FACULTY SENATE MEETING MINUTES

February 7, 2014

Washington Street Campus, Lib 207

Call to Order by Bruce Moseley, President, 3:05 pm

Members Present	Bruce Moseley, Alan Kee, Jerry Terry, Heather Voran, Brent Cavanaugh, Penelope Davies, Angie Ross, Lizzy Sharp, Mandi Wheeler, Susan Burks, Brian Farmer, Monty Downs, Craig Clifton, Tamara Rhodes, Jim Taylor, Kerrie Young
Members Absent	
Visitors	Lee Colaw, Chief Information Officer

Topics	Discussion/Information	Actions/Decisions Recommendations/Timelines
President's Report **A. Lee Colaw** **B. CTL Tour** **C. Textbook Policy Update** **D. Core Curriculum Update**	A. Lee Colaw gave a technology update to Faculty Senate (See attached presentation) B. CTL Tour CTL has many new resources available for all AC faculty (see attached flyer). Faculty Senate took a tour of the facilities. C. Textbook Policy Update Discussion of complications of implementation of textbook policy. Bruce provided a proposal / option to move forward on textbook issue. Discussion on policy. The proposal was revised according to discussion points. Susan Burks moved that we approve the textbook policy with recommended changes. Penelope Davies seconded. Bruce will add recommendations and email the policy to faculty senate for discussion and voting (see attached revised proposal—the proposal was approved via email	

	voting following this meeting date). C. Core Curriculum Update THECB did not accept our proposal for core curriculum as it stood. They have made recommendations, which AC accepted.	
New Business		
Committee Assignments		
Committee Reports		
Courtesy Committee	No report	
Elections Committee	Elections are in process to replace open Faculty Senate positions. Reem Witherspoon has been elected to represent the ACcess Learning Center, and voting is underway for an Arts & Science representative.	
Legislative Committee	No report.	
Mead Committee	Gearing up	
Professor Emeritus Committee	Updated eligibility list was given to senators. Make recommendations and give them to Susan Burks.	
Questions Committee	Bruce and Jerry are working on the questions received.	
Salary Committee	Enrollment is down, but the proposal will be similar to last year.	
Technology Committee	No report	
Faculty Survey Committee	No report	
Hospitality Committee	Thank you to CTL and HQ.	
Professional Standards Committee	No report	
Faculty Development Committee	No report	
Instructional Technology Council	Their meeting and tour of CTL inspired the tour for Faculty Senate today.	
Pinning Committee	Pinning on Friday, March 21, 9:30 a.m., in the Oak Room	

Building Naming Committee	No report	
Committee Committee	Joy has sent the committee spreadsheet	

Recorder: Heather Voran, Senate Secretary – Instructor, Center for Teaching and Learning

