

CENTRAL TEXAS COLLEGE FACULTY SENATE
MINUTES OF THE GENERAL MEETING October 20, 2006

Officers present: Jenny Shotwell (President), Monika Bender (Secretary), Shane Simon (Treasurer), Doug Edwards (Webmaster).
Faculty Senate Members present: forty-nine.

Call to Order

The meeting was called to order at 9:00 am by the President Jenny Shotwell.

Speakers:

Katherine Latham and Alexandra Janney of the Distance Education Department presented "Horizon Wimba." This is a new Internet tool for CTC Distance Education classes that enables live communication (sound-only) – Live Classroom - using a set of headphones with an attached microphone. Training is offered by the Distance Education Department in the use of Wimba and Blackboard. To access this new tool, click on the Communication Link. Instructors can show the students a PowerPoint presentation and narrate it online. Instructors can talk to students and students can reply. Such sessions may be especially valuable for foreign language and speech classes. If students can't hear the instructor, they can click on the blue telephone icon, which shows that the student has a question (like raising your hand). You can share applications—such as a Word document or a spread sheet, you can send out a voice e-mail or voice announcements. It is also possible to have voice Discussion Boards, or instead of typing a journal do it all by voice. Pop-up blockers must be turned off, and you have to be in BlackBoard teaching Distance classes in order to use WIMBA.

Announcement:

One of the two nominees had withdrawn her nomination for President-Elect. The only remaining candidate, Dawn Green, Chair of Mental Health Services, was automatically chosen to become President-Elect.

Old Business:

Approval of Minutes: The September 2006 minutes were approved, as published.

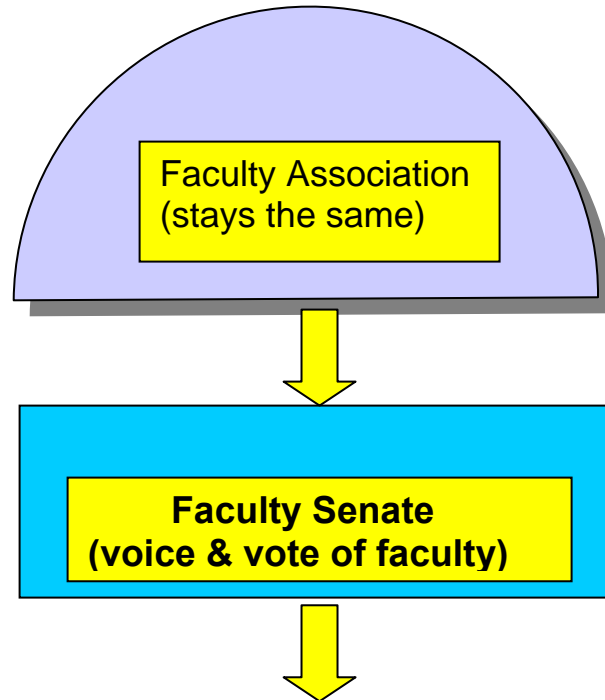
Financial records - audit: The audit of the 2005-6 records is complete. Comment/advice: Improve the system for more detailed paper-tracking of (individual dues) bank deposits.

Treasurer's Report:

Balance Sep 22, 2006	<u>\$2,322.97</u>
Receipts	
Dues	520.00
Total receipts	\$520.00
Disbursements	
Preservice 2006	62.96
Total disbursements	\$62.96
Balance Oct 20, 2006	<u>\$2,780.01</u>

The treasurer's report was approved.

PLAN FOR AN ELECTED-REPRESENTATIVE FACULTY SENATE: Suzanne Morales-Vale announced that the Faculty Affairs Committee had devised a plan for revising the Faculty Senate after talking to over 140 members of TCCTA to see how their schools (in Austin, Houston, Dallas, and San Antonio) ran their Faculty Senates and attending the Best Practices sessions at TCCTA last February and this month.



