

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

1. Full-time faculty may teach up to 2 classes in the summer 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.
3. 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. Chairs and deans will need to balance adjunct and full-time faculty assignments to remain within budget.

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 maximum pay limit 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. This limit has been raised from \$5,500 to \$6,000 per a 3 SCH course 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 TAMU. 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



Summary of Questions on Academic Assessment Process and Chairs' Responses

N	Date Received	Department or Division	Chair	Questions and Responses
1	12/01/22	Educational Programs	Faltis	<p>1. How do you assign the courses to conduct the academic assessment in your department or division, also include WIN-courses and core courses?</p> <p>The Faculty Assessment Committee identifies and assigns key assessments, such as Student Learning Outcomes for specific courses, including WIN courses.</p> <p>2. How do you distribute the collected assessment data to the faculty in your department or division?</p> <p>Assessments are made available to faculty members at the program and committee levels, specifically the EPP and Curriculum Committees.</p> <p>3. Do you use data collected from assessments to improve the curriculum in your department or division? If yes, how? If not, why not?</p> <p>Yes, adjustments are made to syllabi based on the assessment reports by the Faculty Assessment Committee.</p> <p>4. How and when do you communicate the academic process from assessment planning to assessment reporting to the faculty in your department or division?</p> <p>The Curriculum Committee in consultation with the Faculty Assessment Committee report to faculty on an annual basis at a College level faculty meeting.</p>

Summary of Questions on Academic Assessment Process and Chairs' Responses

2	11/08/22	DIBFS	Ghosh	<p>1. How do you assign the courses to conduct the academic assessment in your department or division, also include WIN-courses and core courses?</p> <p>Assessment in our division is an entirely faculty-led process. Faculty members in a given discipline first decide on the program learning outcomes to test. Next they decide on the direct and indirect measures to be used. Based on this, the suitable courses are selected and instruments are designed by the faculty that are tested in these courses.</p> <p>The CORE courses are tested in the foundational economics courses (micro- and macroeconomics) offered by the division. Again, the economics faculty decide on the assessment exercise to be tested in different section of these courses. Similarly, the assessment of WIN-courses is tested in BA 3310 (Legal Environment of Business) by the instructors who teach this course.</p> <p>2. How do you distribute the collected assessment data to the faculty in your department or division?</p> <p>For direct measures that are tested in a course, the faculty responsible for teaching it share the data with the program assessment coordinator who then uses it to write the assessment report. Next that report is shared with other faculty in the division for their input before the final annual assessment report is submitted to the Office of Institutional Research, Assessment and Planning (OIRAP).</p> <p>In some cases the assessment data is collected in some courses by the ARSSB Director of 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.</p> <p>3. Do you use data collected from assessments to improve the curriculum in your department or division? If yes, how? If not, why not?</p> <p>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,</p>
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Summary of Questions on Academic Assessment Process and Chairs' Responses

			<p>refinement to the curriculum are planned and incorporated.</p> <p>Furthermore, in ARSSB, the program-specific assessment coordinators are part of the College Curriculum and Assessment committee that is led by the Director of Assessment. The committee reviews once every two weeks. They review assessment results and provide recommendations to institute any potential curricular changes across programs.</p> <p>4. How and when do you communicate the academic process from assessment planning to assessment reporting to the faculty in your department or division?</p> <p>At the beginning of the academic year in the first divisional meeting the program assessment coordinators are selected. In the majority of cases, faculty volunteer to serve in this role. These coordinators become the de facto members of the College undergraduate, masters and Ph.D. Curriculum and Assessment committees. Then the assessment coordinator works with the discipline faculty colleagues to draft the assessment plan for the academic year – which program learning outcomes to test, which measures and instruments to use and which courses to test these. This assessment plan is then submitted following the timeline given by the OIRAP. The division chair then reviews it, provides comments and approves. Next, the assessment data is collected during the course of the academic year. At the beginning of the next academic year, or in some cases even before that, mostly during the summer, the assessment coordinator works on writing up the assessment report. Then it is shared with colleagues in that discipline for feedback and improvement. It is subsequently submitted using AEFIS following the timeline of the OIRAP. Finally, the division chair reviews it, provides comments and approves it.</p>
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Summary of Questions on Academic Assessment Process and Chairs' Responses

3	11/07/22	Mathematics and Physics	Goonatilake	<p>1. How do you assign the courses to conduct the academic assessment in your department or division, also include WIN-courses and core courses?</p> <p>The faculty who are familiar with the courses (and the process) are generally assigned to the committee. The entire committee will take the decisions as needed and not an individual member serving on the committee.</p> <p>2. How do you distribute the collected assessment data to the faculty in your department or division? The chair of the committee (the Department Assessment Committee) will be responsible for gathering and distributing the data among the members.</p> <p>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, these decisions if needed are taken up with the entire faculty (mainly fulltime faculty in the department).</p> <p>4. How and when do you communicate the academic process from assessment planning to assessment reporting to the faculty in your department or division? As a group, we will meet at least three times in a semester to discuss these issues and others at the department levels.</p>
4	12/2/2022	UC	Perez	<p>1. How do you assign the courses to conduct the academic assessment in your department or division, also include WIN-courses and core courses?</p> <ol style="list-style-type: none"> 1) All core and WIN courses are currently assessed every year; all faculty are responsible for completing their own assessments. 2) For our Academic Program assessment (MDS), we are limited in which courses we can assign for assessment since students can take courses in other colleges as part of their multidisciplinary degree. Since we only have data for our college, we currently assign our one upper division course as part of the assessment. This is a topic of discussion for this year's assessment review with program coordinator and faculty.

