

# Faculty Senate Minutes

November 6, 2020

Virtual via Zoom

|                        |  |
|------------------------|--|
| <b>Members Present</b> | Amanda Lester-Chisum, President<br>Donald Abel, Vice President<br>Robin Malone, Secretary<br>Simone Buys, Parliamentarian<br>Lavon Barrett<br>Fiona Denge<br>Bernardino (JR) Gonzales<br>Bob Gustin<br>Connie Haskins<br>Sabera Muna<br>Bill Netherton<br>Ray Newburg<br>Camille Nies<br>Janie Lane<br>Dave Van Domelen<br>Walter Webb |
| <b>Members Absent</b>  | Brant Davis  |
| <b>Guests</b>          | <a href="#">DR. LORI PETTY, DIRECTOR FOR CENTER FOR TEACHING AND LEARNING</a>  |

| Topics                     | Discussion/Information  | Actions/Decisions<br>Recommendations/Timelines                       |
|----------------------------|---|--|
| <b>Call to Order</b>       | President Amanda Lester-Chisum called the meeting to order at 2:34pm. | <i>NOTE: Meeting held virtually via Zoom</i>                         |
| <b>Approval of Minutes</b> | Approval of 10/2/2020 meeting minutes.                                | MOTION TO APPROVE: Simone Buys<br>SECOND: Bill Netherton<br>YEA: All |

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|                                 |  | NAY: None |
| <b>President's Report</b>       | <p>Discussion of COVID related matters. Particularly related to cleaning and cleaning supplies, precautions. Discussed the following:</p> <ol style="list-style-type: none"> <li>1. CDC's amended definition of "close contact". Need more guidance on the reporting process and follow up process.</li> <li>2. Impact on students and learning.</li> <li>3. Impact on faculty including the challenges of staying on top of attendance</li> <li>4. HIPAA and FERPA</li> </ol> |           |
| <b>Vice President's Report</b>  | No Report  |           |
| <b>Secretary's Report</b>       | No Report  |           |
| <b>Parliamentarian's Report</b> | No Report  |           |
| <b>Guest Report(s)</b>          | <p>Dr. Petty presented on the Faculty Tools available through CTL to assist faculty with tech-supported learning. Also discussed the Professional Learning Cohorts and Learning Models. Faculty can list select classes in this section in support of their Rank and Tenure Applications. Dr. Petty demonstrated how to navigate the CTL website:</p> <p><a href="https://www.actx.edu/ctl/index.php">https://www.actx.edu/ctl/index.php</a></p>                               |           |
| <b>Questions</b>                | Discussed questions received and responses. See Faculty Senate Questions Committee Report.   |           |

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|                                       | Committee will be reviewing previous questions/responses and request follow-up information as appropriate.  |  |
| <b>Elections</b>                      | No Report   |  |
| <b>Legislative</b>                    | No Report   |  |
| <b>Professor Emeritus Award</b>       | No Report   |  |
| <b>Faculty Committee Appointments</b> | No Report   |  |
| <b>Mead Award</b>                     | Beginning stages of identifying eligible candidates   |  |
| <b>Technology</b>                     | No Report   |  |
| <b>Faculty Survey</b>                 | Faculty Surveys were distributed; 96 responses returned. Committee analyzing results. Senators will be reviewing the results to provide input on a plan going forward. This survey will be used in conjunction with COACH Survey to identify ways to better serve our faculty. We have senators who also serve on the COACH Survey Taskforce which allows for a smooth flow of information. |  |
| <b>Hospitality</b>                    | No Report   |  |
| <b>Instructional Technology</b>       | No Report   |  |
| <b>Courtesy</b>                       | No Report   |  |
| <b>New Business</b>                   | Discussed COACHE Taskforce and the regular ongoing meetings of the taskforce. Leadership from Academic Affairs is actively participating in taskforce discussions. The leadership has requested that Faculty Senate list things(3-5) that the college can work on to help faculty effectively deliver education to students. Senators will  |  |

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|                                  | <p>be working on this list and welcome input from our faculty. Some preliminary ideas were:</p> <ol style="list-style-type: none"> <li>1. Transparency</li> <li>2. Effective communication</li> <li>3. Faculty having a safe place to voice concerns without retaliation.</li> <li>4. Compensation</li> </ol> <p>Discussed attendance at recent meeting of Board of Regents. Don Abel attended the meeting. The central topic of discussion was the partnership between Sharpened Iron Studios and Amarillo College and the launch of the Amarillo College School of Cinematic Arts. There were pros and cons discussed during our senate meeting.</p> <p>The link for the Amarillo College School of Cinematic Arts was provided during our meeting:</p> <p><a href="https://www.sharpenedironstudios.com/">https://www.sharpenedironstudios.com/</a></p> |   |
| <b>Unfinished Business</b>       | COVID discussions ongoing  |   |
| <b>Updates and Announcements</b> | (Discussion of various points, with alterations)   |   |
| <b>Meeting Adjournment</b>       | <p>Next meeting scheduled for: December 4, 2020.</p> <p>Meeting adjourned at 4:58pm.</p>   | <p>MOTION TO ADJOURN: Bill Netherton</p> <p>SECOND: Dave Van Domelen</p> <p>YEA: All</p> <p>NAY: None</p> |

