

## Provost Council Meeting

### Minutes

April 28, 2017

**Meeting called by:** David Yells, Provost and Vice President for Academic Affairs

**Members include:** Nancy Jordan, Del Doughty, Gary Stading, David Reavis, Liz Patterson, Teri Stover, Carl Greig, Kelly Coke, Tom Jordan, Jana Boatright, Shelley Caraway, Barbara Sears, Kathy Williams, and Craig Nakashian

**Members Absent:** Teri Stover, Shelley Caraway, Liz Patterson, Barbara Sears, and Gary Stading

**Guest:** Drs. Lawrence, Hinton, & Brumm and Jennifer Felps **Recorder:** Norma McCormick

I. QEP & HIP's Update Drs. Lawrence & Hinton

Dr. Lawrence updated the council on the QEP website and how to access the information, the Connect 360, and the future of QEP. Dr. Hinton provided an update on the assessment of learning community SLO's, the common intellectual experience, PLACE evaluations, and collaboration with the NSSE results in regards to HIP. She said what we are trying to do is figure out what we are doing and how well we are doing it, so that we have some local data to compare to the National best practices data. See the attached table that shows faculty surveys for comparisons with NSSE results.

II. International Studies Update Jennifer Felps

See attached report for updates to the International Studies Office.

III. PAC Update Dr. David Yells

Dr. Yells reported that the university would prepare for a 10% reduction in appropriated funds for FY17-18, but that the exact amount is still unknown. He mentioned the password reminder alerts. The Board of Regents signed off on the construction of the Building of Academic and Student Services. The Office of the General Counsel discussed how to remove a student from the classroom legally.

IV. Dr. Aronson's Presentation Dr. David Yells

Dr. Yells presented the power point presentation by Dr. Aronson that explains how students at other system universities could take courses administered through system office.

V. Proposed Course Schedule Dr. David Reavis

Dr. Reavis presented to council the proposed class schedule for the Science, Technology, Engineering, and Mathematics courses. The college needs 4-hour time slots to accommodate courses that do not fit into the traditional course schedule. No decision was made.

VI. Department Updates All

Dr. Nakashian reported that the Honors Program held on April 27, 2017 was a huge success with five students graduating from the Program.

Dr. Tom Jordan reported that today is his last Provost Council meeting as Faculty Senate President.

Kelly Coke reported that NTCC signed an articulation agreement with A&M-Texarkana on March 23. NTCC held two PLACE events on campus and both were a huge success. NTCC is working on creating a student advisory committee, so that NTCC students have a voice on main campus.

Kathy reported that enrollment continues to climb.

Dr. Reavis reported that two STEM faculty received awards at the Honors Program. Senior Design Day is today from 1-4 pm in the STEM building.

Dr. Brumm talked about the Start-up weekend. COB is already working on the event for next year. The college is beginning to enroll students for the Masters in accounting program.

Dr. Doughty reported that the Psychology search is complete and Dr. Dana Leighton will begin in the fall. English and Mass Communication are collaborating next year to build a humanities lab. Dr. Morton will head up the project.

Dr. Nancy Jordan reported that core curriculum assessment artifacts are due May 5 and core curriculum review panel will be May 17-18th. Dr. Jenkins has sent a communication for volunteers for the review panels. QEP assessment will begin this year. Course evaluations are going well. She brought attention to an issue with the paper-based evals. Please ask students to mark an X and not fill in the bubble. The Title III grant has been submitted to support the developmental courses. The University worked with NTCC on a Title V grant to help hire transfer coaches for students transferring from NTCC to A&M-Texarkana. We have applied for an Upward Bound grant to help math and science students matriculate into college. We are collaborating with NTCC on a

coordinating board mental health grant program that will expand clinically sites for internships and practicums for students in the new community health program at NTCC. Dr. Neuman is putting together an Institutional Bio-safety Committee for research involving animals and biohazard materials. Dr. Bruce Whitney from system office will be on campus July 6-7, 2017 to review our IRB and collaborate with Dr. Neuman to help set up the research mission. We have received funding for Phase II of the Bring Lake Trails. We have received initial funding from International Paper for the outdoor biology lab on Bringle Lake. Dr. Allard will meet with folks from the city to begin planning what the lab will look like.