- Executive Board (President, President-Elect, Past-President, Secretary, Treasurer, ex-officio on standing committees)
- Departmental Representatives
- Two Adjuncts (one academic, one vocational)
- Chairs of Standing Committees
 1. Faculty Affairs & Issues
 2. Professional Development (Pre-Service)
 3. Social (Spring Banquet, new teachers' social)
 4. Elections & Awards(nominations, awards, ballots)

There would be an automatic invitation to membership. Once every Fall and Spring, the Faculty Association would meet. The Faculty Senate would be the voice and decision-making body of the Association. The Senate can canvas the Association. Members can count one hour of Faculty Senate as Office Hours. Adjuncts would get a stipend, perhaps paid by the Senate itself. There is a replacement clause—the Senators have to show-up for meetings, but they can send a representative in their place. Although most associations at other institutions are financially supported by their institutions, we want to keep our dues as they are to retain our autonomy. The Senate representative from each department will collect dues. There would be six members per committee, and committees would meet once a month. Senators would have one-year terms with no term limits. The Executive Board would still be elected by the entire faculty. The Faculty Affairs Committee would have at least two members who would be Department Chairs. Disclaimer: We don't do institutional governance; we do curriculum and content. When officers change from year-to-year, they pass on an officer book/electronic book, to the successor. Dean Mikles is helping the Senate look for an office space where Faculty Senate can keep our records. No one can hold more than one office at a time. Anyone running for office would complete an information sheet to let the rest of the faculty know more about him or her. Officers would go to the Board of Trustees meetings, and meet with the Chancellor on a regular basis. The President could count two office hours a week, dependent on department chair's approval. Officers are ex-officio members of standing committees. A vote of no-confidence clause exists in most of the other schools' constitutions. Statement of Trust: Try to keep discussion in the Senate until an official position is released.

One can speak as an individual, as long as he/she is clear that that person does not represent the Senate. Association members can go to their representative on any issue.

The following was discussed:

Question on the floor: So the Association selects Executive Board?

Response from Faculty Affairs member: Yes, election of officers stays the same. Departmental members are elected to be Senators—and there is a replacement clause if a Senator doesn't show up for meetings.

Departmental Senators are NOT chosen by the Department Chair—the Chair remains neutral. Librarians and counselors are associate members.

Question about proposed restructuring: How many members would there be in the new elected Faculty Senate?

Response from Faculty Affairs member: More equal representation. 100% attendance. Every one of the 22 departments on campus is represented and sends one representative.

Question: So every department is represented regardless of how large or small it is?

Response from Faculty Affairs member: Yes, every department is represented. There are no term limits. In very small departments with only one person, we can combine departments to relieve the burden on one person (example, Jan Anderson is the only full-time ESL teacher, so she could combine with another small department).

Question: Could some large departments have more than one representative per department?

Response from Faculty Affairs member: Originally, we wanted to have only one Senator for each department. But we could modify that and have one representative per each seven or eight people in a department. Then, it would be more like a House of Representatives, instead of a Senate. We average 30 to 40 people at a meeting now, so 22 departments and some departments with more than one representative would still be about the same number we have attending now.

Question: So only Senators would know about the issues that are being voted on?

Response from Faculty Affairs member: The issues that Senators would vote on could be presented and discussed in-advance at Association meetings. Training sessions could also be offered at the Association meetings. Training doesn't have to be just in Senate meetings.

Suggestion: It was suggested that Faculty Association meet twice a semester, once at the beginning of the semester. The first session would be training, and the second would be social.

Suggestion: During Fall Pre-Service, we could have a luncheon meeting of the Faculty Association, instead of meeting at the end-of-day, when everyone wants to go home. We could have tables set-up in J106, to facilitate discussion. The Social Committee could organize the meeting.

Question: So would the officers all come from different departments, and would the positions rotate so faculty from different departments could hold them?

Response from Faculty Affairs member: On the Executive Board, no two officers can come from the same department.

Question: So could adjuncts or librarians be elected as officers?

Response from Faculty Affairs member: In the new Senate, adjuncts would have two representatives. But according to our bi-laws, neither adjuncts nor librarians could be elected as officers or as members of a committee. The new Faculty Senate would have 22 departments represented and four committees. We're hoping that with the new structure, members will feel that their voices are heard more clearly.

Question: Would there be no term limits for Senators? What about people who aren't elected to the Senate, but really want to be? They could be overlooked and never have a chance to contribute. Maybe we could have one year term limits.

Question: What if we limited it to no more than two consecutive years in a row?

Question: Could larger departments with more members be limited to two or three delegates?

Another member:

Then you have a microcosm of the problem we already have, over-representation of some departments.

Response from Faculty Affairs member: The new Senate would increase effectiveness and coordination. Two department chairs as liaisons on Faculty Affairs increase communication. We had become more like the Roman Senate.

Comment from the floor:

A bi-product of the new structure will be better communication. Right now, we're not getting information back to the department. We're not seen as a viable organization. The administration doesn't think our Senate has any teeth. We don't have the ability to influence the choices that are made by the institution. We offer fragmented input to the administration. Everyone needs to speak with one concerted voice.

Question: Will the faculty get to vote on this proposal?

