

PRESIDENT'S CABINET MEETING
July 31, 2018
MINUTES

CALLED TO ORDER

9:05 am on 07/31/18

ADJOURNED

11:45 am on 07/31/18

MEMBERS PRESENT

Bob Austin; Kevin Ball; Tamara Clunis; Lyndy Forrester; Russell Lowery-Hart; Denese Skinner; Steve Smith; Mark White

MEMBERS ABSENT

Cara Crowley

OTHERS PRESENT

Joy Brenneman, Dr. Claudie Biggers, Susan Burgoon, Tiffany Lamb, Lori Petty, Sam Schwarzlose; Amanda Rakhshandeh (via phone)

DISCUSSION:

1. A&P COURSE REDESIGN PRESENTATION	Redesign Team
<p>Dr. Claudie Biggers began the presentation by stating that one of the biggest issues they encountered was the massive amount of content in their courses. The team began weekly meetings over lunch to look at what they might not need and determined that they were over teaching the course. They also found that students lacked critical thinking skills and did not understand abstract concepts. She compared the language used in A&P to a foreign language and students were underprepared to understand this.</p> <p>Ms. Rakhshandeh added that they suspected the students who had trouble reading did not do as well and asked Collin Witherspoon to check the data. He did find that students who had trouble in reading were significantly less likely to be successful. These students need extra support in that area.</p> <p>Ms. Burgoon reported that as they met each week they found commonalities in the courses and began working to transform the course with a new structure in Blackboard and with the face-to-face classroom interaction. The courses now contain pre-course instructional videos, reading assignments, and how-to information. Once a student is in class, they experience hands-on, active learning activities and work to develop problem solving skills. After class, they may take randomized, repeatable, low-stakes quizzes to support their foundational knowledge and to reinforce learning to prepare for section exams. Students who get through even one of these do better in the course.</p> <p>Students are given a reading assignment before class through a tool called Perusal. A portion of text is assigned and students can reply, ask questions, and interact with other students. The teacher can then go in and look at this before class to determine where problem areas might be in the reading assignment and identify struggling students.</p> <p>Mr. Schwarzlose demonstrated a QR code students may use to view short video lessons on line. Each video is only 3-4 minutes long, is incorporated in their notes, and utilizes 3D</p>	

modeling. These will also be close-captioned. It was noted that this is just the beginning of technology that will be available in the future to assist students.

Ms. Lamb discussed the use of repeatable, hands-on activities using games they have developed that are fun and can be used to build notes. These will reinforce what they are learning and can trigger memory pockets. Two examples shown were a Bingo Caller's card and a game based on Monopoly called Nervouslyply.

Dr. Biggers discussed Peer Assisted Learning Strategies (PALS). The redesign team determined it was time to stop the lecture model and incorporate new strategies. They met with faculty throughout the campus to figure out the best way to meet students where they were. They discovered that students were having difficulty making the leap from developmental reading to A&P, so they met with the DevEd faculty and AEL. It was suggested that student seating be changed to put them in a POD and create a team. Biology tutoring is different in that it requires tutors with specific areas of knowledge. PALS ties the tutor to a teacher to create accountability and provide what the students need. These tutors work 19 hours a week, fill out logs for each student, and provide this information to the instructor. This creates an opportunity for interventions to take place sooner in the semester. The tutors will be more invasive and increase communication with the instructor.

As they roll out this redesigned course, Dr. Biggers and Mr. Schwarzlose will incorporate Dr. Paul Hernandez's "Real Talk" pedagogy. Ms. Lamb and Ms. Petty will teach the redesigned course without "Real Talk", and Dr. Michael Kopenits will continue to teach the old method. Data will be collected from these courses to determine the best methods to be scaled and implemented across the department.

No classes will be taught online and enrollments that were lost when online courses were discontinued have now been made up with the new sections added.

