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Note: This was a longer than normal meeting, which also included Department Chairs.

Dr. San Miguel opened the meeting with a discussion about Spring Commencement: Positive feedback on Spring Commencement ceremonies from Chairs and Deans. Mixed reviews on the length and number of video segments at the graduation ceremonies, may consider revising/shortening them for next time. May need to rehearse for PhD graduations to ensure the process of hooding on stage goes smoothly for both faculty mentor and the student.

I.   **Interfolio (Office of the Provost and Interfolio Team)**

a. TAMIU is exploring Interfolio as a software platform to handle faculty workflow items such as annual assessments, promotion and tenure evaluations and to integrate with Work Day for faculty searches. TAMIU has not purchased the system yet but other A&M schools use it and System have negotiated a discounted rate. Dr. San Miguel invited Interfolio to give a virtual presentation of their software platform to Dean's Council.

b. The presentation focused on faculty searches and faculty evaluation. There is a large degree of flexibility for faculty searches in terms of reviewing applicants and moving them through the system while updating the status of the search.

c. Can integrate Interfolio with WorkDay to ensure transition of information from faculty searches to HR to initiate onboarding.

d. Documents and information are stored in the cloud on Amazon Web Services.

e. For faculty evaluation (annual and P&T) the interface is split into profile data that is historical/background information, demographics, education, work history, biography, etc. And activity data, course information, teaching evals, publications, grants and service. Fully customizable across departments and programs which may have different requirements for their faculty and outputs – such as publications vs. exhibits. Attachments are within each record – so if you create a record for a publication you then attach the file to that record and that record and attachment stays in the system for you to associate with a report when needed.

f. If you update these records throughout the year, then when you go to file an assessment report, the previously created records and attachments will collate and automatically be organized for the assessment as part of that process.

g. There is a separate input area for the faculty to submit a narrative. So, as faculty go through the year they update their records for publications, grants, exhibits, performances etc, and then at PPE time all faculty need to do is create the narrative because all attachments and records of activities are already in the system, having been uploaded throughout the year as the publication/exhibit occurs.

h. University can also create a pro-forma CV template that Faculty can directly build based on their records in the system so that all faculty are submitting information in the same format which makes it easier to evaluate.

i. Reports can be filtered by year and publication type – if you only want to look at books, or journal articles, or assess a range of years or just one year – all of those reports can

easily be created in the system by department chairs without faculty having to re-enter the data. Can also see at the college level how many activities have been logged, can also break down to the department level and then individual faculty levels.

j. Aspirational launch of the system in a limited capacity in Fall 2024 but realistically, if TAMIU moves forward with Interfolio then looking at 2025/2026 academic year launch for evaluations.

k. Chairs and Deans commented that they have used Interfolio both as faculty and as administrators. Many reported ease of use for Interfolio over AEFIS. Furthermore, Chairs and Deans highlighted that Interfolio appears to lighten the load on Faculty – faculty narrative can focus on the importance of contributions of publications or of works in progress, for example, rather than having to describe activities for which the objective record already exists in the system. Discussion of how customizable Interfolio is, allowing different rubrics and metrics across divisions which makes assessment across the University easier than it currently is in AEFIS where performing arts faculty struggle to engage with a system that appears to be built around sciences.

II. **Policies due to SACSCOC (Dr. Sean Maddan)**

a. **Registration Report:** Registration and enrollment is growing from April to May 15th 2024 (see handouts).   Numbers are not finalized yet due to the timing of graduation, application timelines and the running of these reports. Notes added to figures and tables where appropriate to highlight a possible need for number adjustment.

b. Advising report – these numbers are conservative estimates as they count people registered in Spring, Fall and some of Summer registration but not all. They do not include first year freshmen numbers which do not finalized/stabilize until closer to the Fall. Therefore, the numbers in these tables are likely lower than the totals that will ultimately be calculated. This is simply due to the way enrollment works and the timing of reports being pulled for this meeting.

c. TAMIU has programs that are seeking to encourage re-engagement by students who we term as "stop outs" who may start their enrollment process but then pause/stop progress or do not complete courses and disappear from the institution and/or who may be dropped because they did not meet tuition payment deadlines. There are two outreach programs which seek to encourage and support students who have fallen into these categories, to reengage with TAMIU. Those programs are successfully utilizing multiple methods of contact and engagement to help minimize "stop outs".

