Texas A&M International University TAMIU Faculty Senate Friday December 2, 2022 12:00 p.m.– 2:45 p.m. WHTC Rm. 125

I. The meeting was called to order by the Faculty Senate President, Dr. Ruby Ynalvez at 12:06 p.m.

II. Roll Call: Dr. Ruby Ynalvez, Dr. Marvin Bennett, Ms. Jeanette Hatcher, Dr. Li-Zheng Brooks, Dr. Seong Kwan Cho, Dr. Deepak Ganta, Dr. Ariadne Gonzalez, Dr. Tatiana Gorbunova, Dr. Andrew Hazelton, Dr. Kate Houston, Dr. Kameron Jorgensen, Dr. Runchang Lin, Dr. Diana Linn, Dr. Gilberto Martinez, Dr. Mehnazz Momen, Ms. Marcela Moran, Dr. James Norris, Dr. Leonel Prieto

III. Our Guests were given the floor:

Dr. Pablo Arenaz

Dr. Arenaz announced that there will be 4 or 5 Innovation Grants awarded this year. Also, the Research Grant proposals will be due by mid-January and Dr. Kenneth Tobin will be the chair of the committee that is going to review these grants. The University has contracted with the Parker Search Firm and is putting together the committee to begin the search for the new Vice President for Student Engagement and for the Director of the Library.

Dr. Arenaz met with all of the student advisors to discuss the various things that are bottle-necking our students from progressing in their degrees. Among the problems are:

- courses that have not been taught here for many years, they need to be purged,
- need to start planning a schedule of course offerings a year in advance,
- and more upper division courses offered in the summer.

The Senate was asked as to what was their objection to the language of a 4-day work week provided by Dr. Mitchell (see attachment)? Some of the responses included:

- no provision for not being on campus while attending conferences,
- not flexible enough to accommodate online teaching,
- faculty are conducting school business during the evenings and on weekends already and this, apparently, is not being credited,
- faculty are perceiving the 4-day presence as a punishment or as strictly punitive,
- there is no similar statement in any other System handbook to be found,
- it is viewed by some as upper administration micro-managing faculty and their teaching,
- the majority of the faculty are already doing four days or more of campus presence
- the 4-day expectation is already in the offer letter to new faculty,
- many faculty are doing office hours remotely to help accommodate their students and that does not seem to be counted.

Dr. Arenaz also mentioned that they (administration) work very hard every year to try to provide some form of merit for faculty and he reminded the Senate that merit becomes part of their yearly base pay. Also, merit is based on credit hour production and if we have a lower credit hour production then it is difficult to budget in merit pay. Dedicated tuition has remained flat these past 3 years, which also impacts merit pay. The 1.5 percent merit raise given to faculty this year cost the University about \$1.3 million.

Dr. Thomas Mitchell

Dr. Mitchell presented to the Senate a handout regarding the pay rates and teaching limits for summer teaching for 2023 (see attachment). The cap on summer pay has increased from \$5,500 to \$6,000 for this year.

IV. The minutes for the November 11th Faculty Senate meeting were approved with no corrections.

V. Old Business

a. Senator Jorgenson, representing the Committee on Creation, Composition, and Responsibilities of Committees, sent a document to the Senate regarding the addition of an Assessment Committee as a standing university committee (see attachment).

b. Senator Ynalvez, representing the Academic Oversight Committee, announced that Senator Kazen will draft a memo to the provost notifying him of the Senates' decision to include the mean, median and mean of the median on all faculty PPEs. Also, the various deans have designated certain faculty members in each department who will be helping out in the training of faculty on putting their electronic PPEs into AEFIS. It was announced that faculty will not have to use AEFIS for their PPEs until all faculty have been trained on the system.

