

# Faculty Senate Minutes

April 6, 2018

Ware Student Commons, Room 207

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| <b>Members Present</b> | Jodi Lindseth, President<br>Mary Dodson, Vice President<br>Nathan Fryml, Secretary<br>Donna Cleere<br>Nichol Dolby<br>Robert Gustin<br>Tammy Holmes<br>Robert Johnson<br>Shawna Lopez<br>Tara Meraz<br>Sarah Milford<br>Courtney Milleson<br>Bill Netherton<br>Phyllis Pastwa<br>DeeAnne Sisco<br>Sarah Uselding<br>Karen White |
| <b>Members Absent</b>  |   |
| <b>Guests</b>          | TAMARA CLUNIS<br>BECKY BURTON<br>JASON NORMAN<br>TINA BABB  |

| Topics | Discussion/Information | Actions/Decisions<br>Recommendations/Timelines |
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| Call to Order        | President Jodi Lindseth called the meeting to order at 2:03 PM  |   |
| Approval of Minutes  |   | MOTION to approve: Karen White<br>SECOND: Bill Netherton<br>YEA: all<br>NAY: none |
| Special Guest Report | <p><b>Q1 (part 1): What is the process for checks and balances on program directors. Directors allocate load, but some do so with very little transparency. What processes should the faculty take when they have been given additional duties, but do not see compensation on workload? There seems to be a distinct lack of transparency and the faculty feel that the director is not equitable in distribution of load. At the same time, faculty in small programs are fearful of retaliation and feel that they are not able to speak.</b></p> <p><b>ADDRESSED BY: Tamara Clunis</b></p> <p>Historically, the VP's office does not micro-manage work load. Would need some more information for this specific situation. Would naturally be very concerned if there was lack of equity. <i>[Clarification from the recipient of the question: Couple of faculty are experiencing changes in pay with same course load, so the calculations are not making sense.]</i> A strange question, because all faculty are required to teach 15 hours. Perhaps connected to some of the payroll errors we've had recently (ups and downs due to corrections over a couple of months). Dr. Clunis will sit down</p> |   |

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with academic leaders to go over basic expectations for calculation of faculty load and communication of that info to the individual faculty. Goal is certainly to hire academic leaders that are fair and trustworthy. Once load is assigned, if faculty member can't seem to get info from faculty leader, can access it through office of VPAA. For grievances (improper compensation, etc.), one should to go through division dean first, then up to VPAA office if necessary.

**Q1 (part 2): Some faculty have been given the option to have work from home days. Certain programs have been provided this opportunity, but some faculty are not provided with this opportunity due to supervisor disapproval. Is there any policy regarding equitability among programs. There are not concerns about faculty not being available to students. There has not been a student complaint about lack of access to faculty.**

**ADDRESSED BY: Tamara Clunis**

VPAA does not micro-manage. Hesitant to get into this, but of course concerned about cases when faculty are not available for student needs. This is the first time concerns have been *articulated*. VPAA can get more involved, but would most likely be approving new policy drafted by the faculty. Can certainly raise awareness among administration. Must have transparency and consistency for "work-from-home" policies. And as a general rule,

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we really MUST have faculty on campus. Post and keep office hours, etc. That is a MINIMUM requirement. *[Clarification from recipient of question: Largely a West Campus issue, because they are pressed to stay long hours, beyond office hours, which doesn't seem equitable considering other faculty allowed to spend much less time on campus.]* Needs to be brought to the (appropriate) dean's attention. Will bring these matters to the deans in meeting next week, the results of which should be communicated to faculty leaders. Don't want to get on a slippery slope in either direction. We do want and need some flexibility here. Going up the chain is generally the best approach, but of course a faculty member can always reach out to Dr. Clunis directly if uncomfortable with immediate supervisors. Her cell number is always in her email signature.

**Q2: Our twice yearly administration of the CCSSE Survey indicates the fact that our leaders value this information more than they value the information gleaned from the voluntary student evaluations of their professors done in an online survey. Why, you may ask? Because the leaders of this college force us to give up valuable instructional time that students pay for so that they can gather information about what students think about the college overall. This survey takes a whopping 45 to 50 minutes of our students' time. This survey is administered campus wide twice a year to hundreds of students. Many students give up valuable instruction time more than once because they are in two**

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or more courses that have been forced to administer the same survey. Many students end up doing the SAME SURVEY in both the FALL AND the SPRING semesters. This produces redundant information being processed into the aggregate numbers and could skew the results if redundancy is accomplished numerous times.

