Faculty Senate Minutes
November 1, 2019
Ware Student Commons, Room 207

Members Present	Amanda Lester-Chisum, Vice President
	Nathan Fryml, Secretary
	Donald Abel
	Kati Alley
	Simone Buys
	Brant Davis
	Fiona Denge
	Bernardino Gonzales
	Robert Johnson
	Robin Malone
	Bill Netherton
	Camille Nies
	Kim Pinter
	Dave Van Domelen
	Walter Webb
Members Absent	Karen White, President
	Sarah Uselding, Parliamentarian
	Tammy Holmes
Guests	DIANE BRICE, ERNESTO OLMOS

Topics	Discussion/Information	Actions/Decisions Recommendations/Timelines
Call to Order	Vice-President Amanda Lester-Chisum called the meeting to order at 2:31pm.	
Approval of Minutes	Approval of 10/4/2019 meeting minutes.	MOTION to approve: Dave Van Domelen

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		SECOND: Simone Buys YEA: all NAY: none
President's Report	No Senators able to attend Board meeting in Hereford.	
Vice President's Report		
Secretary's Report		
Parliamentarian's Report		
Guest Report(s)	**DIANE BRICE (Director of Enrollment Services/Registrar)** **ERNESTO OLMOS (Director of Advising/Transfer Services)** DIANE: Students frequently report not being able to get in touch with faculty (either by email or in person), so at that point Registrar attempts to help the student take care of the drop. Need help from faculty with this. Originally this policy was put into place because faculty said they felt they could hold onto students if they could just speak with them. This also has an impact on graduation rates. SENATE: Isn't it possible for Registrar to get in touch with faculty on student's behalf, in case student is not using correct means of communication? DIANE: Some faculty will still not respond. Also note that Registrar's office will not force a hospitalized student to abide by the same policy.	

SENATE: Often reasons that cause a drop (work, health, etc.) limit student's ability to contact instructor.

DIANE: Some students will forge a signature, sometimes it is a medical withdrawal. But in general, Registrar's office will ALWAYS look up the student's drop record on faculty member's behalf. Registrar's office is always endeavoring to explore other options to keep students in classes (move from one section to another, etc.). But if student is going to fail, faculty member can submit a form on their behalf after having acquired student signature (by email, etc.), especially in cases of medical or family emergencies. The purpose of these drop-form policies is to help students to pass, not force them to fail!

SENATE: Is it possible to have a separate withdrawal-day for students than for faculty to process on their behalf, to compensate for students' tendency to request last-minute.

DIANE: Not really, but faculty member can inform students ahead of time that you will not be able to process a withdrawal form on the drop-date. Give them an earlier deadline for YOUR CLASS. This policy is modeled after Odessa College, where there is an assumption that faculty are working directly with students through the process (keeping tabs on high-risk students, etc.). Ironically, Odessa has recently removed the policy. AC Registrar's office still

stands behind the census policy, but willing to consider a faculty request to change or remove the policy.

AC has an administrative-drop policy, but no administrative-withdrawal policy, because of myriad of complications (financial aid, in particular) with the latter.

SENATE: Is it possible for an instructor to move a student to a section of a class that is already full?

DIANE: Really depends on faculty approval and the consistency (in order of subject matter presentation) between the two classes. There is some flexibility, especially when other students don't show up or drop, leaving actual openings.

SENATE: Do all faculty know the drop/withdrawal policies and the positives and negatives of various options?

DIANE: Many adjunct faculty do not, which is a real issue. Department heads can help with this, but need Senate help to get out clarification about drop/withdraw procedures.

As a side note: "Incomplete" is a contract (signed by faculty member and student) related to a single test or project that must be submitted within 6 mo's.

	ERNESTO: Used to be Faculty, Student, Registrar, and Financial Aid/Advising who approved withdrawal. Currently the Advising step is not required. Important that Faculty realize that the drop is between Registrar, Faculty, and student … don't send them to Advising for this. Advising will help them form a plan afterwards, however. Financial Aid is encouraged as part of the aid eligibility process, but not to withdraw. DIANE: If withdrawal request comes late, it is a very complicated process. Please tell students to contact you (faculty) ahead of the withdrawal day, to allow for proper submission. But of course Registrar's office will always try to work with specific student situation. SENATE: What are the implications of a student checking the "faculty issue" box (on withdrawal form), with no discussion with faculty member about the precise issue? ERNESTO/DIANE: Many students don't understand what that term means so tend to misuse it (e.g. when a faculty member won't bend their class policies for them or when learning style doesn't match faculty member's teaching style). Registrar takes this all with a grain of salt. SENATE: Why is withdrawal deadline so late in the semester?	