Carl reported Monday is the Students Award Banquet May 1. July will be the extreme Leadership camp.

Jana reminding everyone about commencement May 13 at First Baptist Church. All grades are due May 15. Vanessa Scurlock has resigned as of May 5, 2017.

**Next Provost Council Meeting, May 19, 2017**

### Results of Faculty Surveys – Comparison to NSSE Results

Connect 360 Faculty Inventory	Pride and Pedagogy Faculty Survey	2016 NSSE Results
<p>29 respondents</p> <ul style="list-style-type: none"> <li>• 75% CELA Faculty</li> </ul> <p>72% Teach Lower Division Courses</p> <ul style="list-style-type: none"> <li>• 81% Use Collaboration</li> <li>• 33% Participate in Common Intellectual Experiences</li> <li>• 19% Participate in Learning Communities</li> <li>• 5% Don't use any of the above because not relevant to course</li> <li>• 10% Currently don't use any of the above but would be interested in doing so</li> </ul> <p>97% Teach Upper Division Courses</p> <ul style="list-style-type: none"> <li>• 36% participate in internships</li> <li>• 11% participate in service learning</li> <li>• 25% participate in field work</li> <li>• 39% participate in undergraduate research</li> <li>• 0% participate in study abroad</li> <li>• 7% Don't use any of the above because not relevant to course</li> <li>• 18% Currently don't use any of the above but would be interested in doing so</li> </ul>	<p>33 respondents</p> <ul style="list-style-type: none"> <li>• 75% CELA Faculty</li> <li>• 67% Higher Ed 11 years or more</li> <li>• 55% A&amp;M-Texarkana less than 5 years</li> </ul> <p>Active Learning Strategies Utilized</p> <ul style="list-style-type: none"> <li>• 64% groups in class</li> <li>• 64% groups on graded projects</li> <li>• 33% extensive/frequent writing in class</li> <li>• 76% extensive/frequent graded writing</li> <li>• 48% games, role playing, simulations</li> <li>• 55% problem-based learning</li> <li>• 42% inquiry-based (instructor choice)</li> <li>• 64% inquiry-based (student choice)</li> <li>• 36% hands-on, practical application</li> <li>• 42% hands-on, practical application (artifacts)</li> <li>• 18% service or community-based learning</li> <li>• 18% gather primary quantitative data</li> <li>• 27% gather primary qualitative data</li> <li>• 12% gather data using mixed-methods</li> <li>• 64% deliver oral presentations</li> <li>• 24% teach a "lesson" or course content</li> <li>• 64% discussion groups</li> </ul> <p>Motivation to integrate active learning</p> <ul style="list-style-type: none"> <li>• 82% interested in revitalizing courses to</li> <li>• 85% motivated to engage students</li> <li>• 93% motivated to improve student learning of course material</li> <li>• 96% Would integrate more active learning if</li> </ul>	<p>First-Year Participation in HIPs</p> <ul style="list-style-type: none"> <li>• 21% Learning Community</li> <li>• 59% Service Learning</li> <li>• 11% Research with Faculty</li> </ul> <p>Senior Participation in HIPs</p> <ul style="list-style-type: none"> <li>• 19% Learning Community*</li> <li>• 63% Service Learning*</li> <li>• 9% Research with Faculty*</li> <li>• 32% Internship or Field Exp.*</li> <li>• 3% Study Abroad*</li> <li>• 33% Culminating Senior Exp.*</li> </ul> <p>First-Year Academic Challenge</p> <ul style="list-style-type: none"> <li>• 40% Higher Order Learning</li> <li>• 38% Reflective and Integrative Learning</li> <li>• 39% Learning Strategies*</li> <li>• 33% Quantitative Reasoning</li> </ul> <p>Senior Academic Challenge</p> <ul style="list-style-type: none"> <li>• 40% Higher Order Learning*</li> <li>• 39% Reflective and Integrative Learning</li> <li>• 44% Learning Strategies</li> <li>• 30% Quantitative Reasoning</li> </ul> <p>First-Year Learning w/Peers</p> <ul style="list-style-type: none"> <li>• 40% Collaborative Learning</li> <li>• 47% Discussions w/Diverse Others</li> </ul>