VI. New Business:

a. Senator Brooks presented the Administrator Assessment forms to the Senate for approval. Also, presented was a summary of questions on the academic assessment process and the Chairs' responses to these questions (see attachment). A vote was taken and the Administrators Assessment forms were unanimously approved.

b. Senator Houston led a discussion on Faculty Senate members involvement in the University Awards process. There were concerns raised that Senate members may be biased in the voting of University Awards if a Senate member was a candidate for one of the awards. It was suggested that if a senator is a candidate, then the Senate should bring in someone from outside to monitor the awards process. It was finally decided after lengthy discussion that this item will be taken up again at the next senate meeting. c. Senator Moran, representing the Awards Committee, addressed the question of formatting of the dossiers for candidates for the University Awards. It was suggested that candidates follow the formatting of their current PPE documents in their awards dossiers. It was also suggested that we set of a virtual meeting with all nominees to help with the organization of content and document formatting. It was decided by vote and approval that all dossiers for University Awards would be submitted electronically this year.

d. A lengthy discussion followed on Dr. Mitchell's suggested wording for the 4-day presence to be placed in the handbook. A ballot vote called for the statement to be included in the handbook. The vote was 1 in favor and 17 against putting the statement in the handbook.

VII. The meeting was adjourned at 2:30 p.m.

Suggested Revisions of the TAMIU Faculty Handbook

Add under "Others with Faculty Status,", page 35, item #7: Fixed-Term Faculty:

Fixed-Term faculty may petition to be reclassified as tenure-track Assistant Professors. Their petition would be evaluated by the promotion and tenure committee of their department or college, by their department chair, by their dean, by the provost, and, finally, by the president. In general, to be reclassified as a tenure-track faculty member, the fixed-term faculty member must have a terminal degree and demonstrate a record of research and publications strong enough to suggest likely success in eventually securing tenure.

Add a second paragraph on page 25 under "Major Faculty Responsibilities" (and before the "Teaching" heading):

All full-time faculty are expected to have a regularly scheduled on-campus presence of at least four days of a regular work week during the fall and spring semesters to fulfill their teaching and service duties, hold office hours, or to conduct research. Any exceptions to this expected four-day on-campus presence must have the approval of the college dean and provost.

Summer Teaching for 2023

- <u>Full-time faculty may teach up to 2 classes in the summer</u> or, because of labs, up to 7 total hours during the summer, preferably in the same summer session. That is the limit. We do not want full-time faculty teaching more than that for several reasons, chief among them the desire to give them time to increase their research productivity and, long term, to prevent burning them out.
- 2. The dean and provost must approve any overloads (>7 SCH) for full-time faculty in the summer.
- The cap per course for summer has been raised, though the basic concept of paying 1/12 (or 8.33%) of the faculty member's 9-month salary for a 3 SCH course, with an upper limit, has not changed. However, the total budget for summer has not. Colleges cannot exceed the total amount spent last year on summer. <u>Chairs and deans will need to balance adjunct and full-time faculty assignments to remain within budget</u>.

Adjunct Faculty:

The rate per class in the summer is the same as for the fall and spring.

Full-Time Faculty:

1 SCH = 2.77% of the faculty member's 9-month salary, with a <u>maximum pay limit</u> for 7 hours or fewer set at \$2,000 per 1 SCH or \$6,000 for a 3 SCH course. Faculty making more than \$72,029 will hit the maximum limit. <u>This limit has been raised from \$5,500 to \$6,000 per a 3 SCH course</u> and has been approved by President Arenaz.

3 SCH = 8.33% of the faculty member's 9-month salary, with a total limit for a 3 SCH course set at \$6,000.

Overloads (>7 SCH): \$1,000 per SCH regardless of the faculty member's 9-month salary.

IMPORTANT NOTE: Please have your Administrative Assistants coordinate the cancellation of classes with notifications to HR, Budget & Payroll, and the Office of the Provost. Failure to do this has led to overpayments for teaching classes that did not exist, which in turn led to faculty having to reimburse TAMIU. Not good.



TEXAS A&M INTERNATIONAL UNIVERSITY

January 28, 2023

Dr. Robert Wilkinson Karol A. Batey

RE: Proposal for Institutional Assessment and Effectiveness Committee

The faculty senate has voted in favor of approving the ad hoc committee "Institutional Assessment and Effectiveness Committee" **for one year**. After that year, the faculty senate committee on committees will reassess the request. Please note that the Faculty Senate has reached this conclusion to provide the Institutional Effectiveness group time to do the following:

- define the committee makeup systematically
- gain a better idea of the purpose and responsibilities of the committee
- gather detailed information regarding tasks for its members

All the above-mentioned information will assist the Faculty Senate in assessing whether the composition and charge of the proposed group require a continuing Official University Committee.

