

Graduate and Professional Council Meeting Minutes

May 5, 2022

<https://tamu.zoom.us/j/93848082735?pwd=ck45OW12M1UwZFpTclFpU1lvUlhKZz09>

Meeting ID: 938 4808 2735

Passcode: 995438

ATTENDEES

In-Person

Karen Butler-Purry, Chair
Katie Reed (College of Architecture)
Mark C. Gleason, Administrative Assistant

Online

Mary Bryk (College of Agriculture and Life Sciences), Tamika Gilreath (College of Education and Human Development), Blease Graham (Bush School of Government and Public Service), Jeff Hatala (School of Public Health), Mansoor Khan (College of Pharmacy), Maria Escobar-Lemmon (College of Liberal Arts), Kim Luttmann (College of Dentistry), Rajesh Miranda (College of Medicine), Madhu Nair (College of Dentistry), Mike Shaub (Mays Business School), Kathy Smith (College of Veterinary Medicine and Biomedical Sciences), Matt Sorensen (College of Nursing), Hank Walker (College of Engineering)
Terra Bissett (Curricular Services), Alicia Dorsey (Office of the Provost), Paula Sullinger (University Libraries), Sandra Williams (Office of the Registrar)
Staci Rende (outgoing Graduate and Professional Student Government President), Dalia Taha (incoming Graduate and Professional Student Government President), Megan Hardy (Graduate and Professional Student Government)

Introductory Notes

- Dalia Taha will serve as Graduate and Professional Student Government President beginning in Fall 2022
- Beverly Irby will return in Fall 2022 for Education and Human Development; Tamika Gilreath will transition to Public Health
- Last regular meeting for Academic Year 2021-2022
 - Summer months typically consist of eVotes
 - With impending university realignment, it is possible there will be need for a meeting during the Summer semester

DISCUSSION ITEMS

1. Common Curricular Issues Task Force – *Attachment 1*

- Introduction
 - [Butler-Purry] Katie Reed has been representing the Graduate and Professional Council on a university task force with undergraduate and graduate representatives
 - [Reed] Co-chaired group examining the curricular review process
- Presentation
 - Team: Katie Reed (Architecture), Co-Chair; Jim Herman (Vet. Medicine), Co-Chair; Christian Brannstrom (Geosciences); Mary Bryk (Ag. and Life Sciences); Sharon Dormire (Nursing); Melanie Moser (Galveston); Angie Hill-Price (Engineering)
 - Charge
 - Review and document common issues in CARS
 - Deliver a set of resources to be presented at curriculum groups to facilitate units preparing for their curricular requests
 - Resources Developed
 - Proposed revisions to syllabus template for creators, additional and clearer instructions, development of links, online course specifics
 - Proposed revisions to syllabus checklist for reviewers to serve as comprehensive guide, improve distribution, and be maintained by UCC/GPC
 - Suggested revisions for CARS platform: formatting, additional resources, greater guidelines for process and requirements
 - Set expectations for UCC/GPC members: more detailed deadlines, enforcement of guidelines within units
 - Proposed revisions to review process: utilize more collaborative online platforms (e.g. Google spreadsheets) for review assignments, comments, etc.
 - Action Items
 - Review advised revisions to syllabus template and to checklist
 - Document UCC/GPC members responsibilities and compile into “onboarding” resources
 - Work with Registrar’s Office, UCC, GPC to adopt common procedures for review
 - GPC determined that implementation of Task Force recommendations should be led by Graduate Policies and Standards Committee
 - Recommendations on responsibilities and processes will be incorporated into Graduate and Professional Council Standard Operating Procedures

2. Graduate Standards Policies Committee (Update)

- [Hatala] Cross-Listing of Courses Group

- Group assembled in early 2020
- Intended to review concerns regarding administration of cross-listed courses
- Original draft of comprehensive survey will be refined, more open-ended for comments
- Will encourage participants to meet with Graduate Policies and Standards Committee regarding their comments or concerns
- [Reed/Butler-Purry] would adjust the target participants based upon goals and details of final survey, utilize a phased approach and two surveys – one for department heads/designees and one for faculty
- [Hatala] aiming to release initial survey in August or September 2022

CONSENT AGENDA (Approved)

1. Course Changes

[EPSY 634: Educational Neuroscience](#)

[EPSY 643: Applied Multivariate Methods](#)

[INTA 623: Grand Strategy](#)

[INTA 645: Women and Nations](#)

[ISEN 622: Linear Programming](#)

[NRSC 601: Principles of Neuroscience I](#)

