty member’s personnel file. Copies will be provided to the faculty member.
4. Any faculty receiving less than satisfactory evaluations for two consecutive years in teaching, service, and/or scholarly work will be placed on a professional development plan, similar to the plan noted in the Faculty Handbook ⁴.

Promotion in Rank:

The College will maintain written standards of promotion which delineate expectations for promotion to each Instructor or Professional rank. The written standards will be approved by the College faculty and the Faculty Senate, after which copies will be provided to and available for all faculty.

Instructor or Professional faculty members wishing to apply for promotion shall review the criteria to ensure they meet the qualifications for advancement in rank. Faculty are eligible for promotion at the end of their fifth year, or equivalent, as an Instructor I or II, or Assistant or Associate Professional, with at least two years of experience at TAMIU.

Instructor or Professional faculty interested in promotion will submit a dossier (up to 25 pages) aligned to the promotion process, as applicable to the College and University. The dossier will include the following:

³ See the TAMIU Faculty Handbook, (2018), pp. 21-24.

⁴ See the TAMIU Faculty Handbook, (2018), pp. 43-46.

- A. A written request to be considered for promotion to the dean by February 1, of the year requesting promotion;
- B. A statement delineating the faculty member's philosophy of teaching, service and scholarly accomplishments, which includes a discussion of the relationship to TAMIU's and the College's mission (3 pages maximum) ⁵;
- C. A synopsis (3 pages maximum) of sustained quality attainment in the areas of assigned responsibility as applicable within the general headings of:
 - (i) Teaching ⁶,
 - (ii) Service/engagement/professional activities, and/or
 - (iii) Scholarship;
- D. A current curriculum vitae (10 pages maximum);
- E. AFEs from the last five (5) years;
- F. A chart delineating the faculty member's summative course evaluations;
- G. At least two different peer teaching observation assessments and accompanying reflections;
- H. Letters from individuals speaking to the quality, contributions, and accomplishments of the faculty member ⁷ as extracted from the dossier; and
- I. Supportive sample documentation of exceptional teaching ⁸, excellence in service ⁹, and engagement in professional development activities.

Supportive materials (e.g., copies of articles, conference presentations, letters of reference, letters of recognition, course syllabi, final examinations, grant proposals, and samples of student course

⁵ The purpose of this statement is to provide a context for reviewers of the dossier in regards to the faculty member.

⁶ Examples of student course evaluations should be included with supplemental materials.

⁷ For promotion to Instructor II or Associate Professional, two (2) letters from peers are to be included. For promotion to Instructor III or Senior Professional, three (3) letters are to be included, whereas one letter (1) is from outside the College; one letter (1) from outside TAMIU; and one letter (1) from an individual familiar with your qualifications and abilities.

⁸ Examples of supportive documents for teaching may include a statement of teaching goals; teaching load information, including level and class size; evaluation of curriculum development, including sample syllabi and course materials; evidence of use of technology and innovative pedagogy to complement instruction; and/or professional development in teaching, including workshops and seminars presented and attended. Examples from students regarding teaching may include student evaluations, articles co-authored with students, Honors and awards to supervise students, and/or community and school based projects guided and produced in connection with courses. Examples from peers regarding teaching may include letters from peers who have observed classes or reviewed course materials, Honors or awards for teaching excellence, extramural funds awarded for instructional innovation, facilities, and/or student support.

⁹ Examples of supportive documents for service to the University may include service on departmental, College, or University committees; student advising; and/or faculty or staff mentoring. Examples of service to community, regional, national, or international organizations and/or schools may include service on boards, consulting work, letters from professionals, work with EC-12 faculty, organizational leadership on project development, Honors, and/or awards for mentorship.

evaluations) are to be excluded from the 25-page limit. Supplemental materials should be placed in a second dossier labeled as such.

Promotion Review Process:

Fixed-term faculty considering application for promotion will meet with the department chair and College dean to review and discuss the request for promotion, promotion criteria and process, as well as readiness for promotion in the fall of the academic year they wish to apply for promotion.