Amarillo College

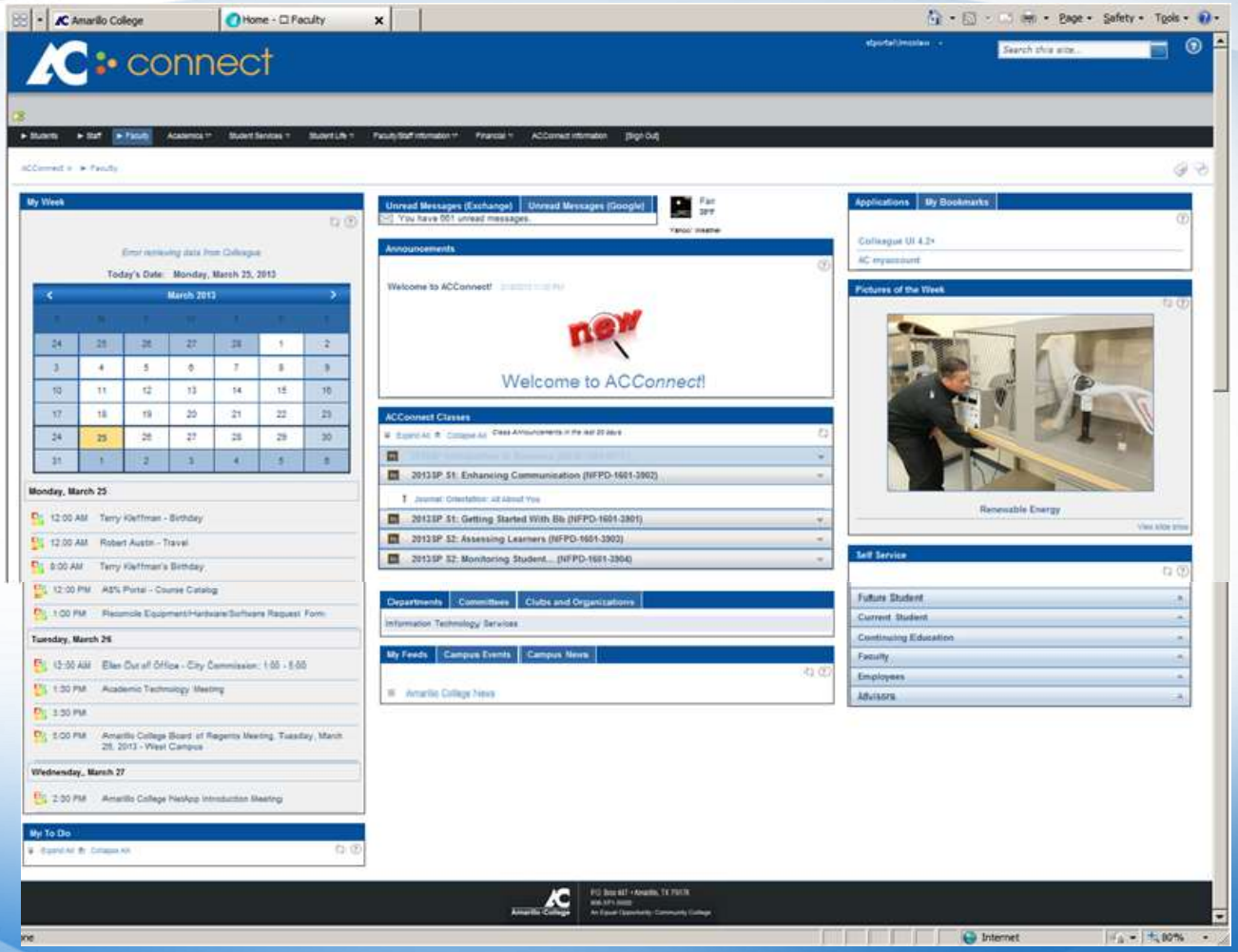
FACULTY SENATE TECHNOLOGY UPDATE

Presented by
Lee M. Colaw
Chief Information Officer

Mission: Enriching the lives of our students and our community

- Vision from the VP, Academic Affairs:
  - Single Point of Entry for All Services ✓
  - Migrate from Angel LMS to Blackboard LMS ✓
  - All classes will have a presence in Blackboard ✓
  - Blackboard Priorities:
    1. Retention Alert **In process**
    2. Grades to Colleague ✓
    3. HB 2504 / Student Evals **In process**
    4. Faculty Credentials **In process**
    5. Faculty Evals / Tenure Review **In process**
    6. Assessment / Program Reviews **Pending**
    7. Email Communication Upgrade ✓
    8. Continuing Education ✓
    9. Faculty & Staff Development **In process**
    10. Community Engagement Module **Pending**

Student Success Begins with a Single Point of Entry for All Services

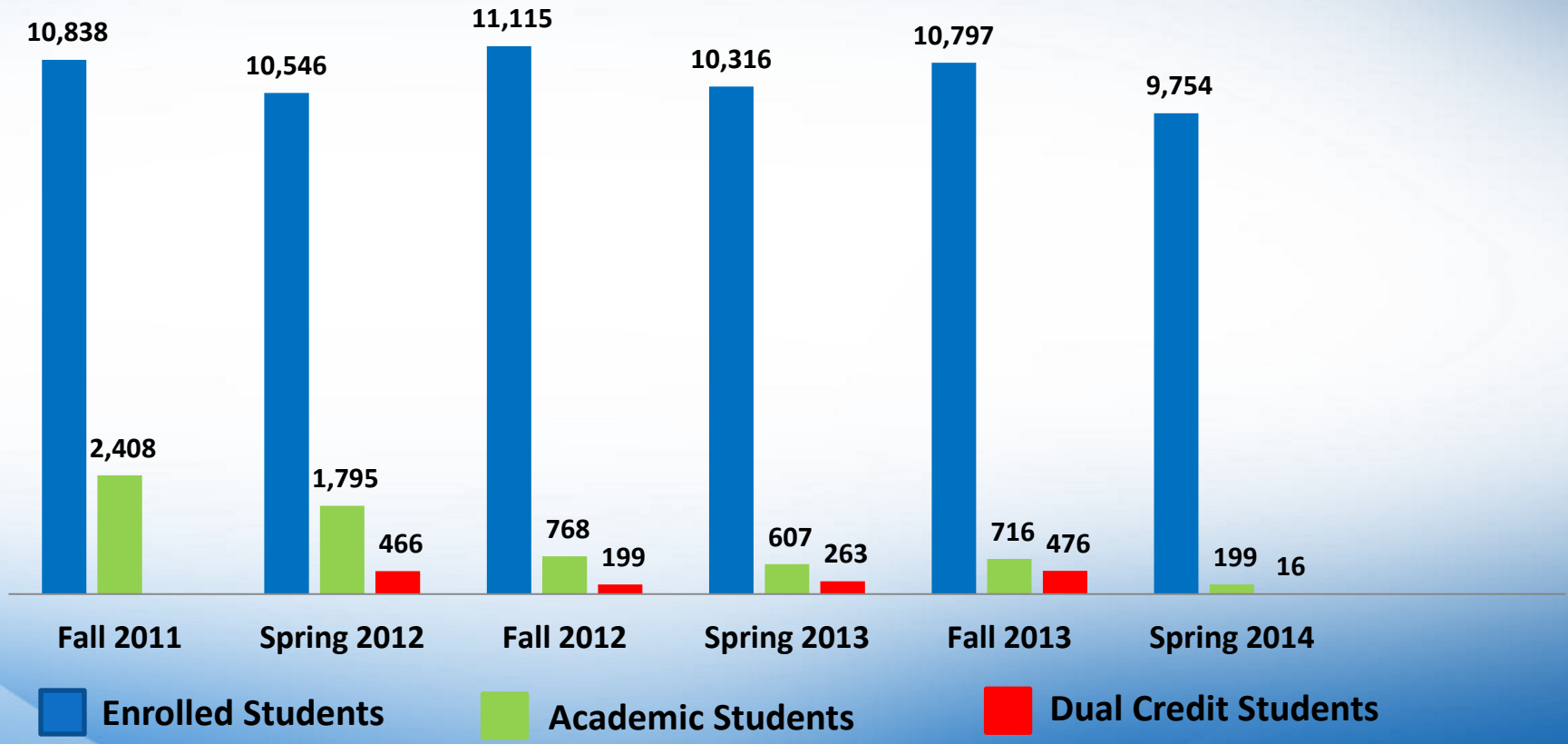


Ellucian ERP + ILP + Blackboard Learn

Student Email Usage

As of Date	Active Student Enrollments (end of 4th week of classes)	Count of those that have Used Google	Percentage of Google Accounts Used	Description
9/20/2013	10,779	10,184	94%	Gmail accounts used during the first four weeks.
9/21/2012	11,115	485	4%	Gmail accounts used during the first four weeks.
9/16/2011	10,838	422	4%	Campus Cruiser accounts used during the first four weeks.
9/17/2010	11644		3% - 7%	Campus Cruiser portal student email - FY 2010
9/18/2009	11048		3% - 7%	Campus Cruiser portal student email - FY 2009
9/19/2008	10075		3% - 7%	Campus Cruiser portal student email - FY 2008
9/21/2007	10210		3% - 7%	Campus Cruiser portal student email - FY 2007
9/15/2006	10138		3% - 9%	Campus Cruiser portal student email - FY 2006
9/23/2005	10453		0%	No student email available - FY 2005 and eariler