Thank you, Faculty Senate, Committee on Committees Chair, Dr. Kameron Jorgensen cc: Jeanette Hatcher, Dr. Ruby Ynalvez

5201 University Boulevard, Laredo, TX 78041 TAMIU.EDU

N	Date Received	Department or Division	Chair .	Questions and Responses
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	etor of en body of		some course Assessment) Immuladese	the Faculty Assessment Committee report to faculty on an annual basis at a College level faculty meeting.

Freiche disseminates the data with the individual essussment coordinators to work on the assessment report.
3. Do you use data collected from assessments to improve the corriculum in your department or division? If yes, how? If not, why not?
The assessment everelse is a data-driven process.
Specific pedagogical, corricular and studentupport related implications coming out from the assessment in an first discussed by the

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				Assessment in our division is an entirely faculty- led process. Faculty members in a given discipline
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	liected n vour		How do yo	offered by the division. Again, the economics
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e to	unicate the lent planning	rhen da you comm oass from assesan	r bria wołł . na pimeban	division for their input before the final annual assessment report is submitted to the Office of
	uity in your		ssecoment i epartment	Institutional Research, Assessment and Planning (OIRAP).
<u>_</u>	nsultation w ree		he Curriculi he Faculty A	In some cases the assessment data is collected in some courses by the ARSSB Director of
93	asis at a Colle		eport to fac ever tecuity	Assessment, through the common body of knowledge survey, attitudinal and
				multiculturalism survey questionnaires. Then the director disseminates the data with the individual assessment coordinators to work on the
				assessment report. 3. Do you use data collected from assessments to
				improve the curriculum in your department or division? If yes, how? If not, why not?
				The assessment exercise is a data-driven process.
				Specific pedagogical, curricular and student- support related implications coming out from the
				assessment results are first discussed by the discipline-specific faculty members. Subsequently,

	refinement to the curriculum are planned and
	incorporated.
	Furthermore, in ARSSB, the program-specific
STOCKED OF THE DESCRIPTION OF THE POLICE	assessment coordinators are part of the College
	Curriculum and Assessment committee that is led
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is used to be the part of the	assessment results and provide recommendations
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division? If yes, how? If not, why not? Yes, these	coordinators are selected. In the majority of
decisions. Unredru al efficienti de with the entre	cases, faculty volunteer to serve in this role. These
toorby mainly fulfitiere family in the set of a	coordinators become the de facto members of
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all even a leading to the facility is vous	faculty colleagues to draft the assessment plan for
department of division? As a group, we will neet	the academic year – which program learning
in the still the still set of the second s	outcomes to test, which measures and
issues and or new an the department levels	instruments to use and which courses to test
	these. This assessment plan is then submitted
2. New do you assign the counses to condect the	following the timeline given by the OIRAP. The
academic assessment in your disparament or	division chair then reviews it, provides comments
division, sise include WIN-courses and core	and approves. Next, the assessment data is
	collected during the course of the academic year.
11 Palicine and Will colless are currently	At the beginning of the next academic year, or in
all Almonto in the part of period	some cases even before that, mostly during the
nwoenena en official a sol si disent est	summer, the assessment coordinator works on
n so smerres.	writing up the assessment report. Then it is
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can esign for accessment since students	submitted using AEFIS following the timeline of
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3	11/07/22	Mathematics and Physics	Goonatilak e	1. How do you assign the courses to conduct the academic assessment in your department or
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. B	to members d	berning the de fac	coordinations	faculty (mainly fulltime faculty in the
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n the	mittees. The	15 Assessment con	Configuration a	4. How and when do you communicate the
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	test of rest	o dalidiy bos seu o	instrumente	issues and others at the department levels.
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10	the timeline	ine AEPis following	solostaria da	can assign for assessment since students
	hair reviews l		P 9AZIO Adt	can take courses in other colleges as par
	ti n	enteris has strain	not relevant	of their multidisciplinary degree. Since w
				only have data for our college, we
				currently assign our one upper division
				course as part of the assessment. This is
				topic of discussion for this year's
				assessment review with program
				coordinator and faculty.