A peer-review committee of three faculty at the Instructor or Professional rank that is advanced from the applicant will review the faculty member's dossier. Should the College have less than three faculty at the Instructor or Professional rank, fixed term faculty from outside the College will be asked to serve in collaboration with the faculty member's chair and/or dean. The peer-reviewers should be selected based on the similarity of the faculty member's assignment and responsibilities (i.e., teaching, service, professional development, and scholarly work).

Review of the faculty member's dossier is to be completed by March 1. The peer-review committee will make a recommendation, along with a rationale for the recommendation, to the dean noting that the faculty member either:

- a. meets the qualifications for promotion, or
- b. does not meet the qualification for promotion.

The dean will forward the committee's recommendation, along with the dean's recommendation, which may differ from the committee's recommendation, to the provost by April 1.

The faculty member will be notified by the provost regarding the recommendation of promotion.

Faculty denied promotion remain in their current rank and may request promotion in subsequent year(s).

Approved by the TAMIU Faculty Senate on xxx, 20xx

Budget Advisory Committee Meeting Minutes

March 25, 2019

The Budget Advisory Committee met on March 25, 2019, at 3:30 p.m. in KL-270 with the following members in attendance: Juliene Carriere, Lorraine Dinkel, Gina Gonzalez, Margaret Gonzalez, Fred Juarez, Antonio Rodriguez, Gloria Sanchez, Claudia San Miguel, Marivic Torregosa, Marcela Uribe, Lourdes Vilorio and Virginia Watkins. Attending in an ex officio capacity were Juan Castillo and Julie Barrera.

Mr. Castillo began the meeting by welcoming back the previous committee members. Then the new members were introduced and the Committee Charge and Member Term handouts were passed around the table for review.

The committee members reviewed one-time expense requests awarded in FY 2019. There was discussion for the benefit of new members on the review process of how budget priorities and recommendations are prioritized and graded.

A handout showing a comparison of appropriations for the House & Senate bills as introduced was distributed. The legislative process was discussed by Mr. Castillo. He stated this year's legislative session should yield a budget by May 2019. Mr. Castillo explained that higher education gets funded through state appropriations in two ways: formula funding (based on semester credit hours, not head count) and Special Items.

Lastly, the sample of the Budget Request and Budget Request Narrative forms were passed around and discussed. Next week, these forms will be sent out to Colleges and Divisions and the process will begin. Once the budget forms are completed, the VP's prioritize the items and then the BAC committee will conduct hearings and grade the items.

Next BAC meeting date & time TBA.

The meeting adjourned at approximately 4:15 p.m.

Texas A&M International University/ Technology Advisory Committee
Meeting Minutes

April 10, 2019
10:45 a.m. KLM 253

Meeting Facilitator: Dr. Maria de Lourdes Vilorio

Invitees:

Fran Bernat – COAS,

Hugo Garcia –ARSSBA,

Seong Kwan Cho- COED

Lisa Heard – CNHS,

Nerissa Lindsey – KL,

Jose Maria (Joe) Gutierrez, University College

President's Appointee, Marvin E. Bennett, III

Trevor Liddle, VP for Finance & Admissions Appointee,

Albert Chavez, VP for IT Appointee

Catarina Colunga, VP for Institutional Advancement Appointee

Gina Gonzalez, VP for Student Success Appointee

Leebrian Gaskins, VP for Informational Technology/CIO, ex-officio

Patricia Abrego, Director of Instructional Technology & Distance Education

Pablo Reyes, Associate Director of User Services

Ricardo Ramirez, Associate Director of Student Information Services

Roberto Gonzalez, Associate Director of Instructional Technology Services

- I. Welcome/ Roll call
- II. February13, 2019 Minutes were approved
- III. New Business
 - a. Multifactor Authentication- The TAC members discussed the importance of TAMIU's online/internet security for faculty, staff and students. Several concerns were presented
 1. Numerous emails received by faculty from different individuals stressing the importance of DUO authentication

Proposed resolution was have one designated individual email faculty
 2. Confusion about WORKDAY duo authentication and LMS an Banner DUO authentication

Proposed resolution the TAC members requested that Albert Chavez discuss this matter with Dr. Gaskins and issue a clarification for WORKDAY, and LMS/BANNER users.

