

VPAA Council

**May 6, 2015
Library 204, 1:30 pm**

Minutes

I. Minutes approval

Approval held until next meeting.

II. Reorganizations

Dr. Vess announced several reorganizations under the VPAA umbrella:

Kristen McDonald-Willey has moved into the VPAA suite. Kristen has a crucial role in new initiatives.

Mark Hanna will now be on the VPAA Council. Mark is taking over supervision of CTL, the CTL help desk, and the instructional designers. With this change the instructional designers will help the faculty work on designing their classes and the help desk staff will work on basic Blackboard issues for faculty and students. Faculty Fellows will be used to jumpstart a faculty driven approach to CTL.

Patsy Lemaster will be over professional development and training for all but faculty. She will report to the new VP for Employee and Organizational Development.

Carol Moore has moved to the Registrar's Office. Carol will have the opportunity for her skills to be utilized by assisting with transcript and TSI evaluation. Carol will take the catalog duties with her to the Registrar's Office.

With Carol's move to the Registrar's Office, the FWA budget process will be revamped so that the data entry will originate in departments. Dr. Vess would like to more efficiently use departmental staff to assist in FWA, as the departments already upload much of their FWA information into the data base. A more consistent model for FWA workloads is needed; for instance, some instructors are given special assignments for no specific reason. Discussions are needed to map a better plan for FWA, with Deans responsible for overseeing the process in their areas, and the VPAA will approve and provide guidance for special cases. Once the basic principles are in place, HR will sponsor a training session (hopefully before the Fall 2015 FWA) on best practices in entering FWA data. This will help reduce

errors that could result in faculty being paid improperly. Discussions followed on protocols and time frames, such as who can enter the data, and when is the best time to do the FWA reports.

Kathy Wetzel has accepted a new position at Brookhaven College in Farmers Branch, Tx, and will be leaving AC in July. Kathy said to remember her if AC needs to partnership in certain areas. Richard complimented Kathy on the wonderful things she has done for Amarillo College. Dr. Vess concurred that her absence will be a big loss to Amarillo College. Dr. Vess has begun talks with STEM departments concerning the new challenges in STEM and what is needed in leadership for the STEM division. There will be many changes and AC needs to proceed carefully.

The Carter Fitness Center will transition to Continuing Education after Spring 2015 graduation. The facility needs to generate more revenue and the move will help facilitate this need. Emphasis will be on bringing more community members to the facility, as well as accommodating our students.

With Kim Davis' upcoming retirement, Amarillo College will soon need to run a search for a new Dean of Continuing Education.

III. Entry of grades

Diane Brice and Tina Babb had a meeting with Dr. Vess. There is a concern that faculty aren't entering the final grades themselves. The Instructor of Record must enter the grade; having department assistants or facilitators entering the grades raises concerns of FERPA violations. This does not apply to master shell courses and editors (Tamara's concern). In Nursing, there are sometimes three Instructors of Record for one class (Richard's concern). Dr. Vess stated that as long as it is an Instructor of Record, it is ok. For dual credit classes, facilitators may enter homework grades, but the Instructor of Record must enter final grade. Dr. Vess stated that Dual Credit facilitators are an issue that might need to be addressed in the future. Bottom line: Official final grade for the course has to be done by the Instructor of Record.

IV. Advisement

There is a concern that Advising does not have enough help during the two weeks before Fall and Spring registrations. An approach to deal with the situation has been suggested and will need to be discussed. Each division would have a faculty member that is trained by the Advising department to help with students during the busy period. This faculty member will be paid a stipend for their participation. This would help bridge a gap in student advising, as well as give the deans some say in the way their programs are advised. Daniel and Renee reported that Hereford and MCC already have faculty involved in advising. Richard said that initially all nursing students are advised by Susan McClure or

Debbie Carey; then potential students go to group advising conducted by Richard. Faculty are required to sign up and help with these three-hour sessions.

Only those instructors who come back early and advise during these times would be awarded stipends.

Dr. Vess would like to have Jason and April clarify what is needed and what is already being done. Areas of concern would be interpreting transcripts and test scores.

More discussion is needed concerning this area.

V. New Faculty Academy

Kay Taylor, who in the past handled New Faculty Academy, has moved to Professional Development with Patsy. This is an ideal time to reexamine New Faculty Academy. Dr. Vess would like NFA to welcome our new faculty and get them excited about teaching at Amarillo College. A committee is needed for NFA redesign. Mark Hanna suggested that Faculty Fellows could play a prominent role in the redesign. Richard suggested levels of NFA; teaching strategies for those who have little college teaching experience, with different training for those more experienced instructors. Dr. Vess suggests a making the NFA more interesting, with peer mentoring system and learner-centered approaches in a shorter time frame.