Meanwhile, my voluntary online student evaluation of faculty survey is answered maybe 5% of the time IF I AM LUCKY! There have been numerous classes when only 1 or 2 students answered the survey even though they were sent numerous reminders both verbally and in email form to please answer the faculty evaluation survey. The praise, chastisement, helpful ideas, and observations from students gleaned from the student evaluation of faculty survey over the years has been invaluable to shaping me as a teacher. I have sorely missed this valuable feedback for the longest time now. Excellent instruction requires feedback from the student. This link in the teaching chain has been missing for years now here at AC, and its omission is starting to show in our instruction, I fear.

May I propose the following compromise. Administer the CCSSE Survey only once a year. This will cut costs and reduce redundancy. Administer student evaluation of faculty once a year in class. Make it to be a survey which takes ONLY 10 MINUTES per course done by pencil on scantron. Allow student workers to help process this data.

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**What does faculty senate think about this idea? Could we present this to the leaders of our college for consideration?**

**ADDRESSED BY: Tamara Clunis and Tina Babb**

The move to do the faculty surveys on Bb has been an absolute failure. Would LOVE to do pre-printed in class. If there is an openness amongst the Senate, would be happy to move in that direction. The faculty survey really is designed to collect data on each class, but there is some flexibility. Can have separate eval's for traditional, online, hybrid, etc.

Regarding CCSSE and SENSE, AC's (past) typical process has been to do minimum required for accreditation. Things have changed at the state level, however, and our luck scooting by is bound to run out eventually. We have had to put in an assessment cycle that is ongoing (accreditors know when you are "organizing for the test."). Must demonstrate that you are collecting the information, and also how you are using it.

CCSSE is offered once per year, as is SENSE, but both have been run this year, which is why it feels like two. *[SEE DOCUMENT ATTACHED.]* But they are geared towards two different groups of students. Students are not supposed to take the test multiple times (it is the faculty member's responsibility to poll the class to ensure). AC is currently processing the information from the

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previous surveys, and will get the results out to faculty as soon as possible.

SENSE is helping us navigate the challenges of No Excuses 2020.

Being cited for non-compliance is very serious in terms of re-accreditation. We really need to administer these standard tests. Goal is to give faculty more advance notice so they can plan accordingly. Hopefully we will soon have a full-time person to serve as a faculty point-person for these evaluations (currently only part-time support).

Slowly building up the evidence for every student having to take SENSE. Will need Faculty Senate to support this. Currently, classes truly are randomly selected by the test vendor, otherwise we'd try more actively to avoid doubling classes.

Again, this is DIRECTLY TIED to reaccreditation.

**Q3: On Van Buren Street, there is no parking 7 a.m. - 1 p.m. Can we make it 7 a.m. - 6 p.m. because it is difficult to navigate the street (one lane road when people park there).**

**ADDRESSED BY: Stephanie Birkenfeld (via email)**

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The signs are posted by the City of Amarillo. Any change would require a traffic survey. She will request this survey. Has hopes for other streets as well, and will try to make sure they do the surveys during the school year (not summer!) for accuracy. *[ Senate discussion, to be passed along to Chief Birkenfeld: Can city also look at pedestrian traffic on 22<sup>nd</sup> street? Very unsafe, particularly at rush hours. ]*

**Q4: I just saw in the news that AC and AISD made an agreement to allow students who have just finished \_eighth grade\_ to start taking dual credit classes through AC. I have several questions about this. One, who is determining which students qualify and how? Have faculty been involved with these discussions and this program? Also, don't high school students have to take certain types of classes to meet state high school curriculum requirements, such as high school American literature? How do we simultaneously meet their high school \_and\_ college English requirements? Does that mean literature can be incorporated into Comp 1 (and stay in Comp 2) to help these dual credit students meet their state high school curriculum requirements?" Could Jason Norman come and explain the short and long term effects this agreement will have on departments and enrollment?**



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**ADDRESSED BY: Becky Burton and Jason Norman**

They have to be TSI compliant in reading and writing. State dictates that ALL dual-credit students are compliant in reading and writing (not necessarily in math). Typically top 10 students selected by each school. Program started 9 years ago, and has already had 22 graduates. Lots of planning on the front end, built semester by semester. There is a dual-credit coordinator for each subject (AC faculty). They are well-informed regarding the new schools entering into the program. *[Jason showed an example of what a dual-credit course plan looks like (River Road HS) ... different from school to school. SEE DOCUMENT ATTACHED.]* Students have to meet BOTH their high school and the college requirements. AC is open to conversations about how best to implement. Talk to subject coordinator, and conversation will be started with the corresponding high schools. Jason registers each student and keeps in touch with them as much as possible to keep them on their respective plans. Numbers are increasing, so eventually will need additional sections of these classes at AC. To clarify, there are students who are CONCURRENTLY enrolled in AC classes along with corresponding classes at their high schools. Couple of options for how dual-credit is taught: Qualified teacher at the high school (masters degree, etc.), or AC instructor generally through online format (with high school teacher assisting). We are talking about an AS degree track, not AAS. Targeting those students who KNOW what they want to do, and are trying to save money in advance.