Response from Faculty Affairs member: The proposal will be sent in an e-mail between October 20 and November 10. Members can send feedback to Faculty Senate e-mail address. We will canvas faculty to get reactions to the proposal. At the next meeting on November 17, we can continue the discussion or go ahead and vote. We can see how many people feel a certain way. If most agree, and we are ready to vote, it will only be 27 days, and our constitution says we must wait for 30 days.

Comment from the floor: Librarians are not on the Faculty Senate mailing list. Adjuncts also need to be added.

Member comment: The problems with Faculty Senate are more of a communication issue than a membership issue. We need to work on being more effective by getting the word out. We need to have department chairs tell what the Senate accomplishes.

Comment: We need to have accountability to members for communicating the information they need to know.

Response from Faculty Affairs member: What we're doing now, the status quo, isn't working. Les Ledger did a great job as President, last year, by getting us really interesting programs and speakers, but most of the Faculty Senate never showed up to see those programs.

Comment from floor: Effectiveness is the key. At present, it takes too much time for us to make decisions or come up with a proposal when we need fast action. So the way things are now, we don't have a voice, or we can't decide quickly enough.

Response from Faculty Affairs member: Every department has a chance to voice opinions. It would be truly representative. However, associate members and adjuncts cannot serve on committees.

Proposals from the floor:

Propose to suspend the thirty-day rule to allow a vote on whether to adopt the new format on November 17. This proposal was seconded.

Propose to move forward using the proposed time line. The proposal was seconded.

Members were instructed to send comments to Faculty.Senate@ctcd.edu.

Committee Reports:

Piper Professor Committee: No report.

Professional Development Committee:

The results of the faculty responses to this year's Fall Faculty Pre-Service: Eighty-six responses were positive, eleven were mixed, and only three were negative. The most common complaint about Pre-Service was the poor acoustics. Overall, participants liked the set-up and discussion, the higher-order learning, and the ideas on various opportunities to engage students.

Nominating Committee:

Jenny Shotwell announced that Dr. Kenneth Word had agreed to be our speaker at the graduation 2007. Les Ledger proposed that the Faculty Senate accept Dr. Word as the graduation speaker, and the motion was seconded and passed unanimously.

TCCTA FACULTY LEADERS' CONFERENCE: Shane Simon reported on the TCCTA Faculty Leaders' Conference, held at the Austin Doubletree on October 6 through 7.

Faculty Senate: Best Practices: (1) Senate Structure, (2) Faculty Overloads, (3) Campus Security, and (4) Proctored/Non-proctored Distance Exams

(1) Senate and/or Association Structure:

- ★ Have Faculty Association AND elected Senators. One adjunct position. (Tarrant County)
- ★ Senators required to come, & replaced if they do not. Quorum is at least 60%. (South Texas College)
- ★ Be sure that the faculty, not administration, runs Faculty Senate. (Collin County Comm College)
- ★ Some representatives were hand-picked by the administration. Other (not administrative hand-picked) faculty had no power.
- ★ Four times a year, meet with College President. Four officers talk to President and Deans. Send copies of Senate minutes to the Board. (Clareton Community College)
- ★ Senators elected from Departments and also some at-large Senators. Faculty Senate President gets course release time. Administration can force Senators' attendance. (Laredo Community College)
- ★ Senate Officers compensated with release time. (Clareton Community College)

(2) Faculty Overload Pay.

- ★ Many wanted TCCTA to list overload pay figures for various colleges on its web-site.
- ★ Concern over violating SACS regulations with how many classes we are allowed to teach.

(3) Campus security, especially at night.

(4) Proctored/NonProctored Distance Exams.

- ★ Web-Ct. Tests timed. No time to look in book. (Clareton Community College)
- ★ Service Area Proctored at Testing Center. (Angelina Community College)
- ★ Format tests to require higher thinking skills. (Unidentified College)
- ★ Suzanne & Shane's idea of using Web-cam on test takers. (Blank looks from others.) (Central Texas College)

Current Trends in Higher Education Dr. Glenda Barron

- ★ House Bill One (HB 1) mostly for Public Schools. Passed during 3rd called Special Session.
- ★ Vertical teams to align high school preparation and standards with higher ed. curriculum. 60% higher ed./40% high school. for planning. Reverse ratio to implement. By 2011, vertical teams complete.
- ★ College Credit Program: Each high school shall provide programs for earning 12 college credit hours in high school. Must be in-place by next Fall.
- ★ One or more courses shall include a research writing component.