mes to assessment I want to	1. When it co	2. How do you distribute the collected
e Curriculum/WIN assessment from	separate Cor	assessment data to the faculty in your
tional assessment like AIER in some of	other institut	department or division?
	the answers	1) Core data is currently not distributed, only
rs to the Office of Institutional	Note: IR refe	Dean had access to last year's data.
Research and Planning.	Accessment	Assessment, including artifacts and
	Cuestion 1	rubrics, is discussed at each faculty
0000	Care Curricul	meeting. Additional info, we have
of Engineering, only Geology (GEOL)	in the School	designated a day at the end of the
d Physical Sciences (EPSC) courses		semester to set up AEFIS (create and link
e university core curriculum. I always	and then ask	assignments on the platform), as well as
	have the GE	calibrating to be on the same page.
JL/EFSC facuity meet and discuss		
selves which courses and outcomes		-
lie incorporating any selection		(MDS program), the program coordinators
и телена ву не	constraints d	review and discuss the data at least once
	11 TO THE REAL	a semester.
nave 1-2 WIN courses offered every		3. Do you use data collected from assessments to
program. Therefore, these are	semester pol	improve the curriculum in your department or
/ Chosen.	automaticali	division? If yes, how? If not, why not?
	AIER Assessm	1) For UNIV (core courses) due to major
programs are either currently	Engineering	changes in curriculum, we have not used
seeking accreditation by/from ABET.	accredited or	data yet. We plan to use it after this
requirements call for assessment of	Accreditation	academic year to assess and improve the
utcomes every year. We typically	a total of 7 o	new curriculum.
sessment of them over the course of	divide the as	2) For Academic Program Assessment (MDS
ryear. Because we do this	the academi	Program), we do use the data every year
or ABET, we use the same data to	110000300206	to review and make necessary changes to
LAIER's reporting requirements, I say	serisfy part o	the program.
e AIER calls for two measures por	snedari, pecena	4. How and when do you communicate the
ABET, we only have 1 measure per	outcome. Fo	academic process from assessment planning to
prefore, we identify additional	outcome. Th	assessment reporting to the faculty in your
be used and distribute the worldoad	measures to	department or division?
is logical (assess an outcome in a	in a way that	1) For Academic Assessment (MDS
s a good fill while also rotating	course that I	program), the program coordinator is in
ters involved whenever possible	frequity intern	charge of communicating with designated
	Quession 2	faculty when the assessment goes from
data is electronically available to all	ASSESSION OF	planning to reporting. This process
aculty via a shared drive on the	anginéering	includes meetings to discuss the plans,
	With netwo	data collection, data analysis, findings,
	Question 3	action plan discussion, and submission of
re discussed in faculty meetings and	The results a	report. In addition, Hayley Kazen and
t plans are made accordingly.	improvemen	Cihtlalli Perez are on the University
	Question 4	assessment committee and will be tasked
	CORE/WIN	with providing more information to
s communicated from IR to us. I must	The process	department on assessment planning and
rically, because they have been		reporting.
for such a long time, for no fault of		

