

UNIVERSITY OF TEXAS AT EL PASO

FACULTY SENATE

Tuesday, February 9th, 2021 at 3 pm

Login at 2:45 pm to make sure we start on time and have quorum

Join Zoom Meeting

<https://utep-edu.zoom.us/j/84601878352?pwd=Yk9QRE51NkxUSINxdEhsUitOWHR0QT09>

Meeting ID: 846 0187 8352

Passcode: 6fi2YVQw

AGENDA

1. **Call to Order** – Dr. Gina Núñez-Mchiri, Faculty Senate President, opening statement (3 min)
2. **Determination of a Quorum and the seating of Alternates**- Dr. Vladik Kreinovich
3. **Consent Agenda:** Approval of Senate Meeting Minutes (Dec. 2020 minutes)- Dr. Andrew Fleck
4. **Acceptance or Modification of the Agenda**
5. **Announcements**
 - A. Provost Wiebe preparing for the fall 2021 semester (10 min)
 - B. Upcoming events for Black History Month – Dr. Michael Williams (5 min)
 - C. Women’s and Gender Studies Conference Proposals due Feb. 22nd for March 9-10th
6. **Reports of Standing or Special Committees**
 - A. Faculty Senate Executive Committee met with Associate Provost Ann Gates on the COACHE survey. Results will be shared with Dept. and Program Chairs this month. Dr. Gates will be presenting results of the COACHE Survey with the Faculty Senate in our March 9th FS meeting. (2 min)
 - B. Faculty Advisory Council (5 min) –Drs. Núñez –Mchiri, Tillman, Dorgo
 - C. Faculty Welfare Committee- Dr. Nathan Ashby (2 min)
 - D. Curriculum Committee report – Dr. Art Duval, Committee Chair (10 min)
 - E. Academic Policy Report- Dr. Omar Badreddin (10 min)
 - F. Any other committee reports?
7. **Presentations** (10 minutes each presentation)
 - A. Native American land recognition- Dr. Jeff Shepherd and Dr. Yolanda Leyva- History Dept.
 - B. Vaccine Roll Outs- Dr. Amanda Loya, School of Pharmacy
 - C. Possible presentation by the Office of Student Conduct
8. **Old or Unfinished Business**
9. **New Business- Next Faculty Senate meeting will have 15 min for faculty senator’s input in break out groups**
10. **Adjournment**

Next Faculty Senate Meeting: March 9th, 2021 via Zoom same link as above

**UTEP Undergraduate Curriculum Committee
Meeting Agenda
February 1, 2021**

I. Call to order

Meeting was called to order by A. Duval at 3:05 p.m.

II. Members present:

- Tracey Merworth, School of Nursing
- Andrew Fleck, College of Lib Arts
- Vinod Kumar, College of Engineering
- Hettie Houghton, College of Business
- Emre Umucu, College of Health Sciences
- Rey Reyes, College of Education
- Art Duval, College of Science
- Jose Herrera, College of Education, At-Large
- James Salvador, College of Science, At-Large
- Lori Acosta, School of Nursing, At-Large
- Daniel Vasquez, Student Member
- Dominic Kelly, Student Member

III. Visitors present:

- Dr. Norman Love, College of Engineering
- Dr. Michael McGarry, Dept. of Electrical and Computer Engineering
- Dr. Stella Quinones, Dept. of Metallurgical, Materials and Biomedical Engineering
- Dr. Alyse Hachey, Dept. of Teacher Education
- Dr. Mark Engle, Dept. of Geological Sciences
- Dr. Areli Chacon, Leadership and Community Engagement Program
- Dean Denis O'Hearn, College of Liberal Arts
- Dr. Crystal Herman, College of Liberal Arts

- X Dr. Dennis Bixler-Marquez, Chicano Studies Program
- X Dr. Mari Noopila, Leadership and Community Engagement Program
- X Dr. Thomas Boland, Dept. of Metallurgical, Materials and Biomedical Engineering
- X Dr. Shalayna Smith, Dept. of Metallurgical, Materials and Biomedical Engineering
- X Dr. Rebecca Reid, Dept. of Political Science
- X Dr. Todd Curry, Dept. of Political Science
- X Dr. Nancy Marcus, College of Science
- X Dr. Angel Flores Abad, Dept. of Mechanical Engineering
- X Dr. Guillermina Gina Nunez-Mchiri, Faculty Senate President
- X Dr. Toni Blum, Office of the Provost
- X Dr. Julie Rivera, Office of the Provost
- X Yvette Huerta, El Paso Community College
- X Enid Martin, Office of Admissions and Recruitment