DIANE/ERNESTO: Pay-back rate is pro-rated, incentive to stay in the class longer. And if too early, will never really know whether the student could have been successful, which would complicate next registration sequence unnecessarily

SENATE: Will students be enrolling for spring and summer concurrently?

ERNESTO: Not currently.

SENATE: If students do not meet pre-req's for a future class, but are currently enrolled for an upper-level class, are they allowed to continue?

ERNESTO: Only if the prerequisite does not explicitly state a letter-grade requirement, for example "C or better" when the degree requirement may only be "passing with a D." But there are pre-req pre-checks at end of term, and if student does not meet, they are automatically dropped from the next class in the sequence. Financial Aid does NOT dictate grades, by the way.

DIANE: Regarding census drops question – there are extremes of faculty handling of this, but faculty policies must be consistent for financial aid purposes. Has to account for once-a-week classes as well. Not sure what answer is, but student assurances than they WILL be coming *is not proper grounds for being counted as present*. Currently the student must <u>do</u> something course-related (beyond

logging into class). Happy to be on committee to revisit this, but unlikely to find a policy that perfectly fits every class-type and student situation.

SENATE: How do we start the administrative withdrawal policy if student only briefly starts the term and then is no longer in contact? At other colleges, notification to student that they will be administratively withdrawn after certain period of inactivity is a powerful motivator.

DIANE: Would need guidance/approval from VPAA's office, and make sure Kelly Steelman (Financial Aid director) is involved in the process.

SENATE: Would be great to set out policy in advance, with an automatically generated email sent out to students to trigger this alert (playing financial aid, etc.).

ERNESTO: There is a committee working on new retention policies, connected to Blackboard attendance records. Needs to avoid over-communicating in situations where students don't properly sign-in or faculty don't properly/consistently record attendance.

SENATE: The main issue is the phantoms (brief appearance, with no-show following), not students who "aren't doing well yet."

DIANE: Communication of policies to students is critical (registrar, advising, faculty, etc.). New people come, people forget, etc.

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DIANE: Regarding the Dec. 20 end date for fall semester – got pushed back primarily due to need for time (typically two weeks) between spring/summer and summer/fall for registrar processing time (leading to later start date) combined with full week of fall break. From Registrar's end, it had nothing to do with trying to align with AISD.

SENATE: The AISD explanation came from upper administration. Fall break is essential for faculty AND students due to stress of the 8-wk model. Bigger issue in December is travel plans in December, rather than length of Christmas break. Why not start week earlier in August, especially in years with the "crunch" at the end due to natural rotation of dates through the weekly calendar.

DIANE: Will send out projected calendar for upcoming year for Senate consideration.

SENATE comments following:
Would be great to have academic calendar projected out 3-5 years, as is the case at many institutions.

Will table/move this discussion to "Old Business" for next meeting.

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Questions	**SEE QUESTIONS / ANSWERS for <u>October</u> in Q's Committee Report (attachment). Summary and discussion as follows:**	
	1. Concern about Rank and Advancement in Pay-Faculty Academic Advancement Approval. This concern raises the following questions: …	
	DISCUSSION: Cindy Landham researching these questions and will respond shortly.	
	2. Why are we allowing students in an on campus face-to face class to drop by email instead of making them visit with their instructor face-to-face? …	
	DISCUSSION: See Guest Report above (Diane Brice and Ernesto Olmos here to address)	
	3. Why was Success 360 scheduled on the last day to drop for the 8-weeks? …	
	DISCUSSION: (see Q's committee report attached) Shouldn't we be reaching out to juniors in spring?	
	4. When completing the census, what can be done about the inconsistency in how attendance/participation is determined…	

	DISCUSSION: See Guest Report above and Q's Committee Report (attached). **5. What is the impact of no community service on raises and rank & tenure? …** DISCUSSION: See New Business below and Q's Committee Report (attached).	
Elections	Everything in google drive looks good, and numbers are fine.	
Legislative		
Professor Emeritus Award	Handbook transferred to electronic format, awaiting upload to the drive.	
Faculty Committee Appointments		
Mead Award	Able to get ahold of IT folks and they are changing the nominations format to a single drop-down menu of eligible faculty, rather than single entry prompt. Current seeking permission to get the info necessary to remove all the part-timers. The list of full-time faculty will at least be a few steps ahead of next year (removing ineligibles such as previous winners, part-time faculty, tutors, non-faculty, etc.). There are limited funds for this award, as it is being paid out of principal rather than interest. Issue needs to be addressed.	