[NUTR 651: Nutritional Biochemistry of Fishes](#)

[PSAA 648: Performance Management in the Public and Nonprofit Sectors](#)

[SPED 611: Multicultural and Bilingual Special Education](#)

[STAT 600: Reproducible Computations in Machine Learning](#)

2. New Courses

[INTA 724: Religion and International Security](#)

[INTA 727: The Department of Defense – An Instrument of National Power](#)

[ISTM 683: Web and Social Media Analytics](#)

[NUEN 621: Nuclear Criticality Safety Fundamentals](#)

COURSES

1. Course Changes

[INTA 631: United States Military Power](#) (Approved, with syllabus adjustment)

2. New Courses

[BUSH 633: Qualitative Methods for Public Service](#) (Approved, with course form adjustment)

[ECEN 732: Online Decision Making and Learning](#) (Tabled for revision by department)

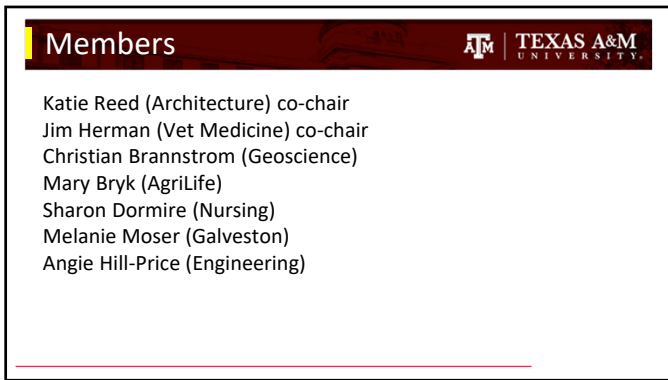
COMMENTS

- [Butler-Purry] Call for Interim Assistant Provost and Dean of the Graduate and Professional School

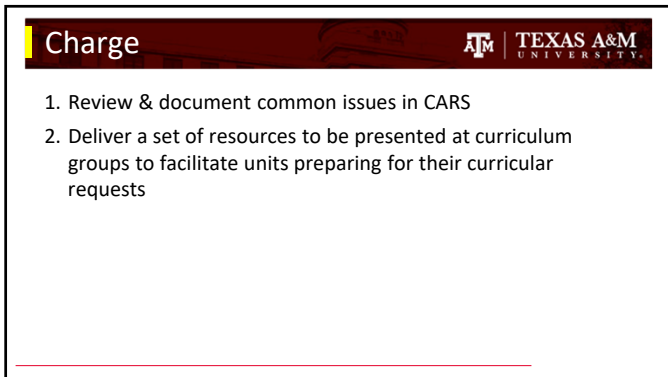
Attachment 1



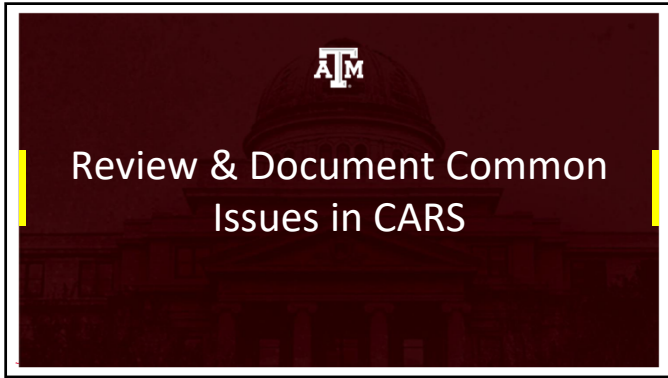
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Categories of Issues 

Overall, our the common issues in CARS fell in one of three categories:


1. Syllabus
2. CARS
3. Procedural

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Example issues in CARS Submissions 


CARS Form	Discrepancies between CARS and Syllabus	Learning Outcomes	Grading	Course Schedule	Other Policies	General Formatting
Correct boxes are not checked Assessment plan for new programs is missing necessary detail	Course info on syllabus or attachments does not match CARS (Course hours, prerequisites, description, etc.)	Not stated as outcomes (course objectives or no verbs) Not measurable Rigor not appropriate for course level	Weighting unclear or does not sum correctly Class participation over 10% but no explanation of how participation is evaluated	Dates for major work not provided Not clear that contact hours are met Confusion related to number of weeks	Excused absence/late work policy contradicts TAMU rules Required statements removed or altered Old COVID statements included	Formatting does not follow accessibility standards Template instruction statements were not deleted