Students *NOT* Activating Electronic Accounts by the end of First Week of Classes



Continuing Education Online

Amarillo College
Continuing Education

Continuing Education

CE Home | Find Classes | Departments | Kids' College | Online Courses | Financial Aid | Contact Us

Search and Register for Classes

Easily browse our continuing education schedule by day, time, location, subject and more.

Filter Course List

Location

Search

January 2014

Courses Available:

8/17/2013
New Faculty Academy FA13

12/2/2013
Bb Grade Submissions Online

1/6/2014
Ballet Beginning (Ages 2-4)

1/6/2014
Ballet Beginning (Ages 3-5)

What is CE?

The **Continuing Education Division** serves the community by offering a wide variety of professional **Workforce Training** programs, and fun and exciting **Personal Enrichment** classes.

To serve the training and seminar needs of the local and regional business and medical communities, the Downtown Campus houses a 215 seat lecture hall, several technology equipped classrooms, a computer training lab, and a large multi-purpose room with a kitchen suitable for delivered catering. Whether you use our site or yours, Amarillo College is the Panhandle's premiere choice for business and professional training.

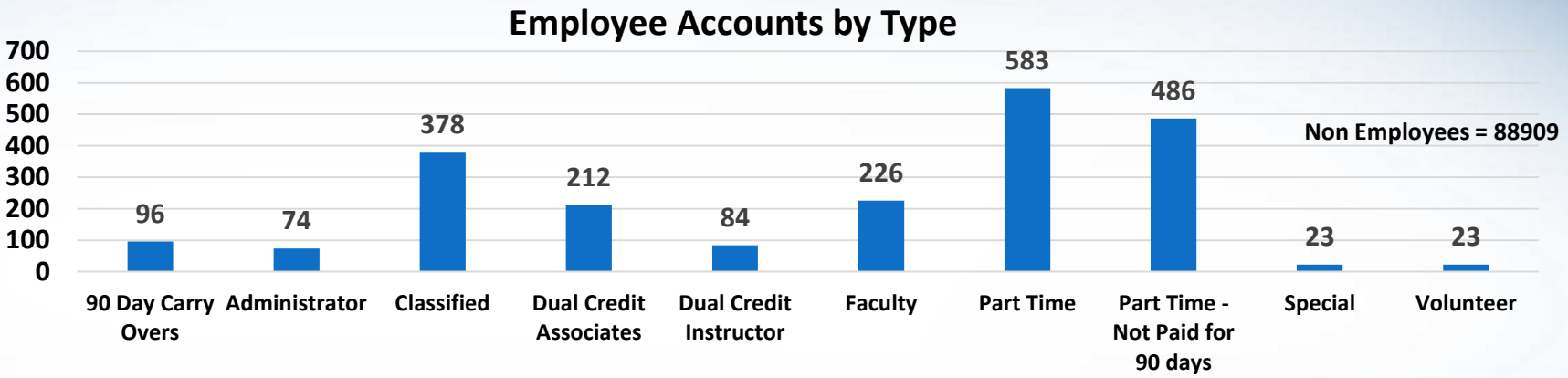
For children, adults, and seniors, our Personal Enrichment Department offers fun and exciting leisure classes year-round on several campuses. From Art to Zumba™, there's bound to be a class for you.

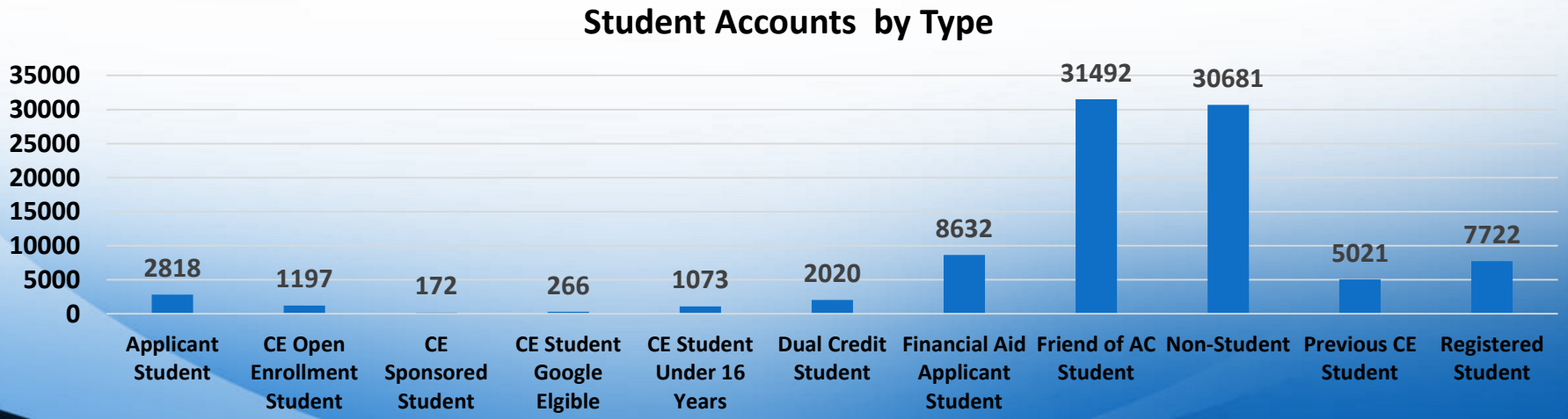
Organic Gardening $33.00

Floral Design $229.00

How Many Employee and Student Accounts Do We Manage?