5	11/08/22	School of	Khasawne	1.When it comes to assessment, I want to
	in your	Engineering	hiemzzezzą	separate Core Curriculum/WIN assessment from
		Snoisivib to	department d	other institutional assessment like AIER in some of
	ot distributed	data is currently n	. 1) Care	the answers.
	year's data.	had access to last	Dean	Note: IR refers to the Office of Institutional
	rtifacts and	isment, including a	Asse	Assessment, Research, and Planning.
	ach faculty	is, is discussed at e	ndun	Question 1
	, we have	ing. Additional infe	19001	Core Curriculum
	end of the	nated a doy at the	desu	In the School of Engineering, only Geology (GEOL)
		stor to set up AER		and Earth and Physical Sciences (EPSC) courses
		nments on the plat		are part of the university core curriculum. I always
		ating to be on the		have the GEOL/EPSC faculty meet and discuss
		ur Academic Progr		among themselves which courses and outcomes
		(program), the pro	(MD)	to select, while incorporating any selection
	lata at least o	w and discuss the t	BIVEN	constraints dictated by IR.
		rester.	192.5	WIN
		e data collected fro	3. Do you us	
10		curriculum in your		1 1 5
		es, how? if not, wh		
		NIV (core courses)		AIER Assessment
0.98		ges in curriculum, 1		Engineering programs are either currently
		yet. We plan to use		accredited or seeking accreditation by/from ABET
341	avoidue pue	ernic year to assess	3636	Accreditation requirements call for assessment of a total of 7 outcomes every year. We typically
2018	1) the owner of the	curriculum. cademic Program.	anna 18	divide the assessment of them over the course of
	e data everv v	capemic Programs am), we do use th	9 101 101 101 101 101 101 101 101 101 10	the academic year. Because we do this
		view and make neo		assessment for ABET, we use the same data to
	Summer Augura	rogram.	o nefa	satisfy part of AIER's reporting requirements. I say
33	adt stealau	when do you comm	v bns wolf . A	
0.1		ncess from assessm	ng Simebasa	outcome. For ABET, we only have 1 measure per
		eporting to the fac	10-30022-4225	outcome. Therefore, we identify additional
	and the form	Sociation?	department	measures to be used and distribute the workload
	nt (MDS	cademic Assessme	11 606 0	in a way that is logical (assess an outcome in a
esi :		margoro orbr ime	19010	course that is a good fit) while also rotating
		e of communicatio		faculty members involved whenever possible.
		ty when the assess		Question 2
		ing to reporting. T		Assessment data is electronically available to all
2		des meetings to dis		engineering faculty via a shared drive on the
		collection, data an		TAMIU network.
n of		n plan discussion, a		Question 3
	ey Kazen and	to in addition, Ray	ogen	The results are discussed in faculty meetings and
	University	eres are on the	(1610)	improvement plans are made accordingly.
best		sment committee	1	Question 4
	prmation to	providing more inf	ritiw	CORE/WIN
bne	ent planning	rtment on assessm	depa	The process is communicated from IR to us. I must
1.11		.goit	oqat	say that historically, because they have been
	S. T. Martin			understaffed for such a long time, for no fault of
				their own, the communication hasn't been ideal.

ts to or to	m assessmen department y not? n, but also vir unicate the ent planning ulty in your	lara collected fra moulum in your how? If not, wh is course redealg est do you comit est do you comit est from assessin borting to the fac	Do you use d prove the cu dsion? If yes, summarif vi dow and wh atemic proce sessment ep	 IR works very hard with our faculty to make sure everything is submitted in a timely manner. AIER Because we do it in conjunction with ABET assessment, the plan is set before the beginning of the academic year and every faculty member knows what to do, where to do it, and how to do it.
6 10 10 10 10 10 10 10 10 10 10 10 10 10	12/2/202 2	Biology and Chemistry	Kidd	 academic assessment in your department or division, also include WIN-courses and core courses? I'm not sure that I understand the question. It's whoever is teaching those courses. I try to avoid giving first year faculty WIN courses, but other then that, every member of my faculty teaches an assessed or WIN course at some point. Which course will be used for AERES reporting is up to the assessment committee. How do you distribute the collected assessment data to the faculty in your department or division? Any data that comes back to me goes to the assessment committee and to all of my faculty via email. Do you use data collected from assessments to improve the curriculum in your department or division? If yes, how? If not, why not? Yes. We have often used data from assessments to update or reemphasizes our deliverables, or the types of assignments that we used to achieve our SLOs. How and when do you communicate the academic process from assessment planning to assessment reporting to the faculty in your department or division?
s 7 for It con tiy 350,	12/01/22	DIBTS	Kock	 to each new semester. 1. How do you assign the courses to conduct the academic assessment in your department or division, also include WIN-courses and core courses? Those are chosen by the faculty. 2. How do you distribute the collected assessment data to the faculty in your department or division? The program coordinators provide the results to the faculty in a meeting.