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Syllabus Issues 


1. Learning Outcomes
2. Calendar Confusion
3. **Lack of attention from syllabus creator/submitters**
 - a. Cover sheet and syllabus/attachments do not match
 - b. Errors in grading section (weighting is unclear or incorrect, differences for stacked classes not clearly described, >10% class participation not clearly assessed, etc.)
 - c. Course schedule does not include major assignments, wrong number of weeks
 - d. Make up/excused absence policy does not align with university rules; missing Late Work section, other issues like still including old COVID statements
 - e. General formatting guidelines not followed

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CARS & Procedural Issues 

- Guidance is needed for when to request or expect a letter of support and the process for getting the letter
- Clearer information about the processes and requirements for proposing new programs (degrees, certificates) should be incorporated and highlighted in CARS
- The review process for GPC/UCC members could be more efficient by using a "living" spreadsheet like google sheets to make assignments to reviewers, then serve as a repository of the comments

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Resources to Facilitate Curricular Requests

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Categories of Issues 

Overall, our the common issues in CARS fell in one of three categories:

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2. CARS
3. Procedural

Therefore, we developed resources or recommendations to address each area.


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Resources Developed 

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GEVW
Tvsghyvep


- Tnatwih36.zamsrvde9}gefywdq tped4;je@nd.essew-
- Tnatwih36.zamsrvde9}ligpms3je@nd.essew-
- Wpdkiwodh36.zamsrvde9}sewGEVW@ekiwdq id@nd.essew-
- I|tligpmsrv@nd9GG3KTC@ iq fiw
- Tnatwih36.zamsrvde9}GG3KTC@nd.essew-

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Syllabus: Template Additions 


- Goal is for the Syllabus Template to be the “one stop” document to support faculty creating new courses. Resources would be included and linked in this document.
- Additions included:
 - additional instructions on accessibility, including screen grabs
 - succinct instructions and links to support writing better learning outcomes
 - instructions and link to university academic calendar, final examination schedule
 - additional information for online courses

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Syllabus: Checklist Additions 


- Goal is for the Syllabus Requirements Checklist to serve as a comprehensive companion guide for those reviewing CARS proposals
- Should be widely distributed
 - part of onboarding new UCC/GPC members
 - shared with unit curriculum committees to facilitate review earlier in the process as well
- UCC/GPC responsible for maintaining the checklist document
- Additions included: guidelines for what reviewers should look for in new program proposals, new course proposals, and course change proposals

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CARS: Suggested Revisions 


- Met with Sandra Williams to discuss possible changes to CARS pages
- Suggested changes include:
 - Formatting changes, like making text and links to guidelines larger
 - Adding resources for writing strong learning outcomes
 - Adding information about the process and requirements for new program proposals

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**Procedural:
UCC/GPC Member Responsibilities** 


- Complete assigned reviews by prescribed deadline, using the Minimum Syllabus Requirements as companion guide for reviews
- Review the agenda for items from your unit so that you are prepared to resolve any issues
- Review the agenda for items that may need a letter of support (verifying that there is not redundancy in content)
- Serve as resource for curricular requests coming from your unit
- Ensure guidelines are being followed within your unit's internal curricular committees by sharing syllabus template (for creators) and checklist (for reviewers)
- UCC/GPC members and college committee chairs are expected to apply the checklist and return items that do not comply with MSR

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Procedural: UCC/GPC Review Process 

- Make review procedures more similar between UCC & GPC
- Adopt a “living document” like a google spreadsheet to assign reviews
 - Allows reviewers to sort/filter quickly for items from their unit
 - Compiles all feedback in one place
 - Supports efficient use of time in committee meetings


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Other Recommendations in Progress 

- Work with CTE to develop SLO resources
- Syllabus builder

Syllabus Builder or Template	Strengths	Weakness
CARS	Built into CARS with min syllabus reqs	Rarely used by initiators Export as PDF, not Word Faculty do not always initiate CARS forms (staff do not always have necessary information to complete)
Canvas	Compliant with accessibility concerns (eg DOJ audit) Built into LMS Includes min syllabus reqs	Course shells available ~5 weeks ahead of teaching term Export not possible (need to copy/paste)
AEFIS	Not known--need to seek assistance from OIEE staff	Not known
Faculty Senate Approved	Includes min syllabus reqs Formatted to meet accessibility reqs Serves as template for insertion into Canvas by AI	Faculty must delete items not applicable to their campus Faculty prefer to personalize their syllabi

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Next Steps 

- Review suggested revisions to syllabus template and to checklist
- Document UCC/GPC members responsibilities and compile into “onboarding” resources
- Work with registrar’s office, UCC, GPC to adopt common procedures for review

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