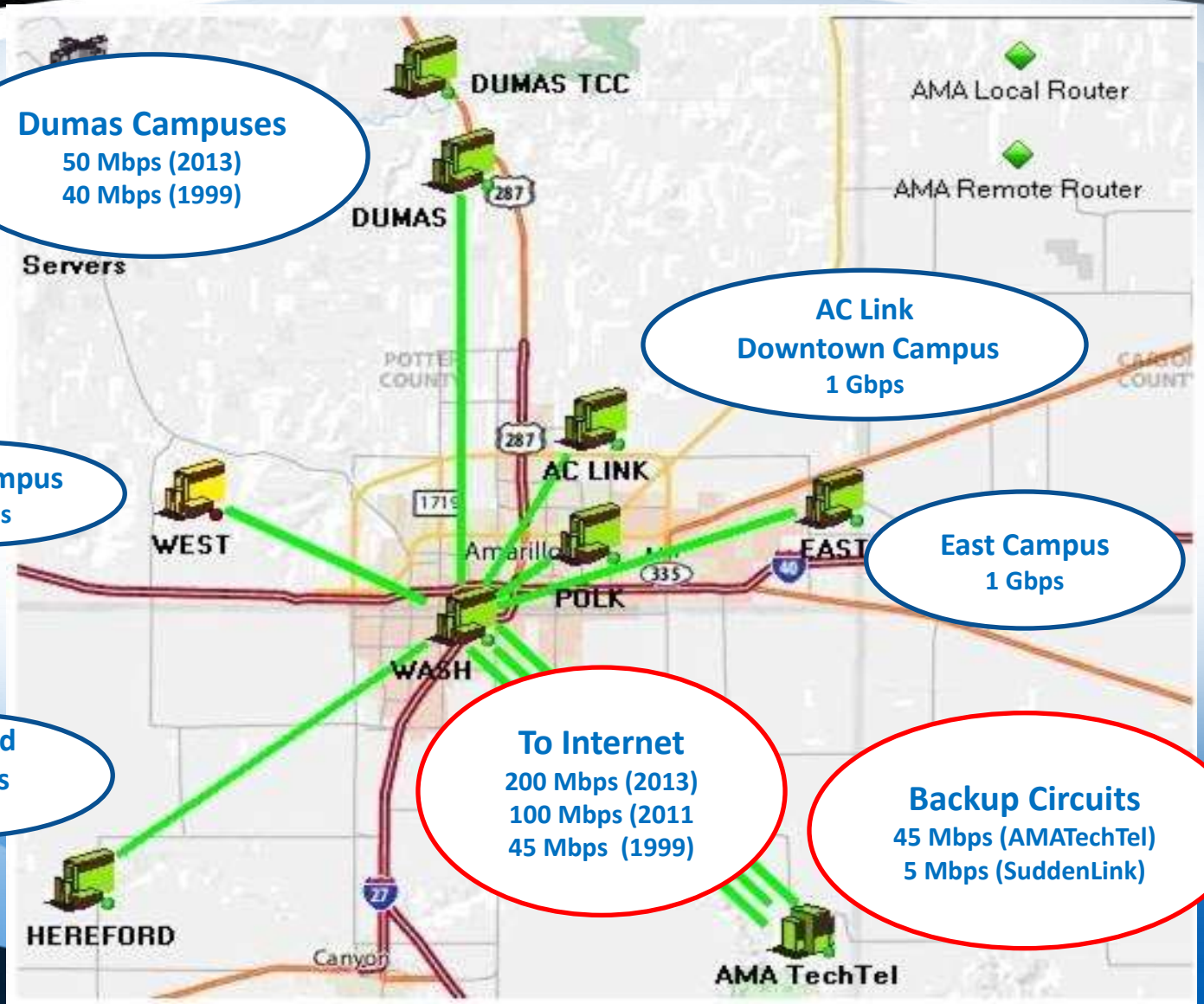
Total = 91,094



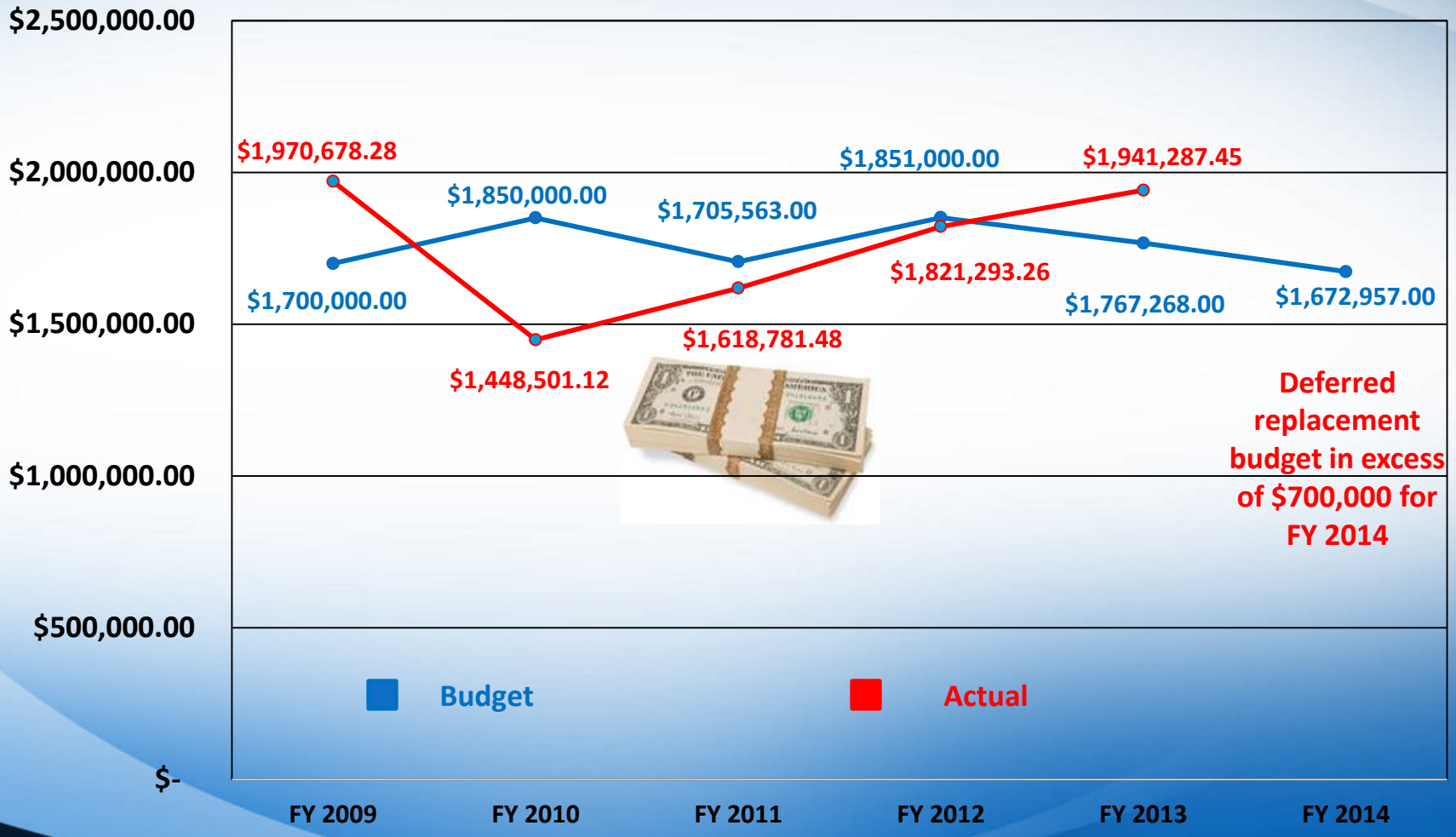


as of 1/27/2014

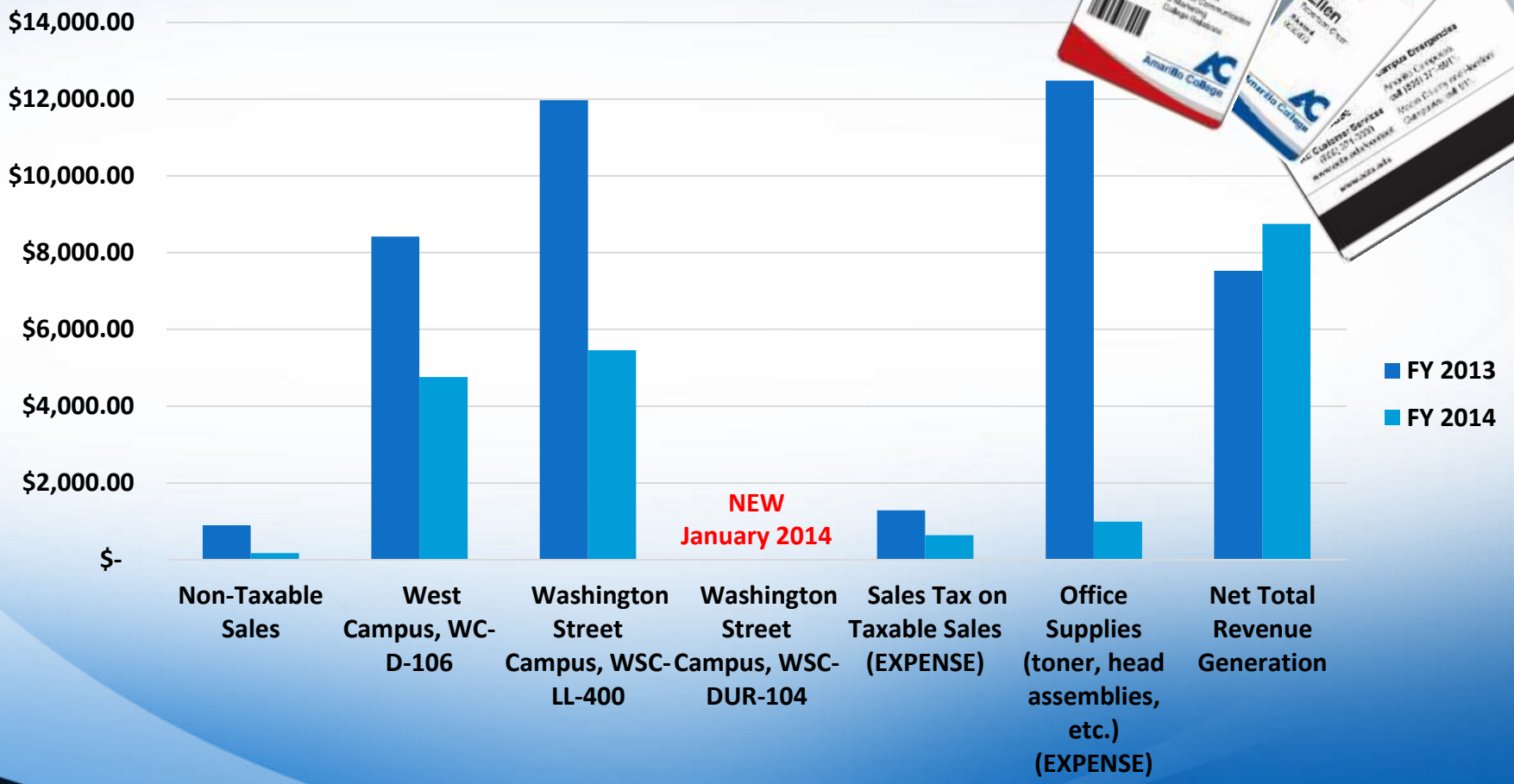
College Internet Connectivity



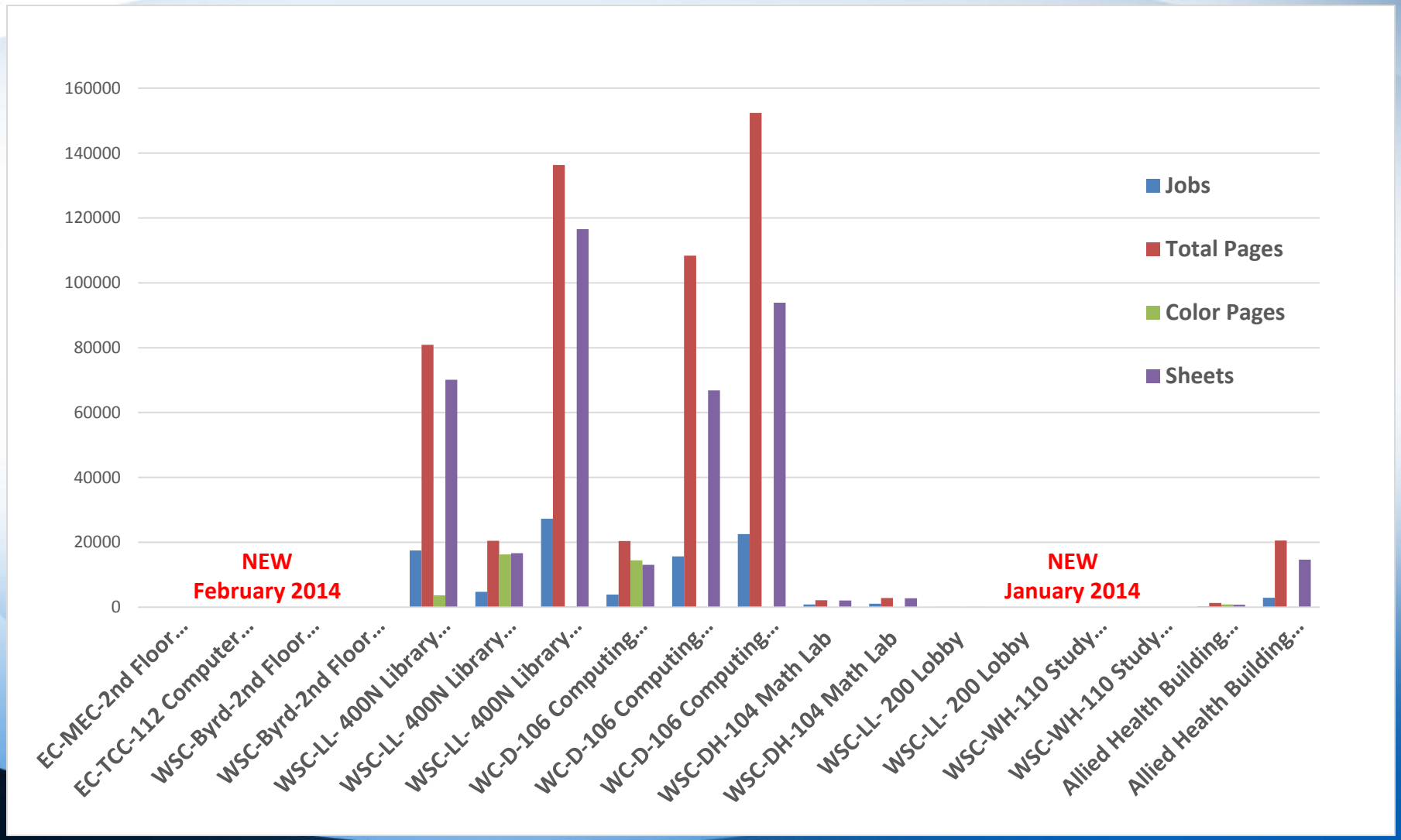
Technology Replacement Budget



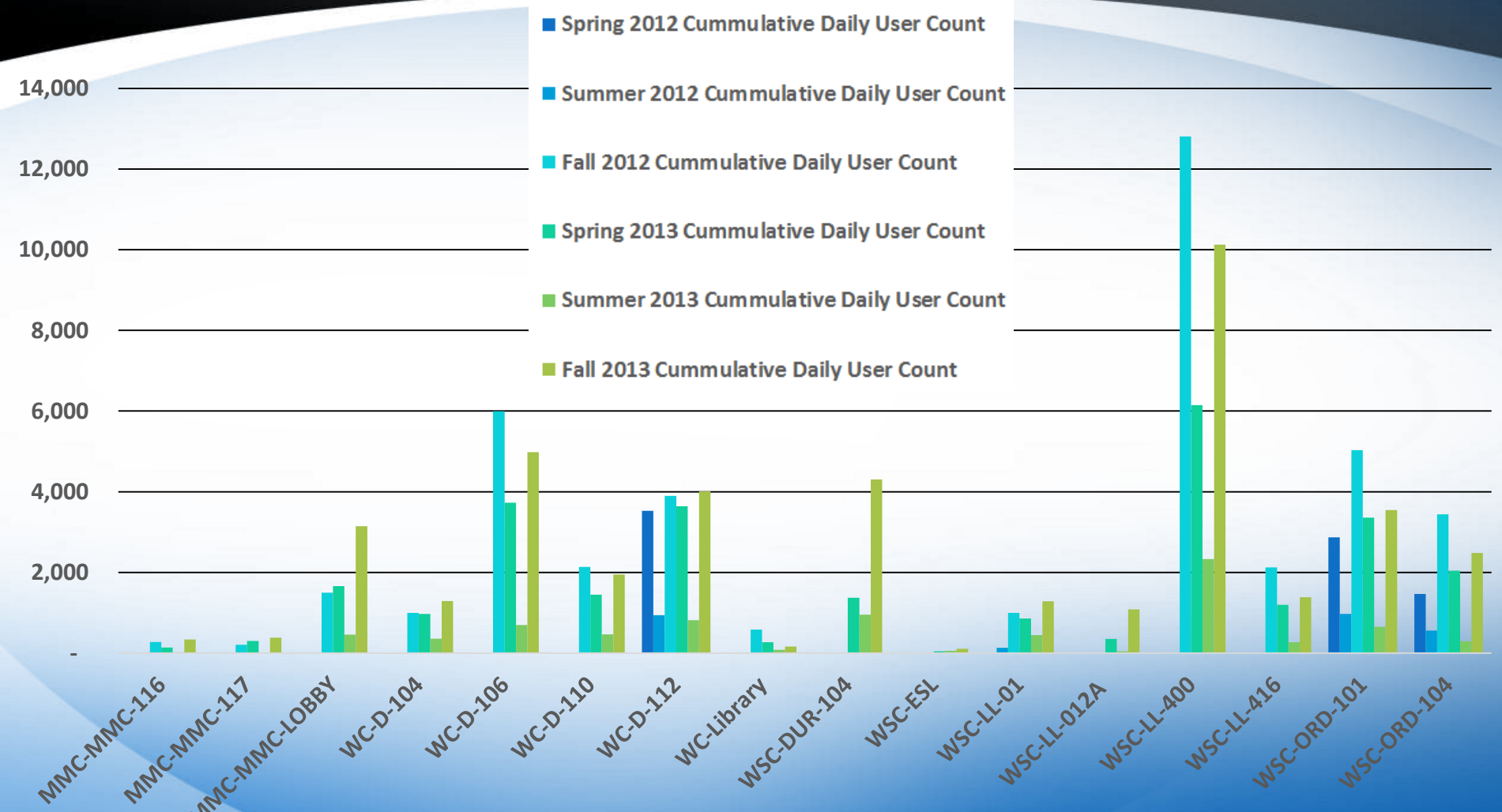
Cost-Per-Copy Add Value Collections



Cost-Per-Copy Printer Summary



LabStats Daily User Count



Mobile Use at AC is Growing

Top Device Models

Apple
iPhone
6,433 Sessions
63.88%

Samsung
Galaxy S III
619 Sessions
6.15%

Apple
iPad
425 Sessions
4.22%

Samsung
Galaxy S III
310 Sessions
3.08%

Samsung
Galaxy Note II
166 Sessions
1.65%

HTC
One X
142 Sessions
1.41%

Active Users

Country / Territory

Screens

Screen Name	Screen Views
Show Home Screen	10,373
Display web frame	9,758
Schedule (full schedule)	3,710