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ure son ser she	ifty to make s ely manner. with ABET re the begine facuity memi tt, and how ti tt, and how ti epertment or ses and core	thard with our fact submitted in a tim to it in conjunction the plan is set before the very and every to do, where to do a assign the cours besonmt in your distinguir distinguir	IR works ver everything is AIPR assessment, of the acado knows what h. Now do ys academic as division, ass	 3. Do you use data collected from assessments to improve the curriculum in your department or division? If yes, how? If not, why not? Yes, primarily via course redesign, but also via curriculum redesign. 4. How and when do you communicate the academic process from assessment planning to assessment reporting to the faculty in your department or division? The program coordinators provide the results to the faculty in a meeting, once per semester.
8 old cs an c c c c c c c c c c c c c c c c c c c	iont planning suity in your si meetings p es to conduct spartment oi	Humanities		the faculty in a meeting, once per semester. 1. Courses are assigned based on faculty course loads, faculty specialization and rank, and university (core curriculum) and departmental (majors and minors) needs. For English, we assess selections of all courses at every level (1000-5000) every year. We also subject many of these courses to CC and WIN assessment protocols. CC and WIN courses are assigned to all FT English faculty members. Since most Humanities courses qualify for WIN-designations, faculty typically request to teach these courses, or the chair is advised to designate a certain number of courses as WIN. Core curriculum course are assigned based on faculty loads and student demand. Spanish rotates the assessment annually, so that only one faculty member evaluates final class papers in only one or two courses per AY. History meets collectively and assesses a common final paper presentation. 2. For English, faculty are required to submit Final Papers from their respective courses (a representative sample at every course level) to the assessment coordinator. Final papers are distributed to all FT English faculty for assessment and are evaluated based on a six-category rubric that aligns the PLOs in English. Every cycle, ENGL 4399 students are required to take the ETS: English Literature Field Test (Due to Covid, this practice was interrupted, but there are plans for it to be restored). Core curriculum English courses
67	anoA u	osen by the faculty tata to the faculty data to the faculty or division? coordinators prov a meeting	courses? Those and cli 2. Now do yr assessment department The program the faculty in	have their own rubrics (freshman writing). The English unit also evaluates freshman composition and sophomore literature classes independently of the CC and WIN protocols (using our own rubrics). Spanish offers only one core curriculum course: SPAN 2350. ENGL 1301/1302, SPAN 2350, and History core curriculum courses (HIST

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	ent etcate the	mmob poyreb rienv	AC 199397 2010 A	1301/1302) and WIN classes are all assessed via
03	ent planning	neess from assessm	scademic pri	CC assessment protocols steered by Associate
	sity in your	eporting to the fee	10501229982.0	Provost, Dr. Duffy. PHIL 1301 and 2301 are
	unicate the	nmool (Sholewith ro	department :	assessed using WIN and CC protocols as well.
2	irram director	one of vitraniti zast	academic bra	3. Typically, AIER reports are distributed at
	dia cure	nale bac materiba	and Wild have	department meetings in the fall or spring. The
	100 511			results are discussed and a consensus is reached
		4.8114.591	oepartment.	and the second
- 9612 -	nents that an	the course assigns	aroonio siW .1	on new measures to implement to improve on the
3	nic assessmen	PLC of the reader	dosest to the	results of our assessment from the previous year.
3	eview meetin	them in a course a	Z. We disclude	These conversations may result in a shift in our
			0.012:00:012:10:0	pedagogical priorities and course standard
and a	th angle on th	i stem of ideas is	2 Ver Marza	requirements might also be reevaluated. The
	no cripito rivito			assessment protocols might also undergo revision
			n skistu stu	
			4. 53/198 351	based upon these conversations.
edit	is to conduct	u assign the course	 How do yo 	4. This is done at departmental meetings.
	spartment or	estment in your di	academic as	Assessment coordinators for each discipline
	es and core	indude WIN-coun	division, also	(Majors and standalone Minors) are rotated
			Spectrum	annually, except in those Minors where there is
- Alt	dition of the south	al al an air an	discourse of the	only one faculty member on staff (Philosophy,
2014	101W 2103 305		ana ana 3 any	Translation, Creative Writing).
101.53		shent, and the his	oute reader	
9	11/14/22	Psychology and	Lozano	1. How do you assign the courses to conduct the
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	n your	ista to the faculty	Inbinieszas	division, also include WIN-courses and core
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10	11/11/22	School of Nursing	Luo	 We choose the course assignments that are the closest to the PLO of the academic assessment. We discuss them in a course review meeting per semester. Yes. We ask faculty to make action plans during the course review. Same as Q2's.
11 		Fine and Performing Arts		 How do you assign the courses to conduct the academic assessment in your department or division, also include WIN-courses and core courses? We generally choose courses in the core with the highest enrollment, and the major core courses in each major. How do you distribute the collected assessment data to the faculty in your department or division? E mail from AEFIS, plus faculty sub committees also access data through Dr. Campbell, the department liaison for Assessment. Do you use data collected from assessments to improve the curriculum in your department or division? If yes, how? If not, why not? If the data implies changes are needed, that goes to the faculty and is subject for review and discussion in each division. In the past 6 years, we have not experienced any need for major changes, outside the pandemic years, to meet the assessment goals. Additionally, we have a large number of tenure-track faculty new in the past 3 years where those courses and syllabi across Music and Art, our only 2 majors, are new, different, and developing. How and when do you communicate the academic process from assessment planning to assessment reporting to the faculty in your department or division?

