

# Faculty Senate Minutes

December 6, 2019

Ware Student Commons, Room 207

<b>Members Present</b>	Karen White, President Amanda Lester-Chisum, Vice President Nathan Fryml, Secretary Sarah Uselding, Parliamentarian Donald Abel Simone Buys Brant Davis Fiona Denge Bernardino Gonzales Tammy Holmes Robert Johnson Robin Malone Bill Netherton Camille Nies Kim Pinter Dave Van Domelen Walter Webb
<b>Members Absent</b>	Kati Alley
<b>Guests</b>	<a href="#">COURTNEY MILLESON</a> , <a href="#">TAMARA CLUNIS</a>

Topics	Discussion/Information	Actions/Decisions Recommendations/Timelines
<b>Call to Order</b>	President Karen White called the meeting to order at 2:30pm.	
<b>Approval of Minutes</b>	Approval of 11/1/2019 meeting minutes.	MOTION to approve: Walt Webb SECOND: Brant Davis

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		YEA: all NAY: none
<b>President's Report</b>		
<b>Vice President's Report</b>		
<b>Secretary's Report</b>	Reminder to provide substitute if missing a Senate meeting.	
<b>Parliamentarian's Report</b>		
<b>Guest Report(s)</b>	<p><b>COURTNEY MILLESON and SARAH USELDING (on behalf of "Hire to Retire" Committee):</b></p> <p>Not a punitive system for faculty who do not adhere, but rather pathway for newer faculty to understand the pathway through rank and tenure. ONE PATH that meets all the needs of merit pay, rank and tenure, etc. Dr. Lowery-Hart is requesting this, due January.</p> <p>These PATHWAYS are broken down by years typical for professional shifts (looking for Senate input as the layout and content continues to be tweaked):</p> <ul style="list-style-type: none"> <li>- <b>First year:</b> JUST HANG ON and gain understanding of the culture through some strategic service, professional development, attendance at a rank and tenure session, choosing a mentor for teaching design effectiveness (focus on relatability), observation,</li> <li>- <b>Years 2-4:</b> Focus on Success 360, student club sponsor, begin committee work, more recruiting, specific options</li> </ul>	Vote of confidence: UNANIMOUS