Grades list	1,931
Sign In Page	1,893

“Technology” is all about Student Success

Questions or Comments

New CTL Work Space

CTL Lynn Library 2nd floor Staff

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Welcome to The Center for Teaching and Learning. We are proud of the wide array of resources available for instructors and administrators from conference rooms to experimental collaborative classrooms. Thanks Amarillo College for making our new home a great resource for the entire college community.

CENTER FOR TEACHING AND LEARNING

Team Space

The Link 205 J

A four-seat collaboration station enables groups to work together more efficiently by sharing computer screens via a flat-screen TV. CTL instructional designers often use these stations to help instructors with Blackboard. Two computers and one printer are available.

The Blend 205 V

A four-seat collaboration station and six seat station complement the Sharp 72 inch touch screen monitor.

Adjunct Center 205 W

A dedicated room for adjunct faculty equipped with eight computers and two printers allows adjunct instructors a private room to use when visiting the Washington Street Campus.

TeamSpace 204

The TeamSpace is a 14-seat conference room with a 70 inch Sharp touch-screen monitor with in room speakers and web cam. White board and multi media enabled conference tables are included. The room is equipped with a sink and kitchen style counter and cabinets.

The Forum 207

The Forum is a large (30-seat) class room with a 72 inch Sharp touch-screen monitor, web camera, white boards, document camera and complete lectern.

TILE Classroom 212

The TILE (Transform, Interact, Learn, Engage) Classroom is a new learning space that promotes participatory learning designed around active learning pedagogy. The space is equipped with tables, laptops, flat screen monitors and white boards to promote and support collaborative learning. The room has multi-media tables with accompanying monitors and individually

TILE Classroom

controlled speakers. Included at each table are graphics tablets and embedded power and internet connectors. There is a master lectern that can control the different monitors and speakers. The room seats over 32 students and includes a laptop recharging cabinet.

Media Arcade 205R

The Media Arcade is a multi-purpose studio for the production and editing of AV materials. The studio has camera, sound, and lighting equipment for instructor use. Also included are two computers and white board.