12	11/07/22	Casial Caismana	Zaabiunt	1 Feel program within the Department of Social
12	11/07/22	Social Sciences	Zschirnt	1Each program within the Department of Social
				Sciences (i.e., Criminal Justice, Political Science,
				Sociology, etc.) designs its own assessment plan
			1	and decides which courses will be assessed.
				Teaching of WIN and Core courses is assigned
				largely on the basis of programs' own 2-year
				course plans.
				2. Assessment data reported in assessment
				reports is subsequently discussed by program
				faculty at monthly program meetings.
				3. Yes, recommendations made in assessment
				reports and discussions of assessment data at
				program meetings have led to curriculum
				changes.
				4. The designated program assessment
				coordinators are informed of the process and
				schedule by the assessment office. I have
				provided periodic reminders and answered
				questions that assessment coordinators may
				have.



DEITC Meeting

Minutes



Date: 2/28/22 Location: WebEx <u>Co-chairs:</u>

1. Dr. Patricia Abrego, ex-officio

- Members Present:
- 1. Dr. Cynthia Pina
- 2. Dr. Chao Chen
- 3. Janet Carillo
- 4. Dr. Jennifer Coronado
- 5. Dr. Martha Salinas
- 6. Dr. Mehnaaz Momen
- 7. Rene Prado
- 8. Karol Batey
- 9. Dr. Kevin Lindberg
- 10. Dr. Yong Chen

Time: 3:12pm

Administrative Associate

Stephanie Alderete Instructional Designers (non-voting)

- 1. Melissa Soulas
- 2. Carlos Vallarta
- 3. Ivette Soto
- 4. Gloria Sanchez

Members Absent:

- 1. Triana Gonzalez
- 2. Dr. James Norris
- 3. Karla Linero Reyes
- 4. Dr. Donavan Weight
- 5. Dr. Marcela Moran

Item	Action/Information					
Approval of Minutes	*Committee members reviewed minutes from October 24, 2022. Dr. Jennifer Coronado and Dr. Mehnaaz Momen motioned to approve minutes with modifications to the AP portion of the minutes. Dr. Coronado will email Stephanie the changes.					
Introduction of new staff member	 *Dr. Abrego introduced our new Instructional Designer III, Dr. Nirupama Akella to the committee: * Dr. Akella has 10 years' work experience as an instructional designer, curriculum developer, researcher, and instructional technologist in higher education. Has a doctorate in Educational Leadership and a Masters in Instructional Design and Development and Communications from US accredited universities. She is also certified in Graphic Design, eLearning in Instructional Design and Storyline. 					
Learning Technologies	*Carlos Vallarta presented the following Learning Technology Week PowerPoint data analysis:					
Week presentation	-Survey Questions					
	-Presentation Survey Feedback					
	-Attendance by Session					
	-Participation by College/Department					
	• -Video of recap of all the weeks sessions, prize winners and student scavenger hunt event.					
	*Please refer to attached PowerPoint presentation.					