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	To avoid a repeat of recent ceremony where the honoree was serving elsewhere in the building and did not even hear her name called, perhaps allow for limited breach of "total secrecy" (with department dean, etc.), to make sure the honoree is available to receive the award.	
Technology	No report.	
Faculty Survey	No report, but will be meeting with committee to begin speaking with faculty regarding what questions they want to see on the next survey. Perhaps to address the academic calendar issues.	
Hospitality	No report (delicious, healthy fruit).	
Instructional Technology		
Courtesy	Sent out email – several responses regarding accomplishments. Trying to figure out how to move forward with these, looking in to various options.	

New Business	Two meetings with Cheryl Jones -- Bill/Brant at 1st, Karen/Robin at 2nd.
	
	For next meeting, working on:
	
	1. Faculty job description:
	   a. Cheryl will return with a next-version draft for review and discussion (removing "at-will" statement, adding iCARE values)
	
	2. Tenured Faculty – Due Process Procedure
	   a. Bill, Brant and Cheryl will research other colleges and reach out to contacts regarding ideas for how the faculty hearing	

committee should be structured
   b. Cheryl will reconstruct the timeline of the current procedure (which allows up to 125 days for completion) with some alternatives that shave some time off the various steps and result in a shorter overall process -- Note: According to Robin, at the second meeting, Cheryl said she had reduced the completion time-frame to 80 days.

3. Non-Tenured Faculty—Due Process Procedure
   a. Bill, Brant and Cheryl will research other colleges and reach out to contacts regarding ideas for how a process might look for non-tenured faculty -- Note: According to Robin, at the second meeting, the committee discussed a due process procedure for non-tenured faculty that would have a 40-day time frame.

There will be many other items for us to work on as we progress through the board policies and the procedure handbooks; we will take them in small bite-sized pieces for now, but any additional research is encouraged.

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Question from faculty member: If you are not on a committee, how do you fulfill committee requirement for Cornerstone, especially in light of line in the faculty handbook requiring committee service? (implying having tried multiple times to get on a committee, with no success).

	Complicated by fewer committee positions to be filled recently, and multiple faculty members serving on multiple committees. But there are other ways to serve the school (informal department committees, AC 360, etc.) and serve community. VPAA office is very aware of the situation, and Board handbook also speaks to this issue but may need to be revised. And how does/should mentorship of younger faculty (who may not be ready to jump on most committees) play into this? *Questions Committee will take this question on behalf of faculty in general, and Dave Van D. is making note to bring the concern to faculty handbook committee.* >>>>>>>>>>>>>>>>> COACHE meeting report: Frank gave faculty task force members flash-drives with all the COACHE data and charged them to review and identify which portions are most useful and need to be addressed most quickly (priorities and actionable items), and bring this insight to second (upcoming) meeting. Also clarified that we CAN'T use this survey every year (due to 3-year cycle), so very important that we create a supplemental survey for years 2 and 3. In process (see Faculty Survey report above).	
Unfinished Business		

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Updates and Announcements		
Meeting Adjournment	Next meeting scheduled for: Dec. 6 Meeting adjourned at 4:10pm	MOTION to adjourn: Kim Pinter SECOND: Bill Netherton YEA: all NAY: none

Recorder: Nathaniel Fryml, Instructor, Senator for Liberal Arts

OCTOBER 2019 QUESTIONS
Report for Faculty Senate Meeting on 11/1/19

1. **Concern about Rank and Advancement in Pay-Faculty Academic Advancement Approval. This concern raises the following questions:**

   a. How is it determined (criteria) which graduate courses are approved under the Academic Advancement program?
   b. Is it necessary that the courses be towards a higher degree?
   c. Is it necessary that the faculty member get prior guidance on whether a course qualifies prior to taking the course?
   d. There was talk regarding the creation of a table to assist in these situations and the requirement of a 310?
   e. Are increases permanent or a one-time stipend?
   f. Is there a way classes that do not qualify for Faculty Academic Advancement can be considered Professional Development thus qualifying for the PD stipends?