The team noted that they feel they have a great foundation now but that this is just the beginning. They have had to change their mindset and will move forward. Per Dr. Clunis, grant funds will be used to pilot PALS but will only cover the first year. She also noted that this process pointed out the need for developmental education technical reading skills for science and STEM.

Cabinet congratulated the team for their work and liked what they presented.

Action Items:

- Title V will only pay for one round of the PALS pilot. The grant will drive redesign and this will need to be scaled across the department.
- Tweak it, train it, then scale it.

2. CORNERSTONE 310 IMPLEMENTATION

Forrester

Mr. Forrester noted that communication would be sent out today to inform the AC family that Novus will be discontinued as of Monday, August 6, 2018. The hiring interface, known as recruitment, will now go through Cornerstone. Cindy Lanham has contacted everyone with an open position to encourage them to close these positions. If not, the posting will need to be rebuilt in Cornerstone and applicants will need to reapply. Any postings that need to be done this week, will be done via a paper application since they will only be open to internal candidates for the first 5 days. EOD has a transition plan that has been communicated to those

affected. As people begin hiring and interviewing, Ms. Lanham will provide one-on-one training. Later this Fall, a supervisor training will be offered. The onboarding process, now known as the 310, should be ready to go and train by mid-September. Training videos and communication will go out at that time.

Action Items:

- Work with Cindy Lanham on any current job postings.

3. ADMINISTRATOR/CLASSIFIED RECLASSIFICATION	Forrester
<p>Ms. Forrester noted that the number of administrators has gone down from 67 to 58. She provided a list of current administrators noting the ones who would be moving to a classified position. She reiterated that their salaries would not be affected. After September 1, 2018 the staff pay scale will change and some salaries will be “right-sized” for the positions. This is not a part of the decision to move some people to classified at this time. Fran Garcia is working on new pay scales that don’t differentiate between administrator or classified staff and will be referred to as “staff.” The only difference will be those who qualify for ORP or TRS retirement. A Staff Council will be created. The Classified Employees Council may continue to meet should they choose. Ms. Forrester will work with the current Administrators Association and Classified Employee Council to create a combined Staff Council and set guidelines and goals.</p> <p>Action Items:</p> <ul style="list-style-type: none"> • None 	

4. AUGUST GRADUATION	Lowery-Hart
<p>Dr. Lowery-Hart discussed the fact that adding an August graduation would not solve the problem with too many people at Spring graduation. Cabinet discussed several options including two graduations using data to divide the graduates by communities or looking at moving to Dick Bivins stadium or the new ball park. The concern with this option is dealing with the weather.</p> <p>Action Items:</p> <ul style="list-style-type: none"> • Mr. Austin will get a list of graduates by community who walked at graduation last Spring • Consider doing an employee poll and ask preference: two graduations and faculty only go to one or move to an outdoor venue • This item will remain a standing item on the Cabinet agenda 	

5. SUPER HEROS	Lowery-Hart
<p>Dr. Lowery-Hart asked Cabinet members to review employees on the list he provided and let him know who may be considered for a Super Hero award.</p> <p>Action Items:</p> <ul style="list-style-type: none"> • None 	

6. PRESIDENT’S LEADERSHIP INSTITUTE	Lowery-Hart
<p>Dr. Lowery-Hart asked Cabinet members to review names from the list he provided of employees in their division who may be considered to participate in the next President’s Leadership Institute.</p> <p>Action Items:</p> <ul style="list-style-type: none"> • None 	

7. THRIVE ENROLLMENT UPDATE	Austin
<p>Mr. Austin reported that letters are being sent to THRIVE eligible students to let them know where they are in the process and what they should do next. A decision was made by all of the directors in the student service area to begin serving students with extended hours this week and accept walk-ins as well as those who have appointments. Ms. Skinner shared that she has heard some employees express confusion over the process for THRIVE, so she put together an info graph that may be shared internally to help staff as they answer student questions. Dr. Lowery-Hart reported that the THRIVE partners will be meeting soon to clarify some processes. As this is the first year for THRIVE, it will continue to be built through this year.</p>	
<p>Action Items:</p> <ul style="list-style-type: none"> Ms. Skinner will provide an electronic copy of the THRIVE info graph to Cabinet 	