Most deans are not excited about the online NFA; faculty preference leans toward face-to-face classes. Dr. Vess asked if NFA should be a year-long endeavor; most of the deans feel a full year is not necessary. NFA is viewed by most faculty as a project that takes too much time away from teaching. NFA should be a forum for pedagogy, not for long and tedious additional projects.

Mark Hanna believes that a supplementary online component for NFA could be beneficial. Tamara brought up the point that some senior faculty are doing amazing things with technology that they could teach to new faculty. Kristin suggested part-time, as well as full-time, teacher orientation would be beneficial. Renee asked if a spring session would be possible for those who do not begin teaching in the fall. Dr. Vess believes NFA could run once in fall and once in spring. Mark Rowh said the idea of NFA shouldn't be perceived as a burden, but something new faculty could look forward to attending. Dan would like the training to emphasize ways to help new faculty succeed; some view it as Amarillo College's way of saying that they aren't qualified to teach.

VI. ADA Compliance

According to federal law, online resources need to be accessible for disability students. For example, a person who is blind should be able to navigate an online course. There are 300 online courses at this time, and faculty loads are five classes. Faculty does not have the physical time to make each class ADA

compliant; support will be needed in this endeavor. Training by division best practices is needed, with the focus being on classes with the highest enrollment. Department of labor classes must have priority on compliance. Lyndy noted that clarification for accessibility is needed for this to be accomplished. Dr. Vess believes hands on training, by bringing a particular course to the table, would work best; having support staff will be crucial. Mark Hanna said developing best practices is key; minimum standards need to be looked at and met; classes cannot be done all at once. Tamara mentioned creating a check list, so that Master Course editors can keep deans apprised of progress. Dr. Vess believes that a small bundle of best practices should be highlighted; DOL, master courses, large classes, such as ENGL 1301 and 1302, and classes that have a higher rate of disability students should be looked at to begin the process.

An example of minimum standards could be: if one video is already closed captioned, but another isn't, as long as a person can accomplish class with the one video, the other videos may be moot.

Dr. Vess asked requests that the deans ask their faculty what tools are being used (i.e., PowerPoint, Acrobat) to create online content.

Dan mentioned that Brenda Rossnagel is aware of enormity of this project. A suggestion was made that Lee Colaw could revise the disability statement to state that we are working on the situation, but (example) AC cannot ensure that outside links, provide ADA compliant alternatives if videos are not close-captioned.

Dr. Vess believes AC will begin to roll out the accessible classes in stages beginning in the fall.

VII. Retreat plans/ACTS

The retreat that was originally planned for Santa Fe has been canceled due to budget issues. Dr. Vess would like the deans to hold the original dates for a local retreat. Issues to be discussed include:

- Strategic plan
- Block scheduling, including broad level of input from chairs and coordinators
 - a. need to have spaces for students who do not want block schedules
 - b. block schedule roll out-Spring 2016
 - c. limited scale implementation to make certain all the bugs are out
- AC would like to implement block scheduling correctly, before it is mandated by legislature.
- Look at block scheduling for evening classes as well

VIII. Strategic plan

A 70% completion rate by 2020 is envisioned. High impact practices make a huge difference on our success rate. We need more learner-centered approaches and high impact practices to reach our goal of 70% succession rate.

Institutional goals: These relate to completion, aligning degrees with labor, etc. Academic affairs will target specific initiatives to plug into this.

Brainstorming:

Each division needs to bring something to the table, but not necessarily each department. Think about career clusters, pathways, and alignment of degrees to the marketplace. An example would be the Accelerated Welding program in Lyndy's division.

What other ideas can be implemented to enhance the use of learner-centered projects?

Clear connections to these goals and strategies are needed for immediate and long term usage.

By the time the retreat begins, Dr. Vess would like to be ready with ideas on the following:

- How to prioritize (enact) learner-centered projects to get to a 70% completion rate
- Create more marketing (help needed in this area) to contract with outside entity.
- The role of college relations and marketing—program level help is needed
- Specific initiatives for curriculum and pedagogy; changes are needed to ensure the 70% goal.
- Concentrate on college-wide goals, not necessarily on departmental/division goals and use them as your own
- How do we support the goals in each of our divisions

Meeting adjourned 3:31 pm