Closing the Gaps Dr. Gardiner

- ★ "Closing the gaps." Goal to add 630,000 more students by 2015.
- ★ 2nd in increases after California: "We're # 2!"
- ★ 70% growth at community college. Recommend 100% funding.
- ★ Want more Hispanic students in college. High gas prices deterred some.
- ★ Want more students trained in technology.
- ★ 91% of all public college and university students are undergrads.

What To Expect From the 80th Regular Session Beaman Floyd, TCCTA Lobbyist

- ★ 80th Session of Texas Legislature starts in January and ends in May. 180 days of a dangerous forum for community colleges. Legislators have TOO MUCH money (4.5 surplus) Mortal Combat type duels with entities vying for money.
- ★ Legislature trying to save \$. Some institutions look like "a giant cruiseship run aground."
- ★ Priorities of the legislature in re to higher ed: (1) Accountability (2) Proportionality

(1) Accountability:

- ★ There is abundant accountability: (1) professional ethics (2) administrative (dept head, dean)
- ★ Academic and financial accountability:
 - (1) Higher education is expensive. Legislators can't stop increase, like medical inflation.
 - (2) We are using public money. We are "closing the gaps, yet it costs money.

(3) Notion that money controls content and trumps first amendment rights of Academic Freedom, especially of crazy people. (professor called enemies "little Eikmanns.")

★ "Higher Education is the maintenance of civilization."

★ We don't fear accountability, if done properly, but we do fear the state manufacturing a standard of accountability. Can't create an equation like public ed. because raw material (starting point) of students at one school is better than at another.

★ Legislators:

(1) Don't want to spend \$ on things they don't want to (like crazy educators)

(2) They want outcomes: graduation rates.

★ Public education agreed to accountability, and it blew up in their faces.

★ We say, accountability is hard to measure, but keep us at the negotiating table. That makes legislators mad, but educators still want a say in the process.

★ World changing: average student takes 6 ½ yrs to complete B.A, because work 40 hrs a wk. Rich legislators with Ozzie and Harriet perspective don't understand the working world.

★ "For every complex problem, there is a simple solution that doesn't work."

(2) Proportionality:

Since the legislature only pays 35% of instructional costs, they claim that they should only pay only 35% of our health insurance costs (instead of paying most of our health insurance cost, as they do now.) Not logical and symmetrical at all. Looking at ERS healthcare, legislators want to "cut us out of the herd, 'cause we are weird."

★ In the past, we were told proportionality was "inevitable," but fought it off and won every time.

★ We don't want proportionality, even in good years. "Money is temporary; structure is permanent."

★ Work together: "None of us is as smart as all of us."

Maintaining High Standards and Quality in Dual Credit Classes

Nancy Kral – High school students taking a dual-credit high school class as part of their regular, daily school work will also receive college credit upon completion of the class. Community college faculty serve as academic gatekeepers. College administrators work with college faculty in establishing embedded dual credit classes. The classes have the same textbook and the same standards as the college class. If college professors teach a dual credit class, it is better for high school students to come to the college campus, instead of the teacher going to the high school campus, where the high school students tend to misbehave.

Steve Kinslow - Dual credit is an essential resource for closing the gaps. Research shows that even one college-level experience while still in high school doubles the likelihood of enrolling in college after graduation. High school students afforded the opportunity to earn a MINIMUM of 12 college credits (includes AP and IB); directs higher ed institutions to assist public schools if requested.

Stephanie Jones - Benefits of dual enrollment include better collaboration between high schools and colleges and increased student desire to attend college. Dual enrollment, also, serves as a recruitment tool. Community colleges offered more dual-credit courses than four-year universities did. 18 universities delivered 35,974 semester credit hours to dual-credit students (UT and Texas A&M did NOT participate) versus 74 community and technical colleges which delivered 1,696,269 semester hours to dual-credit students. During the third called session, Texas lawmakers passed HB 1, which requires each school district by the Fall of 2008 semester to implement a program under which students may earn the equivalent of at least 12 semester credit hours of college credit in high school.

Current Legal Issues in Higher Education, Frank Hill,

Teachers are entitled to Due Process & Academic Freedom.

As state employees, the 14th Amendment applies to us. If we have a one-year contract, it can only be taken away through due process.

4th amendment: We are not subject to unreasonable search and seizure.

Property interest: Objective expectancy of renewal, because they've promised. It is a property interest, and we are entitled to due process.

Board of Trustees Report: Jenny Shotwell attended the Board of Trustees meeting. She reported that The Board discussed putting a new roof on the Lady Bird Johnson Building.

Adjournment: President Shotwell adjourned the meeting at 10:40 a.m.