IV. Old Business:

**A. Minutes from November 23 meeting, approved by online vote on November 24.
Motion passes (9 in favor, 0 opposed, 0 abstentions)**

B. Policy Changes:

C. Tabled Items:

V. New Business:

A. College of Education

1. Department of Teacher Education

a. Proposal: Additional Recommended Electives in the BSED-ECCE Program

b. Action Item: Add five additional recommended elective options to the official degree plan for the BSED-ECCE concentration: SOCI 2315 (Marriage and Family), SOCI 3327 (Social Inequality), SOCI 3331 (Family Violence), CHIC 3301 (La Chicana), CHIC 3311(Chicano Studies: Societal Issues)

c. Rationale: Explicitly listing electives facilitates students getting financial aid

d. Motion to pass made by Jose Herrera, seconded by Emre Umuco. Motion passes (9 in favor, 0 opposed, 0 abstentions)

B. College of Engineering

1. Department of Metallurgical, Materials and Biomedical Engineering

- a. Proposal: BME 3303
 - b. Action Item: Change BME 3303 (Fundamentals of BME I) from 3 hours lecture to 2 hours lecture and 3 hours laboratory
 - c. Rationale: Add implantology laboratory experience to course
 - d. **Motion to approve made by Vinod Kumar, seconded by Jose Herrera. Motion passes (9 in favor, 0 opposed, 0 abstentions)**
2. Department of Metallurgical, Materials and Biomedical Engineering
 - a. Proposal: BS MME Senior Project Courses Catalog Changes
 - b. Action Item: Delete MME 4419 (Metallurgical and Materials Engineering Design), to be replaced by new courses MME 4219 (Senior Design Project 1) and MME 4220 (Senior Design Project 2)
 - c. Rationale: Splitting over two semesters will allow students to interact more with their team and industry mentors, in line with senior engineering project courses in other departments of the college, and allow for interdisciplinary collaborations between groups in other engineering departments.
 - d. **Motion to approve made by Vinod Kumar, seconded by Jose Herrera. Motion passes (9 in favor, 0 opposed, 0 abstentions)**
3. Department of Electrical and Computer Engineering
 - a. Proposal: Minor in Computer Engineering
 - b. Action Item: Establish minor in computer engineering
 - c. Rationale: Offer interested students (with GPA's of 3.00 or above in any field of study other than Computer Engineering) the opportunity to develop their expertise in the high demand areas of digital design, software engineering, and embedded systems.
 - d. **Motion to approve made by Vinod Kumar, seconded by Jose Herrera. Motion passes. (10 in favor, 0 opposed, 0 abstentions)**
4. Department of Mechanical Engineering
 - a. Proposal: Electro-Mechanical Concentration in MECH
 - b. Action Item: Create new courses for Electro-Mechanical track: MECH 2134 (Intelligent Manufacturing Lab), MECH 4332 (Mechanical Computational Applications in Vision and Robotics) MECH 4334 (Mechanical Systems Control), and MECH 4345 (Communication and Mechanical Sensor Protocols)
 - c. Rationale: Give students more options for electives in this area
 - d. **Motion to approve made by Vinod Kumar, seconded by James Salvador. Motion passes. (10 in favor, 0 opposed, 0 abstentions)**
5. Departments of Civil Engineering; Industrial, Manufacturing and Systems Engineering; and Mechanical Engineering
 - a. Proposal: Engineering Curriculum Change for the Fall 2021 Catalog
 - b. Action Item: In the Civil Engineering degree plan, allow MECH 2340 (Mechanics II-Dynamics) as an alternative to CE 2338 (Mechanics II (Dynamics)); in the Industrial, Manufacturing and Systems Engineering degree plan, allow EE 2350 (Electric Circuits I) as an alternative to IE 2377 (Electro-Mechanical Systems) or MECH 2342 (Electro Mechanical Systems); in the Mechanical Engineering degree plan, allow CE 2315 (Statics) as an alternative to MECH 1321 (Mechanics I - Statics), allow EE

2350 (Electric Circuits I) as an alternative to MECH 2342 (Electro Mechanical Systems), and allow CE 2334 (Mechanics of Materials) as an alternative to MECH 2322 (Mechanics of Materials). Accordingly, change the prerequisites of courses in which MECH 1321, 2342, and 2322 are prerequisites: MECH 2322 (Mechanics of Materials), MECH 2340 (Mechanics II – Dynamics), MECH 3103 (Mechatronics Lab), MECH 3123 (Solid Mechanics Lab), MECH 3323 (Solid Mechanics Lab) MECH 3334 (Mechanical Design), and MECH 3345 (System Dynamics)