Summary of Questions on Academic Assessment Process and Chairs' Responses

				<p>2. How do you distribute the collected assessment data to the faculty in your department or division?</p> <ol style="list-style-type: none"> 1) Core data is currently not distributed, only Dean had access to last year's data. Assessment, including artifacts and rubrics, is discussed at each faculty meeting. Additional info, we have designated a day at the end of the semester to set up AEFIS (create and link assignments on the platform), as well as calibrating to be on the same page. 2) For our Academic Program assessment (MDS program), the program coordinators review and discuss the data at least once a semester. <p>3. Do you use data collected from assessments to improve the curriculum in your department or division? If yes, how? If not, why not?</p> <ol style="list-style-type: none"> 1) For UNIV (core courses) due to major changes in curriculum, we have not used data yet. We plan to use it after this academic year to assess and improve the new curriculum. 2) For Academic Program Assessment (MDS Program), we do use the data every year to review and make necessary changes to the program. <p>4. How and when do you communicate the academic process from assessment planning to assessment reporting to the faculty in your department or division?</p> <ol style="list-style-type: none"> 1) For Academic Assessment (MDS program), the program coordinator is in charge of communicating with designated faculty when the assessment goes from planning to reporting. This process includes meetings to discuss the plans, data collection, data analysis, findings, action plan discussion, and submission of report. In addition, Hayley Kazen and Cihlalli Perez are on the University assessment committee and will be tasked with providing more information to department on assessment planning and reporting.
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Summary of Questions on Academic Assessment Process and Chairs' Responses

5	11/08/22	School of Engineering	Khasawneh	<p>1. When it comes to assessment, I want to separate Core Curriculum/WIN assessment from other institutional assessment like AIER in some of the answers.</p> <p>Note: IR refers to the Office of Institutional Assessment, Research, and Planning.</p> <p>Question 1 Core Curriculum In the School of Engineering, only Geology (GEOL) and Earth and Physical Sciences (EPSC) courses are part of the university core curriculum. I always have the GEOL/EPSC faculty meet and discuss among themselves which courses and outcomes to select, while incorporating any selection constraints dictated by IR.</p> <p>WIN We typically have 1-2 WIN courses offered every semester per program. Therefore, these are automatically chosen.</p> <p>AIER Assessment Engineering programs are either currently accredited or seeking accreditation by/from ABET. Accreditation requirements call for assessment of a total of 7 outcomes every year. We typically divide the assessment of them over the course of the academic year. Because we do this assessment for ABET, we use the same data to satisfy part of AIER's reporting requirements. I say 'part' because AIER calls for two measures per outcome. For ABET, we only have 1 measure per outcome. Therefore, we identify additional measures to be used and distribute the workload in a way that is logical (assess an outcome in a course that is a good fit) while also rotating faculty members involved whenever possible.</p> <p>Question 2 Assessment data is electronically available to all engineering faculty via a shared drive on the TAMU network.</p> <p>Question 3 The results are discussed in faculty meetings and improvement plans are made accordingly.</p> <p>Question 4 CORE/WIN The process is communicated from IR to us. I must say that historically, because they have been understaffed for such a long time, for no fault of their own, the communication hasn't been ideal.</p>
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Summary of Questions on Academic Assessment Process and Chairs' Responses

				<p>IR works very hard with our faculty to make sure everything is submitted in a timely manner.</p> <p>AIER</p> <p>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.</p>
6	12/2/2022	Biology and Chemistry	Kidd	<p>1. How do you assign the courses to conduct the academic assessment in your department or division, also include WIN-courses and core courses?</p> <p>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 than 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.</p> <p>2. How do you distribute the collected assessment data to the faculty in your department or division?</p> <p>Any data that comes back to me goes to the assessment committee and to all of my faculty via email.</p> <p>3. Do you use data collected from assessments to improve the curriculum in your department or division? If yes, how? If not, why not?</p> <p>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.</p> <p>4. How and when do you communicate the academic process from assessment planning to assessment reporting to the faculty in your department or division?</p> <p>Twice a year at our departmental meetings prior to each new semester.</p>
7	12/01/22	DIBTS	Kock	<p>1. How do you assign the courses to conduct the academic assessment in your department or division, also include WIN-courses and core courses?</p> <p>Those are chosen by the faculty.</p> <p>2. How do you distribute the collected assessment data to the faculty in your department or division?</p> <p>The program coordinators provide the results to the faculty in a meeting.</p>

Summary of Questions on Academic Assessment Process and Chairs' Responses

				<p>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.</p> <p>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.</p>
8	11/22/22	Humanities	Lelekis	<p>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.</p> <p>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 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</p>