   These questions were sent to Cindy Lanham, **Human Resources, Recruiting and Employee Relations**

[Response from Cindy Lanham, Human Resources, Recruiting and Employee Relations]
I am researching these questions and will get back to you no later than November 6, 2019

2. **Why are we allowing students in an on campus face-to face class to drop by email instead of making them visit with their instructor face-to-face? Some students have their advisors send the drop form, others through a registrar staff member, etc. It seems like this new approach which was supposed to put more responsibility on the student and give us an opportunity to intervene is now become an easy way out for the students and more work on the instructors.**

[Response: Diane Brice - Director of Enrollment Services, Ernesto Olmos - Director of Advising]

This response relates strictly to the Academic Withdrawal process and not the Administrative Drop process. The Academic Withdrawal form is embedded in the syllabus as a way for students to access it if needed. The purpose of the current Academic Withdrawal process requiring the face-to-face meeting between the student wanting to drop and the instructor is to allow the instructor to intervene and seek other possible options for the student. Some reasons that the advisor or registrar staff members may send the academic form through rather than the instructor doing so may be: 1. The student is saying they cannot reach the instructor; 2. The student has waited until the last minute and the faculty member is unavailable; or 3. It is on the last day for student to withdraw from the class. It is important to have the form submitted by the deadline because not doing so will create other issues-including the necessity of manual entry of certain information; negative effects on student's financial aid. It is crucial to follow the current process for academic withdrawals. It keeps the responsibility on the student. Further, it is imperative that faculty be aware of alternatives to allowing a student to pursue academic withdrawal

from a class and what those options are. Faculty should continue to be afforded the opportunity to discuss with the student the impact of withdrawing from a class(i.e, financial aid implications, prerequisite concerns, etc.) Alternatives or adjustments to the current policy may include setting one deadline for students to get the academic withdrawal form to the instructor and then a second deadline for the instructor to sign the form and submit it.

3. **Why was Success 360 scheduled on the last day to drop for the 8-weeks? If faculty involvement is needed, a Friday would work better, and preferably not the 7th week of the 8 weeks.**

[Response: Becky Burton, Associate VP – Academic Services]

As you prepare for fall break I wanted to take a moment to say a very heart felt thank you! Success 360 - year three-was bigger and better than ever.   We saw about 800 students and parents over those 3 days.

I have had several questions about scheduling and requests going forward. Last year when we started trying to schedule with the civic center we were very limited on the days that were available. We are looking at dates for next year, keeping in mind drop dates, 8 weeks, and fall break. We are hoping for the event to be in late September.

Specific days are also a concern. Our high schools have asked that we stay away from Friday sessions if possible. But Jason and I will revisit that info. We will also combine our two evening events and have only one evening session next year. Combined this year we saw over 100 students/parents in those two evenings.

We did get tentative dates for next year. End of September -Thursday all day and Friday morning.

4. **When completing the census, what can be done about the inconsistency in how attendance/participation is determined across class delivery style-traditional, hybrid, and online? What   can be done to ensure consistency among faculty members within each delivery style? The census policy currently requires the following:**

> Traditional class: show up one (1) time
> Hybrid class: completion of an assignment or attendance at one class mtg.
> Online: completion of an assignment

[Question presented to Senate by Diane Brice- Director of Enrollment Services at meeting November 1, 2019]

Response: Faculty Senate will be exploring and seeking input from faculty members regarding how to best address this concern. In the meantime, regardless of class delivery style, faculty member must clearly communicate to the student the expectations for meeting the attendance/participation requirements for purposes of census. We will report back on this topic in the December 2019 Questions Committee Report.

5. **What is the impact of no community service on raises and rank & tenure? There are limited committees on which faculty can serve? What are other ways that faculty can satisfy the community service requirement?**

[Question discussed by Senate under New Business]

Response: Faculty Senate will be exploring how to best address this concern. There was discussion regarding this question, thus the Questions Committee will investigate this concern, determine if currently there are other ways for faculty members to satisfy this requirement, and identify other ways that the community service requirement may be met. We will report back on this topic in the December 2019 Questions Committee Report.