- c. Rationale: To streamline the transfer process between EPCC and UTEP
- d. **Motion to approve made by Vinod Kumar, seconded by Jose Herrera. Motion passes. (10 in favor, 0 opposed, 0 abstentions)**

C. College of Liberal Arts

1. Liberal Arts Curriculum Review Committee

- a. Proposal: BA Degree Requirements Update
- b. Action Item: Cut the number of Block Electives from 18 credit hours to 12 credit hours, including 3 to 6 credit hours in each area (Fine and Performing Arts; Humanities; Social and Behavioral Sciences), and replace these hours by free electives. Change the number of required upper division hours from 45 to 39.
- c. Rationale: To comply with field of study requirements concerning transfer students. Students will be able to transfer, change colleges, or change majors without forfeiting credits that they have already earned.
- d. **Motion to approve made by Jose Herrera, seconded by Vinod Kumar. Motion passes. (10 in favor, 0 opposed, 0 abstentions)**

2. Chicano Studies Program

- a. Proposal: Addition of New Course – CHIC 2302 for inclusion in the BA Block Electives menu, and in the Core Curriculum
- b. Action Item: Create new course CHIC 2302 (Latina/o Presence in the U.S.), include it in the BA Block Electives menu (Humanities or Social and Behavioral Sciences), and also include it in the Core Curriculum (Section IV, Language, Philosophy and Culture)
- c. Rationale: Provide an avenue for lower-division students to learn early in their academic trajectory about the current and emerging Latino ethnicities in the U.S.
- d. **Motion to approve made by Jose Herrera, seconded by Vinod Kumar. Motion passes. (10 in favor, 0 opposed, 0 abstentions)**

3. Department of History

- a. Proposal: Changes to descriptions of core curriculum courses, and change to title of HIST 3317 and description
- b. Action Item: Change catalog descriptions of HIST 1301 (History of U.S. to 1865), 1302 (History of U.S. Since 1865), 2301 (World History to 1500), 2302 (World History Since 1500), and 3317(History of Texas since 1821).
- c. Rationale: Update the current descriptions to reflect revisions in the field of History.
- d. **Motion to approve made by Jose Herrera, seconded by Hettie Houghton. Motion passes. (10 in favor, 0 opposed, 0 abstentions)**

4. Leadership and Community Engagement Program

- a. **Proposal: Undergraduate Minor in Leadership**
 - b. **Action Item: Creation of minor in Leadership Studies, including four new courses, LEAD 1300 (Introduction to Leadership), LEAD 2300 (Community Service), LEAD 4350 (Concepts of Social Justice and Ethical Leadership), and LEAD 4351 (Community Engaged Leadership).**
 - c. **Rationale: To meet the needs of our underrepresented and underserved student populations, to fill the gap in leadership education offerings at the undergraduate level.**
 - d. **Motion to approve made by Hettie Houghton, seconded by James Salvador. Motion passes. (10 in favor, 0 opposed, 0 abstentions)**
5. **Department of Political Science**
- a. **Proposal: POLS Core Curriculum Course Description Revisions**
 - b. **Action Item: Change catalog descriptions of POLS 2310 (Introduction to Politics) and POLS 2311 (American Government and Politics)**
 - c. **Rationale: To make mainstream and explicit antiracism content in these courses by updating their course descriptions.**
 - d. **Motion to approve made by Jose Herrera, seconded by James Salvador. Motion passes. (10 in favor, 0 opposed, 0 abstentions)**
6. **Department of Theatre and Dance**
- a. **Proposal: Adjustments to BFA in Dance degree plan (2019 catalog)**
 - b. **Action Item: Creation of concentration in Performance; move DANC 3348 (American Dance Forms -- Jazz) from Foundations to Performance – Embodied Studio Practices, add DANC 3345 (Intermediate Contemporary Dance 1), 3346 (Intermediate Contemporary Dance 2), 3349 (American Dance Forms Hip Hop), 4340 (Selected Topics in Dance) to Performance – Embodied Studio Practices, and add DANC 3322 (World Dance) and “choose” 18 credit hours to Performance – Embodied Theory Practice; delete DANC 3371 (Dance for Musical Theatre I) and DANC 4371 (American Dance Forms – Music Theatre)**
 - c. **Rationale: Make explicit to students the option to concentrate in performance, and change requirements in compliance with the contemporary demands of the dance professional world.**
 - d. **Motion to approve Jose Herrera, seconded by James Salvador. Motion passes. (10 in favor, 0 opposed, 0 abstentions)**
- D. **College of Science**
1. **Environmental Science Program**
- a. **Proposal: Course changes in Environmental Science**
 - b. **Action Item: Delete sophomore-level courses ESCI 2201 (Environmental Policy & Law), 2204 (Research Experience in Environmental Science 1), and 2105 (Research Experience in Environmental Science 2) and replace (in the catalog and in degree plans) by corresponding new junior-level courses ESCI 3201 (Environmental Policy & Law), 3204 (Research Experience in Environmental Science 1), and 3105 (Research Experience in Environmental Science 2).**
 - c. **Rationale: Better reflect the level at which the courses are taught**