Top Hat Campus	*Dr. Abrego presented information on the Top Hat campus wide deployment and
Wide Deployment	1
	- Title 5 grant for Top Hat was approved, January 1 paywall is removed from all
	TAMIU courses, both faculty and students will have access to Top Hat without
	having to pay for a year. Full Top Hat launch Spring 2023.
	-eLearning was Top Hat trained in November, a Top Hat session was provided
	during Learning Technology Week, and we will also be having department
	trainings workshops November/December/January. Our eLearning team has already
	started contacting the chairs of the departments and scheduling these trainings.
	Open lab trainings will take place November 28-December 2 in Cowart 112
	(schedule will be posted)
	- In late December the TAMIU Single Sign On will be activated for Top Hat/
	Blackboard, so when students sign into their Blackboard account they will
	automatically be signed into Top Hat. (Faculty need to make that connection inside
	of their courses launch so that this sign in can be activated; training will be provided
	for this during eLearning Top Hat trainings.)
	*Carlos Vallarta/Dr. Abrego presented a PowerPoint providing information on the
	TAMIU and Top Hat partnership implementation:
	-Enterprise Partnership Services, Ongoing Services Included for all Institution Wide
	Partners
	-Start Up Services, Ensuring a Successful Launch
	• -Title V Grant
	-Schedule for Implementation
	-Promotion of Top Hat to Faculty
	 -Top Hat Integration with Blackboard
	-Adding Course Launch
	-Adding Content from Top Hat
	-Single Sign On Implementation, December 2022
	*Please refer to attached PowerPoint presentation.
Blackboard Base	*Carlos Vallarta presented Blackboard Ultra Base Navigation, introducing a new,
Navigation	fluid, and modern user interface for Spring 2023.
ivavigation	• Blackboard Ultra Base Navigation will be switched on December 19, 2022.
	• -Content within Blackboard will not change, course will be streamlined to
	be black and white, changes will be seen on the landing page of
	Blackboard only, and navigation will always be on the left side of screen.
	• -Annoucements for this change will be posted on social media and emails
	will be sent out to faculty.

~	*Carlos Vallarta presented the Acadeum Course Exchange Program:
Acadeum-Course Exchange Program	 *Carlos Vallarta presented the Acadeum Course Exchange Program: The Course Exchange Program was previously used across the Texas A&M System for course-sharing. Texas A&M System started an agreement with Acadeum, a third-party course-sharing vendor, that allows institutions to offer their courses to other institutions through Acadeum system. At TAMIU, current approach is to use Acadeum for a "last resort" and depending on a student's case. At the conclusion of this project, institutions seeking to enroll students in a partner institution's course through Acadeum will have the option of searching for courses that align with QM's quality standards. TAMIU is currently working on: Policy Guidebook - know process, how to answer questions, select schools, etc. Advising and Registration Process - how to advise students for an Acadeum course, they need to meet certain criteria as it is not for everyone to use, registration process of creating course and everything related to Institutional Agreements - Agreement needs to be signed in order to be able to treat coursework as TAMIU coursework. After the policies and procedures are finalized, the Spring 2023 semester will be used for training advisors over TAMIU's involvement with Acadeum. No immediate plans to have TAMIU as a course provider in the Acadeum
	system
	*Please refer to attached PowerPoint presentation
Open Agenda	 *Dr. Yong Chen asked if anyone from TAMIU attending the ACUE Trainings? -Dr. Lindberg responded- ACUE is a collaboration with other A&M System Universities and various faculty from other system institutions have been attending the training. *Karol Batey discussed a few upcoming items: 1.SACS-COC will be visiting TAMIU in 2025, prepping is underway to be prepared for that visit. 2. Faculty can start submitting their PPE forms through AEFIS over the December break or in January (training videos will be uploaded to assist). Soon, there will be a representative from each college to assist their faculty with AEFIS, PPE and faculty portfolios. 3. Wind course curriculum are due February 6th *Dr. Abrego asked how faculty can make changes to their online information? -Karol responded that can be done through their AEFIS under faculty portfolio and Erick Garcia in OIT uses that information to make changes online (soon there will be trainings posted on faculty portfolio) *Dr. Coronado had a few AP reminders:
	-AP is working with the school of business to provide information and program specific modules for MBA graduate online student orientation, which will be launching mid December 2022 to be available for students Spring 2023. Any other colleges wanting to have program specific modules embedded within the graduate

online orientation can contact the AP office so that the information can be added When students are admitted into the graduate program, they are automatically enrolled in the Blackboard online orientation. *Rene Prado mentioned some important upcoming dates: 1.Finals Exam Period will be November 30- December 6 2.Grades are Due for graduating students by December 7 3.Graduation is December 8 4.Final Grades for all students are due December 9	
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Unanimous Motion to adjourned at 4:02 p.m.