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	<p>for community service, AC pedagogy classes, student mentoring, evaluate and contribute to program assessment, seminars and trainings, etc.</p> <ul style="list-style-type: none"><li>- <b>Years 5-7:</b> Teaching FYS within your community, specific options for community service, AC pedagogy classes, etc., explore alternative teaching methods, etc.</li><li>- <b>Years 8-10:</b> Be involved in course redesigns and master course shells, etc.</li><li>- <b>Years 11-15:</b> Participate in Master Teacher Certification course (advanced mentoring), etc.</li><li>- <b>Years 16+:</b> Design/facilitate Master Teacher Certification course, etc.</li></ul> <p><i>NOTE: Many of the above activities build on each other. Faculty may use this to get out in front of “requirements.” Not a checklist (no one can do everything, certainly not every year), but rather recommendations to assist the faculty member with growth and evaluation. For example, bringing to light there are so many other ways to serve college besides committee work. A form of communication. Also endeavoring to make the formatting as user-friendly/intuitive as possible. NOTE: Rank and tenure row can be tackled at own pace (etc.).</i></p> <p>SENATE SUGGESTIONS: Couple of inconsistencies noted. Additional service options. Better formatting. Definitions list, etc. included for newer faculty. Suggest observation by mentor faculty</p>	
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	<p>member (uncomfortable, but incredibly helpful) for new teachers. Name it "Hire to Retire Pathway."</p> <p><b>SARAH USELDING: Rank and Tenure</b></p> <p>Faculty can take pedagogy classes/workshops to substitute for (or supplement) graduate hours. Lori Petty (CTL) has been brought in to help come up with plan to implement this and teach courses. Has come up with 4 courses, broadly applicable to educators, all delivery methods, and throughout the rank and tenure process (all approved by Rank and Tenure committee, so being brought before Faculty Senate to be presented to faculty as a whole for consideration). Proposed classes are as follows:</p> <ul style="list-style-type: none"><li>- How Learning in Community College Works</li><li>- Student Centered Teaching Methods</li><li>- Understanding Your Learners: Teaching in a diverse community college classroom</li><li>- Pedagogy, Assessment, and Evaluation</li></ul> <p>Looking at hybrid delivery model to accommodate various faculty schedules. Right now, will be offered through CTL at no charge, but still being fleshed out. Today's discussion is related to the classes/topics themselves. Nowhere near having it all worked out yet. 3 graduate credit-hours per 16-wk course (will be rigorous). First set to be offered in fall of 2020 (probably 1 per semester for the first couple of years).</p>	
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	<p>SENATE: Looks good in general. A great opportunity for us.</p> <p><b>TAMARA CLUNIS (Vice-President of Academic Affairs):</b></p> <p>Update on efforts to address concerns systematically (COACHE survey, etc.). Merit system is strongly advocated by key members of the Board of Regents, so cannot be removed at this point, though concerns are noted. HR is committed to revisiting the process for all employee groups. Needs to be fixed for all employees. The (faculty-created) assessment tool is not working well, but is not set in stone. Changes need to come from faculty, however. Cheryl Jones is the lead on compensation and pay and really wants to help us all fix this; however, she is deep in the trenches (and under-staffed) trying to create a effective and functional HR system for the college. There is a temporary fix to be delivered soon (to streamline the coming year). Over the long-term, Cheryl is reconsidering Cornerstone as a tool (as it is not accommodating current evaluation formulas, and too expensive). Must give VPAA office time.</p> <p>Faculty concerns about 8-wk course challenges are heard. Need to continue working to make these courses better (leaving the model is not an option right now, given their success rates and positive impact on graduation rates). Working on possibility of release time for faculty to redesign and work with students.</p>	
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	<p>SENATE: Issue of beginning of 8th week (equivalent of 15th week) being lost to finals.</p> <p>CLUNIS: Need to ensure the final days (especially of 7th week) are being used efficiently. Also, is ALL current content truly essential in every class?</p> <p>SENATE: Issue of grade due dates. Some faculty have a very hard time submitting grades by the deadline due to complexity or volume of assignments/exams.</p> <p>CLUNIS: Concerns understood and being discussed. Please formally submit concerns/requests to the <b>"8-wk Implementation Committee"</b> (in process of being formed by VPAA office). Committee will include Diane Brice and take of this issue of grade submission immediately.</p> <p><b>DIANE BRICE (Director of Enrollment Services/Registrar), commenting by email:</b> <i>In order to meet the various requirements of pre-requisite checking, Financial Aid Satisfactory Academic Progress, setting Academic Standing and notification to students, Graduation processing, certification for state board examinations, etc. moving the due date for all grades to Monday is not a viable option. However, I am in favor of working with a subcommittee to review other options. In the meantime, any faculty member who is having difficulty meeting the 12 noon deadline on Friday the week of final exams should communicate with their Dean who should</i></p>	
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	<i>communicate such information to Kristin McDonald-Willey or Diane Brice.</i>	
Questions	<p><b>SEE QUESTIONS / ANSWERS for <u>November</u> in Q's Committee Report (attachment). Summary and discussion as follows:</b></p> <p><b>1. Question related to how tutoring requirements are delineated/enforced. Where are the "teeth" in this system?</b></p> <p>DISCUSSION: Per Frank Sobey, determined by each faculty, department. A day-before-test-minimum tutoring requirement (across the board) is being considered.</p> <p><b>2. Can new-hire teacher orientation include Blackboard training?</b></p> <p>DISCUSSION: New faculty training DOES include Blackboard training and resources for further training. Faculty in general are not all aware of the Bb tutorials available to all of us.</p> <p><b>3. FYS requirement for transferring students. Why required even when leaving AC?</b></p> <p>DISCUSSION: Reasoning behind the requirement explained, and substitutes described. (See supplemental handout with December Q's Committee Report). But question of why students not taking first semester is not addressed. Seems to be an advising issue (telling students they do not need to take until later), which leads</p>	