<p>61% Advisor to Student Clubs</p> <ul style="list-style-type: none"> <li>• 55% participate in service learning</li> <li>• 36% participate in common intellectual Experiences</li> <li>• 0% participate in study abroad</li> </ul>	<p>they could</p> <p>Barriers</p> <ul style="list-style-type: none"> <li>• 64% time</li> <li>• 21% lack of recognition</li> <li>•</li> </ul> <p>Incentives</p> <ul style="list-style-type: none"> <li>• 50% Money</li> <li>• 56% Course load reduction</li> <li>• 34% Student worker</li> <li>• 31% Recognition</li> <li>• 56% Acknowledgement in Performance Review Processes</li> <li>• 28% Help by a colleague</li> <li>• 41% On campus training</li> <li>• 50% Off-campus or conference training</li> </ul>	<p>Senior Learning w/Peers</p> <ul style="list-style-type: none"> <li>• 30% Collaborative Learning*</li> <li>• 41% Discussions w/Diverse Others*</li> </ul> <p>First-Year Experiences w/Faculty</p> <ul style="list-style-type: none"> <li>• 27% Student-Faculty Interaction</li> <li>• 44% Effective Teaching Practices</li> </ul> <p>Senior Experiences w/Faculty</p> <ul style="list-style-type: none"> <li>• 24% Student-Faculty Interaction*</li> <li>• 43% Effective Teaching Practices</li> </ul> <p>*Below Carnegie Class Comparison Schools</p>
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**Limitations:**

Low # of responses, particularly from COB and STEM  
 Self-selection bias

**General Statements of Analysis:**

More collaboration happening than NSSE suggests. Explicitly tell students when they are doing collaborative learning. Overall, faculty should be explicit with students about their instructional processes; would better support a student Growth Mindset.

Undergraduate research is an area that could be most easily tapped into with faculty. Need to define “undergraduate research” for faculty. Not necessarily faculty-student research/actual study. Undergraduate research is research in which student participates in discipline-specific problem solving that requires investigation of outside information and resources (e.g. Psy literature review; Business Case Study)

According to NSSE, senior response rates more likely to be below Carnegie Class Comparison Schools. Expect this to change with Connect 360 activities.

Most service learning happening in clubs, not courses.

International Studies Office Update - Spring 2017  
Jennifer Felps, Director of International Studies  
April 28, 2017

International Student Population:

- TAMUT currently has 32 international students enrolled in the Spring 2017 semester.
- This includes 8 graduate students, 17 undergraduate students, and 7 Intensive English Program Students.
- We have student representation from the following countries: Vietnam, China, Ecuador, India, Mexico, Netherlands, Nigeria, United Kingdom, Australia, Cameroon, Canada, Guinea, Nepal, Russia, and Turkey.
- The country with the most representation is Vietnam with 5 current students. Next is China with 4 current students. Then Ecuador and Nigeria with 3 students from each country.
- We have awarded 6 global heritage scholarships for new Fall 2017 international students. Six more applicants are under review.

Study Abroad:

- 7 students will be departing for a short-term faculty-led program to San Miguel de Allende, Mexico on May 27<sup>th</sup>. Dr. Strunc and Dr. Labby are leading this program.
- TAMUT has established partnership agreements with three study abroad providers. These providers are AIFS Study Abroad, CIEE: Council on International Educational Exchange, and CISabroad.
- Reciprocal Exchange agreement with Universidad La Salle Pachuca is under review with the contracts office.

Intensive English Program:

- There are currently 7 students in our Intensive English Program.
- This past fall's Proeycta 100,000 IEP was a success and we have applied to host a new group in the fall.

International Education Week:

- International Education Week 2017 will be from November 13-17.

The Education University of Hong Kong (EduHK) Visit

- 13 doctoral students from EduHK will be visiting campus May 24-27 to attend the education department's Best Practices workshop.
- Welcome reception will take place in the 3<sup>rd</sup> floor atrium the afternoon of May 25<sup>th</sup>.