Summary of Questions on Academic Assessment Process and Chairs' Responses

				<p>1301/1302) and WIN classes are all assessed via CC assessment protocols steered by Associate Provost, Dr. Duffy. PHIL 1301 and 2301 are assessed using WIN and CC protocols as well.</p> <p>3. Typically, AIER reports are distributed at department meetings in the fall or spring. The results are discussed and a consensus is reached on new measures to implement to improve on the results of our assessment from the previous year. These conversations may result in a shift in our pedagogical priorities and course standard requirements might also be reevaluated. The assessment protocols might also undergo revision based upon these conversations.</p> <p>4. This is done at departmental meetings. Assessment coordinators for each discipline (Majors and standalone Minors) are rotated annually, except in those Minors where there is only one faculty member on staff (Philosophy, Translation, Creative Writing).</p>
9	11/14/22	Psychology and Communication	Lozano	<p>1. How do you assign the courses to conduct the academic assessment in your department or division, also include WIN-courses and core courses?</p> <p>Core courses are assigned based on the Core Curriculum schedule determined by the Core Curriculum Committee. Instructors are assigned to courses by Program Directors, who keep in mind requests from faculty. Courses for AIER assessments were determined by the department faculty.</p> <p>2. How do you distribute the collected assessment data to the faculty in your department or division?</p> <p>Core and WIN assessments are conducted through AEFIS. Instructors are emailed at the beginning of the semester regarding their obligations and provided with trainings and support through Karol Batey and the Core Curriculum representative for the department. A similar procedure is used for AIER assessments, but data is solicited by and sent directly to the AIER Chair and co-Chair.</p> <p>3. Do you use data collected from assessments to improve the curriculum in your department or division? If yes, how? If not, why not?</p> <p>Yes, AIER data is reviewed each year and has been used to improve courses and writing outcomes.</p>

Summary of Questions on Academic Assessment Process and Chairs' Responses

				<p>4. How and when do you communicate the academic process from assessment planning to assessment reporting to the faculty in your department or division? I communicate the academic process directly to program directors and AIER coordinators and also via our department meetings.</p>
10	11/11/22	School of Nursing	Luo	<p>1. We choose the course assignments that are the closest to the PLO of the academic assessment.</p> <p>2. We discuss them in a course review meeting per semester.</p> <p>3. Yes. We ask faculty to make action plans during the course review.</p> <p>4. Same as Q2's.</p>
11	11/07/22	Fine and Performing Arts	Moyer	<p>1. 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.</p> <p>2. 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.</p> <p>3. 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.</p> <p>4. How and when do you communicate the academic process from assessment planning to assessment reporting to the faculty in your department or division? Start of the semester as well as after mid terms, via e mail.</p>

Summary of Questions on Academic Assessment Process and Chairs' Responses

12	11/07/22	Social Sciences	Zschirnt	<p>1 Each program within the Department of Social Sciences (i.e., Criminal Justice, Political Science, Sociology, etc.) designs its own assessment plan 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.</p> <p>2. Assessment data reported in assessment reports is subsequently discussed by program faculty at monthly program meetings.</p> <p>3. Yes, recommendations made in assessment reports and discussions of assessment data at program meetings have led to curriculum changes.</p> <p>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.</p>
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DEITC Meeting Minutes



Date: 2/28/22

Time: 3:12pm

Location: WebEx

Co-chairs:

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

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 Week presentation	*Carlos Vallarta presented the following Learning Technology Week PowerPoint data analysis: <ul style="list-style-type: none"> • -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.

<p>Top Hat Campus Wide Deployment</p>	<p>*Dr. Abrego presented information on the Top Hat campus wide deployment and implementation.</p> <ul style="list-style-type: none"> - 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.) <p>*Carlos Vallarta/Dr. Abrego presented a PowerPoint providing information on the TAMIU and Top Hat partnership implementation:</p> <ul style="list-style-type: none"> -Enterprise Partnership Services, Ongoing Services Included for all Institution Wide Partners <ul style="list-style-type: none"> • -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 <p>*Please refer to attached PowerPoint presentation.</p>
<p>Blackboard Base Navigation</p>	<p>*Carlos Vallarta presented Blackboard Ultra Base Navigation, introducing a new, fluid, and modern user interface for Spring 2023.</p> <ul style="list-style-type: none"> • 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. • -Announcements for this change will be posted on social media and emails will be sent out to faculty.

Acadeum-Course Exchange Program	<p>*Carlos Vallarta presented the Acadeum Course Exchange Program:</p> <ul style="list-style-type: none"> • 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 <p>*Please refer to attached PowerPoint presentation</p>
Open Agenda	<p>*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.</p> <p>*Karol Batey discussed a few upcoming items:</p> <ol style="list-style-type: none"> 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 <p>*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)</p> <p>*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</p>

	<p>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.</p> <p>*Rene Prado mentioned some important upcoming dates:</p> <ol style="list-style-type: none">1. Finals Exam Period will be November 30- December 62. Grades are Due for graduating students by December 73. Graduation is December 84. Final Grades for all students are due December 9
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Unanimous Motion to adjourned at 4:02 p.m.