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	<p>to conflict later.</p> <p><b>4. Use of funds for consultants, speakers, and books.</b></p> <p>DISCUSSION: See report attached.</p> <p><b>5. Concern about lack of approval of graduate classes towards advancement.</b></p> <p>DISCUSSION: See current status in December Q's Committee Report (attached). Discussion is ongoing, but Senate President and Q's Committee will be pursuing further, as still not clear why faculty member has not received a clear answer. Policy may need to be updated.</p>	
<b>Elections</b>	N/A	
<b>Legislative</b>		
<b>Professor Emeritus Award</b>	Starting work on this. Be thinking of people to nominate.	
<b>Faculty Committee Appointments</b>	Starting right after first of year.	
<b>Mead Award</b>	Put a note in the weekly dig to be thinking about which faculty students want to nominate. Also encouraging correction of wording in the Board Policy Manual (seeming to denote requirement of committee work rather than option).	
<b>Technology</b>	Updating portions of Senate website, including archival of membership/committee pages after about 5 years of lapse.	



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<b>Faculty Survey</b>	Have been waiting for COACHE results to come out (will be dispersed next week). Discussing now.	
<b>Hospitality</b>	Delicious. Fiona taking maternity leave of absence.	
<b>Instructional Technology</b>		
<b>Courtesy</b>	No report.	
<b>New Business</b>	<p>Update on COACHE meeting this morning. Summary version has been determined by committee. Anyone who wants full access to data can receive separately, but seems like information overload for general release.</p> <p>Has been brought to light that faculty have 3 days (24-hours) of personal leave per year, and also paid-substitute support (including compensation for faculty stepping in to cover each other's classes). Submitted through department head. Will be viewable under <a href="http://actx.edu/oursalary/schedules">actx.edu/oursalary/schedules</a> (will have a compensation tab on that page).</p> <p>Biggest topics focused on: What's included in compensation? What are the biggest problems with compensation? What should change?</p> <p>Committee meeting once per month (includes Tamara Clunis, Frank Sobey, and Cheryl Jones). Will be endeavoring to tackle the release time (for student engagement) issue. Will inevitably be turning into a discussion about lack of instructors. Really looking into how to improve things.</p>	

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<b>Unfinished Business</b>	<p>Heads-up of potential final exam issue: Current exam schedule still has overlap between 8-wk finals and Mon/Tue teaching schedule, which affects a variety of students. Mixed messages of whether we teach the beginning of the 8<sup>th</sup> week, or give the whole week over to finals (only an issue in 2<sup>nd</sup> 8 weeks).</p> <p>Discussion of AC offering courses at Clements and Neil TDCJ units (which are now official “off-campus instructional sites”). It has recently been expressed that faculty are required to teach these classes if assigned. Don’t faculty have a choice? Will submit this question through Q’s committee.</p> <p>Student ID’s question: Policy for student ID’s to be renewed every two years, mainly for picture recognition (impacting course rosters, etc.). Police by having it scan “Invalid,” etc? Or require fresh ID when starting at AC after HS? Could be safety issue as well. Also related to using student ID for city bus system. These IDs are being used both internal and external use. Submit an official question (probably for Bob Austin).</p>	
<b>Updates and Announcements</b>		
<b>Meeting Adjournment</b>	<p>Next meeting scheduled for: Feb. 7 Meeting adjourned at 4:44pm.</p>	<p>MOTION to adjourn: Kim Pinter SECOND: Walt Webb YEA: all NAY: none</p>

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**Recorder: Nathaniel Fryml, Instructor, Senator for Liberal Arts**

# NOVEMBER 2019 QUESTIONS

*Report for Faculty Senate Meeting on 12/6/19*

1. **How much does AC spend on Consultants (referring to the Administration), speakers for assemblies and on books that we receive at mandatory meeting, that there is no follow up?**

**[Response from Dr. Tamara T. Clunis, Vice President Academic Affairs]**

I'm happy to address questions from the senate. Amarillo College spends very little money on speakers for assemblies and on faculty development materials (books). When I referenced money left on the table, I was referencing Title V. We had unexpended funds due to less expenses related to the Underground computing center. All books distributed to faculty have been paid with grant funds. Deans and academic leaders have been encouraged to have a professional reading group and other discussions around the books that are distributed. If faculty would like me to have more formal all-faculty discussions around the books, I can make arrangements with CTL.