In addition, the TAC members requested the preparation of a boiler plate for faculty to use in course syllabi regarding students needing to create a duo factor authentication password.

- b. Spam and Pop-up Windows- This appeared to be an isolated issue and the faculty member who presented this concern will have OIT check his/her computer hardware and software.
- c. The TAMIU Faculty Senate Support Services Survey Summary conducted February 2019 See Enclosed Feedback was also reviewed with OIT representatives who were gracious for the positive feedback and requested time and clarification for items needing attention.

OIT (Positive)

- OIT is highly supportive of teaching (X20). Special kudos for Tony and Gloria Sanchez (X2)
- OIT is supportive of faculty requests (X19)
- eLearning staff great. Good at addressing problems with Blackboard (X6)
- Assist with APQM course development (X2) and solve technical issues.
- The new ring connectors in classroom are very helpful (X2)
- OIT is much better than technology support at other institutions.
- Facilitated troubleshooting to view training sessions and webinars (Rosy Ochoa)
- Carlos Vallarta (OIT) is perhaps the most hardworking and supportive worker in that office
- Jesus Barrera has set up printers for us remotely, which made it easy/fast.
- Helped solved issues with classroom lecterns and overheads promoting better student learning
- Helpful with citation management, SPSS, etc.
- Provide loan computer to support research abroad
- BIG THANK you OIT for making my teaching a better experience!
- Blue shirt heroes. Think highly of OIT staff
-

OIT (Negative)

- Lack of a back-up program and licensing for office computer (X5)
- Lack of administrative rights to install software hinders research and teaching (X4)
- Some classrooms are not fully functional (no internet, problems with AV visuals; X3)
- Not supportive of Mac users (X3)
- Unspecified problems? (X2)
- **OIT not available after 7 PM even though faculty work until 10:30 PM or on weekends (X2)**
- Updates stop software from working. Too much time to recover. OIT can't help user (X2)
- More classroom smart podiums and more state-of-the-art technology supporting teaching (X2)
- No compensation provided for new online courses

- Too long to receive feedback from on-line course development associated with AP carousels
- Issues with Turnitin drop box and blackboard apps that should not go down during a course
- eLearning does the bare minimum
- System maintenance needs to be scheduled when they do not interfere with on-line courses
- Technology in laboratory classrooms needs to be updated.
- Removal of DVD player from the classroom
- Problem with projectors in Bullock 224, 225, and Cohort 101
- Problems with sound equipment in the Fine and Performing Arts building
- Classroom support needs to be better trained
- Syncplicity is not configured in a way to link with personal computers
- TAMIU laptops cannot access Dropbox to transfer data
- Lack of Abode suite impacts delivery of art courses.
- Bandwidth needs to be improved – difficult to stream videos
- Delays in approval. Faculty need more autonomy
- Limited access to high-end computational resources off-campus.
- Only 10 remote connections are allowed at a time. Not enough to support even a single class.
- **Dusty e-mails are changed from @dusty.tamtu.edu to @dustytamtu.onmicrosoft.com. Students cannot receive these e-mails**
- Lack access to SPSS software to support analysis associated with research
- Faculty computers are insufficiently powerful to support high-end computational research
- OIT is the main cause inhibiting my research productivity.

(Extracted with authorization from Faculty Senate President, Dr. Ken Tobin based on Summarized Comments Report shared with TAC Chair, Dr. Lourdes Vitoria on April 9, 2019)

- d. Open Agenda- The TAC requested that Albert Chavez research the possibility of increasing the number of SPSS permits for researchers. This item will be revisited at the next meeting.