   i. Moving forward goals for this system are to prioritize stop outs who are in their final year and close to graduation. Senior level "stop out" students are a focus for the Advisors to ensure resources are allocated in the most effective way and that we do not overwhelm students with attempts to contact and re-engage with them.

   ii. All enrollment and retention numbers are going in the right direction, which is very encouraging.

    d. SACSCOC Policies

        i. Now is a good time to do some housekeeping with regards to centralizing our institutional policies regarding BA/MA Degree plans (where students dual enroll for graduate and undergraduate work), WIN and Course-level language. All proposed language is attached to these minutes as handouts.

        ii. **BA/MA & BS/MS:** Previous language around BA/MA and BS/MS degree plans were not clear about how and where (undergraduate or graduate) courses count. The re-write of the language seeks to clarify how courses in BA/MA and BS/MS programs are counting and attributing to a degree plan so students can keep undergraduate and graduate work separate to ensure they are indeed accelerated.

        iii. The centralized policies are not meant to be restrictive. Colleges and programs will maintain flexibility over the specifies of what is acceptable in their programs. For example, specific GPA requirements for entry and number of SCH a student can enroll per semester will remain under control of the program. As an example, the new policy document states students can enroll for up to 9SCH however, the program can continue with their current process which is to only allow for 6SCH. Programs can do this because the language of the new policy document is that students can enroll **UP TO** 9SCH, thus protecting program flexibility.

        iv. One possible (new) target audience for BAMA may be professionals who have "stopped out" of their undergraduate degree. With BA/MA TAMIU can encourage them to re-enroll into their undergraduate degree and complete a masters degree at the same time.

        v. Discussion were also had around focusing on promising junior students within programs to engage them and encourage them for graduate work. Graduate school discussed their initiative to send out letters to graduating students to inform them of our graduate programs and a waiver of application fees for our own graduates so that we can also recruit for graduate school from our recent graduates and alumni.

        vi. **WIN Policies**: there is no centralized policy for WIN but we do have WIN courses. When SACs comes to evaluate us they will require policies for each program we claim to have. Furthermore, there conflicting ideas about quantity vs. quality with regards to WIN assignments that TAMIU wanted to clarify. WIN needs to be writing intensive, but WIN is primarily about process: drafting and building on prior drafts to create a final product rather than multiple one draft assignments. This new WIN policy will centralize language to encourage faculty to ensure the writing process is central to the WIN course, where students are building drafts towards a final product. WIN courses should be capped at 35.

            1. A question was asked about whether this document changes WIN contracts? WIN Contracts were and continue to be, designed for very specific purposes, such as for students who are in their semester before

graduation and need a WIN course to ensure they can continue their progression towards graduation, but none are being offered.

vii. **Acadeum**: These are also only to be utilized in a very narrow and specific set of circumstances not as a common practice. This policy seeks to create guidance for how and when Acadeum courses can be accessed and the levels of approval that are required in order for Acadeum courses to be accessed. This should be something that does not originate with faculty but instead with Advisors who identify a very specific need with a student with regards to their graduation timeline. This program has been around for 2 years and only a very low number of students have accessed it. Specific numbers are not available but consensus was less than 5 students have accessed the program since its inception.

viii. **Course Level Language**: Did not have any formalized language in the catalog regarding the differences between course levels. This policy specifies what 1-6 thousand level courses are and the differentiation of student work that is expected at those levels.   This information will be added to the catalog starting 25/26 academic year.

ix. **Academic Program Reviews**: Attempts to standardize program reviews timelines and policies across divisions, departments and colleges. New policy borrows terminology from various different A&M schools. Program reviews will funnel through Dean's Council. This language doesn't really change institutional practices, but it formalizes the practice on paper so that all programs have clear timelines for assessment.   Provost's office is considering a summer stipend for the faculty member(s) who are engaging with the self-study.
   1. Faculty Senate advocated for summer stipends for faculty who are in charge of program self-studies that are due in September.
   2. Dean's advocated for the use of recommended forms and templates to help set faculty coordinators up for success.

x. **Grad & Undergrad Cross-listed Policies**: A draft of these policies was shared on the screen in the room for Deans and Chairs to evaluate. If a course is cross-listed for undergraduate and graduate students then faculty must submit syllabi for BOTH the undergraduate and graduate sections of the course and they must conform to levels of work expected by the course level of undergraduate or graduate. If courses are cross-listed across subjects then in terms of credentialing they need to have a "parent" subject code to ensure the faculty member can be credentialed to teach the course.

xi. **Curriculum Policy Handbook**: approved by the Curriculum Committee in Spring 2024 and will be housed on Provost website. Only point of note is that study abroad programs specifically need more faculty input in the approval process (see additional notes below). Document will be brought to Faculty Senate in the Fall 2024 session.