8. ENROLLMENT UPDATE	Austin
<p>Mr. Austin reported that enrollment has picked up a full percentage point and almost a point in contact hours. LVN students have not yet registered. Dual Credit is lagging behind a bit, but their big registration week is coming up. Enrollment is trending in the right direction, and he expects to see the numbers go up.</p> <p>He noted that there was a nice turnout for the Q&A on THRIVE. They will try to schedule another event(s) for next week focusing on families on the list. Next year they may have the Q&A at the high schools once a month.</p> <p>Dr. Clunis has a meeting scheduled with Texas Department of Criminal Justice to discuss the possibility of offering courses in the prisons.</p>	
<p>Action Items:</p> <ul style="list-style-type: none"> None 	

9. BRAGGING ON EMPLOYEES	Cabinet
<p>Dr. Lowery-Hart congratulated the Cabinet and the College. The Community College Survey of Student Engagement (CCSSE) results just came out and Amarillo College was higher in every category than the cohort and the national average and was significantly higher than the Achieving the Dream cohort. Support for learners was 2% higher than the tops performing institutions. This report doesn't reflect year to year comparison but the college can create the comparison.</p> <p>Mr. Austin – Robert Taylor for his hard work cooking for the Badger Beginning events; he sets up and cooks for each of these</p> <p>Ms. Skinner – Becky Burton and Ernesto Olmos for their hard work and countless hours working on Badger Beginnings</p> <p>Ms. Forrester – Cindy Lanham for her work on Cornerstone; she is excited about what can happen with this new tool</p> <p>Dr. Clunis – Tina Babb for the many hours working on the SACS 5th year report</p>	

10. COMMUNICATION POINTS	Forrester
Not Covered	

11. POSITION JUSTIFICATIONS	Cabinet
None	
Action Items:	
<ul style="list-style-type: none"> • None 	

12. OTHER DISCUSSION	Cabinet
<p>Ms. Forrester led a discussion on the compensation module which opens next week. There were many discussions last year regarding departments with 1-3 employees. Last year these budgets were expanded slightly with unused funds from other budgets to give those supervisors the option of giving a higher raise. This was applied inconsistently and caused some issues. The meaning of rankings and what type of raise they should generate was also discussed. The original model was based on feedback from multiple groups who felt that a ranking of 2 or above should get a raise but a score of 1 would not. This year the average rating stands at 4.1 for more than 400 employees. No one gave an average lower than 3. This tool is better and more focused, but it will take a few years for the college to fully embrace it and use it correctly. The metric has been refined and is more useful and it is now time to embrace the process and move forward.</p> <p>Cabinet determined that Vice President's should have the option to adjust raises where necessary before they are finalized for EOD.</p> <p>The 2% pool for merit raises should be clarified that it does not mean all will get a 2% raise. The pool also includes step raises for faculty.</p>	
Action Items:	
<ul style="list-style-type: none"> • Step One: Supervisor's evaluation is not final until approved by the Cabinet member. • For Academic Success, set the approval at the Dean level but Deans must meet together with Dr. Clunis before entering their information. • Supervisors should not discuss their merit pool distribution until all is final. • Incorporate this information into lunch and learn trainings. • Ms. Skinner has a spreadsheet she used at WT which simplifies merit and she will share it with Cabinet. • HR should be notified of any reorganizations to keep hierarchy trees accurate. • Clarification emails should be sent to managers that these are recommendations, not final decisions; VP's may have a small amount of pool money to redistribute to accommodate small departments. There is the ability to shift funds within divisions. • Beginning next year, employees paid through a grant may not be included in these merit raises. This will be included in the Board policy. • Ms. Forrester will prepare an email and request Cabinet input before sending. 	