- d. **Motion to approve made by Vinod Kumar, seconded by James Salvador. Motion passes. (10 in favor, 0 opposed, 0 abstentions)**
- 2. Department of Geological Sciences
 - a. Proposal: Revision of the Environmental Science Hydroscience Concentration Degree Plan and development of a 3000-level hydrologic science course with lab
 - b. Action Item: Creation of new course and lab ESCI 3106-3306 (Principles of Hydrology and Lab); update prerequisites for GEOL 3312 (Geoscience Processes), GEOL 4383 (General Hydrogeology), and GEOP 4350 (Field Geophysics). Changes to BS Environmental Science Hydroscience Concentration Degree Plan: Add (GEOL 4335 (Soil Properties and Genesis) OR GEOL 4373 (Groundwater Contamination and Reclamation)) AND GEOP 3320A (Introduction to Geophysics) AND ESCI 3306-3106; delete GEOL 2309-2109 (Mineralogy & Petrology and Lab); move GEOL 3323-3123 (Structural Geology and Lab) and GEOL 3326-3126 (Sedimentology & Stratigraphy and Lab) from required courses to recommended courses; change 9 upper division hours from any courses in CHEM, ESCI, GEOG, GEOL, GEOP to 11 upper division hours from any courses in CE, CHEM, ESCI, GEOG, GEOL, GEOP; change requirement for GEOL 4375 (Field Camp I) to GEOL 4375 or GEOP 4350 (Field Geophysics).
 - c. Rationale: New course expands classroom opportunities. Revised degree plan allows students more flexibility and opportunities to follow other pathways, and better reflects the needs of students and their future employers.
 - d. **Motion to approve made by Jose Herrera, seconded by Vinod Kumar. Motion passes. (10 in favor, 0 opposed, 0 abstentions)**
- 3. Environmental Science Program
 - a. Proposal: Updates to the MS in Environmental Science Fast Track
 - b. Action Item: Allow 5000 level ESCI courses to the Fast Track BS Environmental Sciences-MS Environmental Sciences
 - c. Rationale:
 - d. **Motion to approve made by Jose Herrera, seconded by Vinod Kumar. Motion passes. (10 in favor, 0 opposed, 0 abstentions)**
- VI. **Motion to adjourn at 3:55 pm. Motion to adjourn made by Jose Herrera, seconded by Vinod Kumar. Motion passes. (10 in favor, 0 opposed, 0 abstentions).**

Academic Policy Committee

Credit for Non-Traditional Educational Experiences

What is the New Policy Change?

Changes to the policy for awarding credit for non-traditional experiences, and changes to how these experiences are evaluated and assessed.

Rationale for change in “Credit for Non-traditional Educational Experiences”

Currently, the policy describes how UTEP determines credit for only one type of non-traditional educational experience: military service. It describes the documentation needed to consider this experience and describes only one method (ACE recommendations) for determining the level and amount of that credit. It also implies that such credit would be limited to the undergraduate, lower-division level.

The new policy allows other types of prior experience to be considered for credit, and allows the College, through the Dean and Department Chair/Program Director, to create a policy identifying the type of documentation and type of assessment method needed to determine the amount and level of credit to be awarded. It explicitly requires the credit to be awarded on the basis of the assessment of the experience, not the existence of the experience alone. Assessment methods may include the recommendations of external agencies qualified to evaluate (such as ACE) but may also include portfolio review by experts in the field at UTEP.

This type of review and evaluation is similar to how we evaluate transfer credit from non-Texas institutions and similar to how we evaluate credit-by-examination for various college-level testing instruments. This proposed policy adds the requirement for an approved evaluation method with specific documentation requirements.