The new faculty cohort is engaged in a professional reading group with, Enhancing Adult Motivation to Learn and The Urgency of Teachers.

We are fortunate to have grants specifically written to cover professional development of this type. The majority of institutional funds are used to pay for faculty stipends for professional development activities and course redesign stipends. The institution formula for faculty stipends is \$1000 per full-time faculty member.

Some of the grants utilized for professional development include:

1. Title V
2. Adult Education and Literacy (Texas Workforce Commission)
3. College Integration Grant (Texas Workforce Commission)

We are having discussions because the Title V grant is going to end August 31, 2020. We hope to write another grant in the next cycle. Many people don't realize that our CTL unit is funded mostly through grants. I hope my response answers the questions.

## **[Addendum]**

We have spent \$68,550 on speakers from Title V for the past 3 years.

We have spent \$43,000 so far this year.

Please note that the regents must approve sizeable speaker and consultant contracts. They simply need to look in the board book. This information is made available to the public.

2. **Can the new hired teachers orientation include some Blackboard training?**

**[Response from Heather Voran, Instructional Design & Faculty Development Coordinator]**

Thank you for contacting me. I have attached a copy of the New Faculty Orientation agenda from 2019FA. As you can see, it does currently include Blackboard training along with several other important AC-related topics. Before the day is complete we make sure that all new faculty in attendance are enrolled

in Blackboard Essentials, and we inform them that it is very important that they complete this training. Then we encourage them to contact CTL with any further training needs or questions, letting them know that we would be happy to work with them one-on-one or in small groups.

(2019-2020 Faculty Orientation attached)

3. I have had several students who are about to transfer tell me their advisor is telling them they need an FYS course. Why? Is this because we are wanting all students to get an associates before transferring so we can “count them” twice? A few of these students are paying out of pocket for school and are frustrated they are being told they need this class right as they are getting ready to transfer. Can you clarify exactly who is supposed to be taking FYS? And if students haven’t had it within their first year, is there a way they could substitute something else to count in its place?

**[Response provided by Ernesto Olmos - Director of Advising ]**

The transfer programs (AS and AA) require the FYS course to complete the degree at AC. They also need it because the university may require it. For example, WTAMU calls their FYS course IDS 1071 and is required for the bachelor's degree. Advising's goal is to make sure students complete FYS within the 1st year, but sometimes availability or course sequencing can change that plan. The other issue is that AAS and Certificates (All Terminal Programs) do not require FYS. In cases where students change majors, they may have already completed 30+ credit hours under one program that didn't require FYS, but are now going into a program that does require it. This is a big issue for Nursing. AC's Nursing program doesn't require FYS, but the Pre-Nursing (Transfer program) does. We do try to find ways help students avoid this course if they've demonstrated college readiness, but we are limited in our options. Below are the exemptions and substitutions that we can use:

1) Substitute FYS with a 1 credit hour science lab or 1 credit hour Math lab from MATH 1414, or use an additional Speech course that isn't being used to satisfy the Speech core requirement. These are our only course options for substitutions. The THECB reduced our options in summer 2018.

2) Complete a Portfolio with the FYS Coordinator, Amy Pifer. This is only for students close to graduating in an AS or AA degree and they never completed FYS. This is equivalent to credit by examination. There may be a fee for students to get this transferred to academic credit.

3) Students who transfer in the FYS course from another institution can have the credit applied.

There are ongoing conversations about adding FYS to all programs and making them Communities specific, but that's a discussion for the VPAA.

4. **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 provided by Frank Sobey – Associate VP Academic Affairs]

### Faculty Academic Advancement

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Progression across the faculty salary schedule is determined by completing approved academic course work. To be approved, courses must be at or above the level of the highest degree held and be in the subject area of the primary faculty assignment. Approval by the appropriate President's Cabinet member is required.

Exceptions to these criteria require prior approval of the experience. To qualify, exceptions must be the equivalent of a three-credit hour course at or above the faculty member's highest earned degree and be submitted only in three-hour increments. A petition for an exception must include thorough and appropriate documentation of the following:

1. *Description of the experience.*
2. *Explanation of how the experience is the equivalent of a three-hour course at or above the highest degree.*
3. *Explanation of how the experience is an enhancement to the College and to the professional capacity of the individual.*
4. *Explanation of how the experience is an enhancement to student learning at the College.*

The petition shall be submitted through the faculty member's immediate supervisor, division chair, and appropriate President's Cabinet member for approval. In the event of denial at any level, the petitioner may appeal to the next level including to the College President.