Recorder: Robin R. Malone, Associate Professor, Senator STEM

## **October 2020 QUESTIONS**

### **Report for Faculty Senate Meeting on 11/6/2020**

1. "I know the Faculty Senate has been asked about student privacy guidelines in relation to situations where instructors are recording their classes that show the students in the class and often include their audible personal replies to controversial discussion questions, Real Talk, etc. Often links for these class recordings are posted in a form where they could be copied, pasted, and shared on social media, etc., revealing students' identities and personal comments. This appears to have some FERPA issues, especially if students have invoked the Privacy Act. I think we should give instructors guidance on this issue so they can at least be aware of it and tell students it is against AC policy and FERPA rules to share class recordings outside of the class. I think sharing FERPA guidelines in general in relation to emails, online classes, remote delivery would be helpful!"

[Response from Becky Burton, Associate Vice President of Academic Services]

Thank you for bringing this to our attention and I apologize for the delay. Based on the research we have done on FERPA we have found the following:

1. Faculty can record class sessions and share them within the Blackboard course.
2. Faculty and/or students MAY NOT share the recordings outside the classroom. Students should be reminded of this.

CTL will be sending this information, along with general FERPA reminders out to all faculty.

2. *What happened to steps, as they're not on the "beeper" forms we had to sign over break.*

[Response from Cheryl Jones, Vice President Human Resources and Becky Burton, Associate Vice President of Academic Services]

AC is currently reworking the evaluation and merit process. Raises and steps were moved to align with the calendar year instead of your budget year. This allows for a more concrete understanding of the money that will be available for raises. Giving raises in August before the budget is complete has always made the decision making hard. The pre-COVID plan was to move performance evaluations to fall and resulting merit increases or step increases to January.

I would add that given the current situation with COVID, reduction in fall enrollment and a possible cut in State funding, we're having to reevaluate step increases, and merit raises. We will evaluate our financial position in January and should be able to make a determination by then.

3. "We were informed on Friday that AC would revert to a tech supported teaching format starting Oct 26 and continuing until the end of the spring semester. The reason given by Dr. Lowery-Hart was that it "was not sustainable" to ask faculty to continue teaching in multiple formats and we needed to simplify the process of teaching for faculty. There was no other reason given that would contribute to this shift. If the reason is solely that some faculty have voiced

complaints for teaching in a mixed medium, why can we not allow faculty to make the choice that best fits their teaching style, preferences, and health concerns? If we as faculty are required to be on campus for office hours and many of our office computers do not have the capabilities to broadcast (webcams), many will end up teaching from the classrooms. If a faculty is broadcasting from their classrooms and if everyone obeys the social distancing practices we have maintained for the past 8 weeks, why can faculty not ALLOW students to come to the classroom instead of logging in to the virtual space? I, personally, think that it is easier to teach when I am teaching to someone, not the computer screen. It is my experience that students that are logged on to the zoom classroom do not ask questions in class. This was the case when everyone was on zoom this spring and summer and when the class is split as it has been this fall. If a faculty member wants to allow students in the classroom during class and if students want to come to campus, why are we not allowed to accommodate these faculty and students?"

[Response from Dr. Russell Lowery-Hart, President of Amarillo College]

*The entire cabinet and academic leadership teams are deeply moved by the dedication our faculty and staff have shown during this pandemic. We asked a great deal of all employees, especially faculty, in Fall I and you responded heroically. None of our responses during the pandemic are easy. There are no clear, "correct" answers to any of the scenarios we've found ourselves in. We made the decision to move our lecture classes because we felt like we were asking faculty to take on too heavy a burden – a risky burden at that – and the burden was not sustainable.*

*My personal inclination is to always give faculty flexibility. Yet, a pandemic hasn't allowed for my hands-off inclinations. The cabinet and academic leadership team moved to a uniformed response because:*

- 1. Contact Tracing is so critical to our college and state reporting. The variables of allowing each course to have its own decision point would make contact tracing too complicated when timing of the tracking is so critical.*
- 2. Students are not monolithic and while some will take the face to face option, other students would not want it. This "split" within each course roster would create a re-scheduling train wreck. We would not have a simple way for students to identify which faculty were choosing what modality. Even if we did, we would not have enough faculty to create face-to-face sections and then online sections of the same course.*
- 3. We've learned through this pandemic that simplicity of communication is critical when making changes. The ease and clarity of the plan reduces the burden on offices like AskAC and advising who were already overloaded.*
- 4. The clarity of the plan gives faculty the freedom to plan for a single modality rather than continually preparing for a transition without knowing when the transition might happen. Faculty who choose to meet face-to-face with students who need additional support beyond the lecture have the flexibility to choose to do so.*
- 5. Given the explosive numbers in our community, ensuring social distancing and hygiene in each classroom is critical. Limiting exposure where possible is imperative to slowing the spread of COVID-19. I am committed to keeping faculty and students as safe as possible without shutting down the college.*

*The growth of COVID the past three weeks has only strengthened my resolve that this was the best decision, even though it has caused frustration for some. Thank you for helping us all*

*manage such an unusual point in history. We feel fortunate to work alongside you and to advocate for you. We are proud of our colleagues throughout the college and look forward to the time when we can return to a semblance of normalcy.*