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|                           | Many of these students would never have come to us otherwise. Success rate is very high in these dual-credit classes (largely due to supervision). Trying to encourage students to come ON CAMPUS at least once (must be 16 years old or older), to get something of college experience. These four years are giving students actual time to explore, without the pressures of expiring financial aid, etc. Should have six level-1 pathways by next fall.                                     |  |
| <b>President's Report</b> |  |  |
| <b>Secretary's Report</b> |  |  |
|                           |  |  |
| <b>Courtesy</b>           |  |  |
| <b>Elections</b>          | <p>9 rotating off. Should be 6 each year, though. Will randomly select 2 and 3 year terms for those coming in to get us back on track.<br/> <i>Karen White provided the following submissions by email:</i></p> <p>STEM<br/>           Brandon Moore<br/>           Robin Malone<br/>           Dr Dave Van Domelen<br/>           Nursing &amp; Allied Health<br/>           Kati Alley<br/>           Amanda Lester-Chisum<br/>           Technical Education<br/>           Walter Webb</p> | <p>MOTION to close nominations: Courtney Milleson<br/>           SECOND: Shawna Lopez<br/>           YEA: all<br/>           NAY: none</p> <p>VOTE by paper ballot: Karen White (by majority vote)</p> |

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|                                 | <p>Liberal Arts<br/>Dan Ferguson</p> <p>Need to invite new senators to May meeting.</p> <p>Nominations for Vice-President: Sarah Uselding, Sarah Milford, Karen White.</p>  |   |
| <b>Legislative</b>              |   |   |
| <b>Mead Award</b>               | <p>Difficult to get to the nomination form. Weeks waiting for approval through communications and marketing to get the word out. There is also a mistake on the blurb on Facebook page just released. May need to go back to a paper submission system in the future (last year was largely paper submission). A lot of inconsistency amongst departments in terms of how much weight / support they give to the award. May have to move up the chain to get things moving. Solve immediate problem, then decide on hard-copy issue for the future.</p> |   |
| <b>Professor Emeritus Award</b> |   |   |
| <b>Questions</b>                | [ see above ]   |   |
| <b>Technology</b>               |   |   |
| <b>Faculty Survey</b>           | <p>Examined changes / additions to the survey. Clarification on various points (wording, etc.).</p>   | <p>MOTION to approve: Phyllis Pastwa<br/>SECOND: Mary Dodson<br/>YEA: all<br/>NAY: none</p> |

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| <b>Hospitality</b>                    |  |  |
| <b>Faculty Development</b>            |  |  |
| <b>Instructional Technology</b>       |  |  |
| <b>Pinning</b>                        |  |  |
| <b>Faculty Committee Appointments</b> | Sarah Uselding ready to send out a survey next week.   |  |
|                                       |  |  |
| <b>New Business</b>                   | <p>Flower arrangement from Commencement ... where to send?</p> <p>Need a Parliamentarian position in Senate, especially to mediate roles and responsibilities for President, Vice-president, Secretary.</p> <p>Nomination for Parliamentarian (pending approval of addition of position by faculty): Sarah Uselding.</p> | <p>MOTION to send flowers to Georgia<br/>Manner: Courtney Milleson<br/>SECOND: Karen White<br/>YEA: all<br/>NAY: all</p> <p>MOTION to submit resolution to Faculty for creation of Parliamentarian position:<br/>Robert Gustin<br/>SECOND: Robert Gustin<br/>YEA: all<br/>NAY: all</p> <p>MOTION to instate Sarah Uselding for position of Parliamentarian (should position be created): Karen White<br/>SECOND: Sarah Milford<br/>YEA: all<br/>NAY: all</p> |

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| <b>Unfinished Business</b>       |  |  |
| <b>Updates and Announcements</b> |  |  |
| <b>Meeting Adjournment</b>       | President Jodi Lindseth adjourned meeting at 3:41. |  |
|                                  |  |  |

Recorder: Nathaniel Fryml, Instructor, Senator for Liberal Arts