Upon completion of the approved courses and submission of the necessary documentation and personnel forms, salary adjustments will be made in three-hour increments and be effective the first of the month following the month in which the documents are received in the Office of Human Resources.

**There will be some tweaks made to it, in terms of the payment schedule, for example, but Dr. Clunis will come to Senate to discuss them at a later date.**

Dissertation hours do not count toward faculty academic advancement.

5. We know that students don't do optional, so we now have a tutoring policy. Can we take the next step and have an attendance policy?

### **Amarillo College Tutoring for Success Policy**

The Tutoring for Success policy applies to any student whose grade or performance in the course falls below a departmentally determined minimum threshold. In either of those cases, the instructor will direct the student to the appropriate tutoring service, which may be faculty-led, discipline-specific, and/or general. Under this policy, the instructor will follow specific departmental guidelines governing the use, duration, and grade component of the tutoring need.

Dear Academic Leaders,

Please have your conversations with your faculty soon about what the specifics of your tutoring policy will be going forward. You have a great deal of latitude to define that policy. Some departments may create a policy that largely leaves the use, duration, and grade component of tutoring up to the faculty. That's fine. Other departments might be a bit more restrictive. That's fine, too.

Please just keep the following in mind:

- We have a wide variety of tutoring services.
  - Discipline-specific tutoring: Science Enrichment, Math Outreach, Writers' Corner
  - Success Center (Washington St.): professional tutors. The Success Center provides tutoring around basic skills including reading, writing, math, study skills, and time management no matter the content area.
  - Success Centers (other campuses): professional tutors, basic skills and discipline-specific tutoring appropriate for the programs on those campuses.
  - Smarthinking (<https://www.actx.edu/tutoring/online>): professional tutors, all subjects, live chatroom and 24-hour turnaround
  - Faculty-led tutoring: This is always an option. Some faculty may prefer not to use a tutoring center or service. To satisfy the policy, however, these faculty would have to provide tutoring for those students who fall below the departmentally determined threshold.
- Collaborate with MCC and HERD to ensure that they will be able to support your policy with adequate staff and hours of operation. Any requirements you place on tutoring for courses taught there will have an impact.
- The Tutoring for Success policy does not apply to DC students, though all appropriate tutoring options must be available to them.

Timeline: Please send your department policy to me by 9/6/19.

# 2019-20 New Faculty Orientation Agenda

Tuesday, August 20, 2019

- |             |   |
|-------------|---|
| 8:00-8:30   | Breakfast, Introductions<br>Faculty Development Catalog, Plan, and Stipends   |
| 8:30-9:00   | AC 101—Heather Voran <ul style="list-style-type: none"><li>▪ Acronym Guide</li><li>▪ Important Dates</li></ul>  |
| 9:00-10:30  | Course Technology Training—Richard Stephenson <ul style="list-style-type: none"><li>▪ Blackboard</li><li>▪ Syllabus Manager</li><li>▪ ALLY</li></ul>  |
| 10:30-10:45 | Break   |
| 10:45-12:00 | Campus Tour (Flat Badger)   |
| 12:00-1:00  | Lunch   |
| 1:00-1:15   | Library Services-Emily Gilbert  |
| 1:15-2:30   | ACPortal <ul style="list-style-type: none"><li>• Find Courses</li><li>• Complete Census Roster</li><li>• Send/receive Email</li><li>• Register for Faculty Development</li></ul> Vidgrid <ul style="list-style-type: none"><li>• Record/Upload</li><li>• Closed Captions</li><li>• Editing</li><li>• Sharing and Permissions</li><li>• Embed in Blackboard<ul style="list-style-type: none"><li>○ View only</li><li>○ Quiz mode</li></ul></li></ul> |
| 2:30-2:45   | Break   |
| 2:45-4:30   | Student Engagement Technique Demonstration: #QR BreakIN   |