Textbook/Course Materials Policy

If an Instructor or Department profits from Amarillo College students from the sale of textbooks or any course materials, the Instructor must obtain pre-approval by a minimum of 3/5 vote from the Textbook Committee, which will be comprised of the following five members: (1) President of Faculty Senate; (2) Vice President of Faculty Senate; (3) Secretary of Faculty Senate; (4) Student Government Representative; and (5) Vice President of Academic Affairs. If one of the Faculty Senate Officer's materials is being proposed, that representative on the committee will be replaced by a member selected by majority vote of the Faculty Senate.

If the Instructor's proposal is rejected by the Textbook Committee, that faculty member can appeal the denial to the Professional Standards and Relations Committee, which shall have an evidentiary hearing and make a recommendation to the President, who would make a final determination.

The following criteria should be considered when determining the appropriateness of required or suggested course material for a class at Amarillo College:

1. Does the material promote student success?
2. Is the material appropriate for the Course Objectives?
3. Is the material reasonably priced?
4. Has the material been published by an independent publisher?
5. Has the material been peer-reviewed?
6. Is the material adopted at other schools?
7. Is the material reasonably used in the class?

None of these factors should be considered dispositive, and this list should not be considered exhaustive. All proposals shall be evaluated based on all of the facts and circumstances related to the situation.

The Instructor should address the applicability of these criteria in the proposal and include two letters of recommendation from faculty peers addressing the appropriateness of the material as proposed. Any denial shall include an explanation as to why it was rejected.

Question 1: If a Classified employee usurps administrative authority in (1) reprimanding Professional staff; (2) assignment of rooms causing mismatches with the resultant classes; (3) served in at least one personnel selection committee to select Professional staffing; was rude, insensitive, and spiteful; should he or she be reigned in and, if so, by whom?

If the problems created by the inappropriate conduct of a Classified employee have been repeatedly brought to the attention of the department head and HR resulting in the department head vociferously supporting the Classified employee over the Professional staff and expressly stated so and if HR disregarded multiple complaints over extended times and failed to maintain confidentiality of the complaint, where can aggrieved Professional staff go to have their legitimate complains addressed? If HR cannot be discrete as to the "whistle blowers" do you think perhaps the press would be more sensitive?

- **If a faculty member has a legitimate complaint, that person should take it to their Program Coordinator, and then the Department Chair, and then the Dean, and then the VPPA, and then the Professional Standards and Relations Committee, and then the Board of Regents (as provided in the Faculty Grievance Procedure in DGBA of the Board Policy Manual)**

Question 2. If the recommendations and comments of the Faculty Senate are not to be considered, why retain it?

- **Continuously communicates faculty concerns to administration**
- **Administers selection of the Mead Award winner**
- **Administers selection of the Professor Emeritus and hosts a reception**
- **Administers selection of the Piper Professor nominee**
- **Makes a salary proposal to President's Cabinet every year**
- **Assists in faculty assignments to campus-wide committees**
- **Takes anonymous questions from faculty and tries to find answers**
- **Distributes and analyzes results from the annual Faculty Survey**
- **Assists with Pinning ceremonies to honor employee longevity**
- **Serves as Professional Standards and Relations Committee with respect to Faculty Grievances and makes a recommendation to the President**

Question 3: Has the desire for conformity reached the point that even members of a collegial body cannot voice a variant opinion? **See #1**

Question 4: Why are only women in positions of authority in the Department of Biology while mainly men are targeted for letters of written reprimand, threats and non-renewal? Does not gender discrimination violate Federal law? **See #1**

Question 5: Do the present dramatic escalation of staff written reprimands indicate loss or lack of leadership capacity? Aren't these people who are so carelessly reprimanded actually highly educated, trained and experienced Professionals? Why treat them like field-hands? **See #1**

Question 6: Why do we have the loss of:

Scientific Symposia–originally 3 per semester
money because the person making purchases does not know where, how or what to shop for
flexibility denied support staff which results in loss of individualization for students
office for part-time instructor
sleep and peace of instructors; thus, loss of creativity and class energy
cooperation among faculty members–we do not know who can be trusted
quality of instruction because of loss of morale and enthusiasm
respect from leaders to their staff
respect for leaders from their staff
truth–stated more than once to staff, "No, I do not want to hear....."
Consistency–male instructor let go because he would not use textbook; female instructor retained even though she did not use the textbook and her students were not required to bring textbooks to class
fun in the teaching process and enjoyment of students
academic freedom

- **See #1**

Question 7: Why are good instructors placed as administrators without any training in administration?

- **Good question, we will discuss possibility of Management training with VPAA**

Question 8: Why has the general administrative proposition that "conflicts of interest" should disqualify personnel from time to time in processing complaints before HR not been followed? Does not HR have a history of using judges with pre-conceived prejudices based on their personal relationship to the parties in the conflict. **See #1**

Question 9: Does the unusual number of staff losses suggest a loss of morale–perhaps a loss of respect? Professionals expect mutuality of respect . Is it true that mutuality no longer exists?

- **See #1**

Intellectual Property Rights

Faculty Senate would like to propose the following paragraph be added as Paragraph 10 to the existing Intellectual Property Rights policy found in Section DBM of the Amarillo College Board Policy Manual:

> 10. Intellectual Property Owned by Amarillo College and the Creator. Intellectual property shall be jointly owned by Amarillo College and the creator if such material is conceived and developed by an Amarillo College faculty member for an Amarillo College course. Such course materials would include but not be limited to instructor-created videos, presentations, notes, lesson plans, handouts and other aids.

UT's policy provides, in part:

> **When does an employee own intellectual property?**
>
> If the intellectual property is embodied in a professional-, faculty-, researcher- or student-authored scholarly, educational (i.e. course materials), artistic, musical, literary or architectural work in the author's field of expertise (from here on, a "scholarly work"), even though such a work may be within the scope of employment and even if System resources were used.