Documentation and assessment of prior learning is especially helpful to our professional and applied programs, who often accept students with substantial experiences in the field. Programs that would like to allow this type of credit are required to establish policies, the set of required documentations, and the assessment methods to obtain the approval by their Dean.

Summary of Changes:

- 1) Departments or Programs, and Academic Deans are responsible for establishing and applying procedures for determining the applicability of credit to a student's degree plan.
- 2) Credit is awarded based upon formal assessment of the learning, not on experience alone.
- 3) The documentation requirements part is expanded to include the possibility of collecting evidence for workplace experiences and training (in addition to the military documentations that are already listed in the original text)

Proposed Policy Text (key changes highlighted in Yellow):

“Credit for non-traditional educational experiences is based on assessment through examination, portfolio evaluation, or awarded based on recommendations of recognized experts in the field and approved educational evaluators, such as American Council on Education (ACE) recommendations published in the National Guide to Educational Credit for Training Programs and the Guide to the Evaluation of Educational Experiences in the Armed Services. Direct course equivalents are provided, where applicable, in cases when recommendations are similar to courses offered at UTEP. Lower-division, advanced, or graduate credit may also be given, where appropriate. The Department or Program, and Academic Dean are responsible for establishing and applying procedures for determining the applicability of credit to a student's degree plan. For military experience or training, official records verifying course completion from the appropriate agency or from the ACE Registry of Credit Recommendations must be submitted to the Admissions Office. If an Army/American Council on Education Registry Transcript System (AARTS) or Navy Sailor/Marine American

Council on Education Registry Transcript (SMART) transcript are not available to verify military experience, official copies of the certificates of completion must be submitted. For workplace training or experience, appropriate documentation may be requested from supervisors or relevant training providers.”

Academic Policy Committee Members:

Omar Badreddin, Selfa A. Chew, Jennifer Ware, Toni Blum, Thompson Sarkodie-Gryan, Jose Hurtado, Syanya Ojeda, Rodolfo Rincones, Erica Balderrama, Somnath Mukhopadyhyay, Luis Hinojos, Jessica Shenberger, Nigel Ward.

For your information and future reference: Teaching Effectiveness and Development Committee Recommendation Approved in the Faculty Senate in December 2020 meeting. Recommendation was voted on and approved and will be sent as a Faculty Action Report to Provost Wiebe after Feb. 9th meeting.

The Teaching Effectiveness and Development Committee seeks the support of the Faculty Senate and the Provost to share the following statement with Deans, Department Chairs, and Faculty at The University of Texas at El Paso.

To keep our community healthy during the COVID19 pandemic, our university transitioned to online instruction in the spring semester and continued during the fall semester. In the beginning of the fall semester, about 75% of the courses were online, 20% hybrid, and only about 5% maintained a face-to-face format. Given the rise in COVID19 infections in our community, by the end of the fall, most hybrid courses have transitioned to fully online.

During this transition, the university provided faculty support and resources through different programs including technology facilitation, Blackboard assistance, instructional design, Grab-N-Go tips, webinars, and employee assistance, among many others.

Despite the abundance of resources and information, the implementation of online instruction has presented significant challenges for faculty. Many faculty and students had to learn and adapt to online instruction through trial and error in an extremely short period. The time commitment required for teaching increased substantially, as faculty revamped their courses and provided individualized plans for students struggling with illness; while also seeking to keep up with research and service duties. Furthermore, some faculty dealt with COVID-19 in their own households and shared workspaces with children and family.

Under these circumstances, student evaluations alone might not accurately reflect the faculty's effort and teaching competence. For this reason, without jeopardizing our commitment towards high quality instruction, we encourage faculty and administrators to embrace a flexible and holistic approach in the teaching evaluation process of part-time and full-time tenure and non-tenure track faculty this year. Teaching evaluations could take into account individual circumstances, patterns of performance over time, and overall trends. Each college and department can determine how to be flexible regarding teaching evaluations and how to document faculty efforts and hardships during this period. For example, merit review committees could offer faculty the option to supplement their students' teaching evaluations with a document detailing their adaptation efforts, teaching innovations, technological and pedagogical training, as well as challenges faced during the pandemic.

Teaching evaluations are an important source of information in faculty's applications for promotion, tenure, contract renewals, merit salary increases, and teaching awards. Embracing a holistic and flexible approach during this period can provide college and department merit review committees with additional data to make informed decisions. Although this statement refers to evaluations of teaching performance, a similar process could be devised for evaluations of research and service.

Respectfully,

Dr. Fernando R. Jiménez, TEDC Chair