III.   Faculty Credentials (Dr. Ari Gonzalez)

        i. New credentialing document brings together guidelines and polices round credentialing that have been located on different parts of the TAMIU website, and centralizes them in one place. There is no new information in the document: this document represents practice while centralizing and formalizing it so that the guidelines are accessible to all. SACSCOC requires that the workflow for credentialing be in place, documented and centralized so, as with the other policies, this was a good opportunity to review all of the information so that it can be clearly implemented and enforced. One hopeful benefit of this document is for example, enforcing HB2504 CVs. These are often submitted blank with only faculty names and degrees in hand listed. They need to be completed so that credentialing can occur at the administrative level without placing addition burden on faculty to request CVs or justification for why they are teaching a specific course. Potential that integration with Interfolio will streamline this reporting process as the institution can then run a report based on the information faculty have inputted to the Interfolio profile thus alleviating faculty workload. Credentialing isn't just based on PhD courses, credentialing officers have the ability to argue the "other" properties of faculty, where they may be the best person to teach a certain course due to professional experience gained after their terminal degree. Formalizing this process allows departments to advocate for the applicability of their faculty to teach a course based on those experiences and career growth post PhD.

            1. Mechanism for foreign degree approvals based on grants, publications, presentations and professional career progression. This is another reason why it's important for faculty CVs to be updated.

IV.   DEI (Dr. Claudia San Miguel, Dr. Sean Maddan)

    a. DEI Checklist sent to all Department Chairs. If you left items on the form blank because they do not apply to your program then must go back into form and state that program either doesn't exist or is N/A. Forms cannot be left blank.

V.   Faculty Searches (Dr. Claudia San Miguel)

Most are closed but some are ongoing. Dr. San Miguel encouraged Chairs and Deans to wrap up searches as soon as possible.

VI.   Low Enrollment (Dr. Claudia San Miguel)

Dr. San Miguel will email chairs soon to notify them of classes that have been identified as low enrollment and may be cancelled. Chairs are reminded that they can petition for approval to keep a low enrollment course open.

VII.   Strategic Plan (Dr. Claudia San Miguel)

At this point the meeting was fast approaching the 3 hour mark and so Dr. San Miguel summarized her remarks on this item. Dr. San Miguel stated that she would email the

Strategic Plan out soon, as describing it would take more time than is left in the meeting. Dr. San Miguel also stated that workshops are planned for Fall 2024 to share the strategic plan with faculty. These workshops will both inform faculty of the plan and keep TAMIU accountable to it's benchmarks and targets.

VIII.   **Update from Faculty Senate and Colleges**
Faculty Senate asked for clarification on changes to Study Abroad. Dr. San Miguel and Dr. Maddan shared that there are concerns whether Maymester and Wintermester sections of study abroad are able to meet contact hour requirements. Dr. San Miguel is currently exploring whether faculty who want to run study abroad in shortened semesters such as Maymester, may need to have some contact hours with students before study abroad leave the country, or when they come back, to ensure contact hours requirements are met. Dr. San Miguel and Dr. Maddan also shared that they are thinking about potentially creating a faculty-led committee to evaluate study abroad proposals to meet requirements for more faculty input in approval workflow for study abroad courses. The faculty led committee would ensure that content aligns with the degree plan for the program. As of right now no changes have been made and this should be taken as being under consideration rather than a confirmed change.

The meeting was called to a close at 1pm.

 List of Attachments

1) Meeting Agenda
2) Registration Report
3) Registration by Advisee Numbers Across Colleges
4) BA/MA & BS/MS Programs
5) Writing Intensive Courses
6) Acadeum Policy
7) Course Level Language
8) Academic Program Review
9) Cross-listing Grad & Undergrad/Stacked Courses Language
10) Guidelines and Expectations for TAMIU Faculty Credentialing