COLLIN COLLEGE FACULTY COUNCIL MEETING

Date: January 19th, 2024
Time: 1:03PM
Location: CHEC, Room 107 and via Zoom

Roll Call: Matthew Hamilton, Secretary

Representative	Campus	Division	Attending	Non-attending
Lauren Angel	Frisco	Richardson	X	
Sofya Antonova	Plano	Wang	X	
Josh Arduengo	Plano	Streater	X	
Shannon Bates	Frisco	Richardson	X	
Lindsey Brown	McKinney	Peruski	X	
Mike Brucia	Technical	Coffman	X	
Roberta Cravo	McKinney	Evans	X	
Clayton Cummings	Districtwide	Adjunct Rep	X	
Tara DeAndrea	Plano	Millen		X
Chris DuBois	Plano		X	
Seema Endley	McKinney	Evans	X	
Andy Galloway	Districtwide	Galloway	X	
Rhonda Green	McKinney	Millen	X	
Cynthia Gruver	Frisco	Powell	X	
Matt Hamilton	McKinney	Evans	X	
Tony Howard	Wylie		X	
Joe Jaynes	Technical	Gainer	X	
Lynn Jones	Plano	Streater		X
Natalie Malin	Districtwide	Adjunct Rep		X
Tonya McMillon	Frisco	Powell	X	
Serena Richards	Frisco	Richardson	X	
Linda Sears	Plano	Tinnen	X	
Jason Smoot	Plano	Wang	X	
Dianne Stroman	iCollin		X	
Stephanie Tyson	Districtwide	Adjunct Rep	X	
Jimmy Wallace	Plano	Tinnen	X	
Stephen Whitley	Plano	Wang	X	

Motion to approve minutes made by Tony Howard
Seconded by Andy Galloway
Minutes approved unanimously.

SPECIAL ELECTION

Treasurer Election

- o Mike Brucia (Technical Campus) was nominated by Casey Carter and unanimously approved.

EXECUTIVE COMMITTEE REPORTS

Treasurer's Report

- o Current Balance: $3,272,11 (65%)
- o Expenses: $1727.89

Vice-President's Report - Josh Arduengo

- o No report.

President's Report – Rebecca Orr

- o **AGS**
  - Next Meeting on February 22nd, 2024
  - If concern needs to be put in front of AGS, please contact Rebecca Orr at fc@collin.edu

- o **Avigilon Demonstration**
  - Held on January 8th, 2024, on the Celina Campus
  - Avigilon is a company the district has partnered with for increased security.
    - A system was installed on the Wiley Campus first and then the Celina Campus.
  - A demonstration was conducted on the Celina Campus to showcase what Avigilon was capable of.
    - The system is thorough in terms surveillance and facial recognition, and alert of first responders.
    - This company installs the equipment and helps integrate it into existing equipment.
  - No purchasing decision has been made by the district. It will be discussed by the Board of Trustees in the coming months.
  - This is NOT "Go to Green", which is no longer happening.

- **Updates**
  - Appeal Review Board
    - Near the end of the Fall 2024 semester, HR contacted FC an informed them that a faculty member was needed to sit on the Appeal Review Board.
      - A new policy that a staff member or faculty member must be on the appeal board for any staff or faculty member, respectively.
      - Last semester, the FC President and Vice-President filled this role.
        - This requires some time on the part of the board member.
    - Question was put to FC as to how to proceed?
      - President and Vice-President continue to serve?
      - Executive Council and President Ex-Offico?
      - A volunteer faculty member?
    - Motion was made (Mike Brucia) to rotate the members of the FC Executive Council, the President Ex-Offico, and any FC representative that expresses an interest as designated by the to serve on this board.
      - Seconded by Casey Carter.
      - This motion was unanimously approved by the Faculty Council.

  - SOP Class Assignments
    - Concern was raised with Rebecca Orr that a specific campus was not going to abide, or was currently not abiding, by the procedures established by Dr. Abe Johnson regarding how classes were to be assigned to faculty and adjuncts.
      - Full-time faculty are assigned their load plus up to 6 additional hours in overload, then adjunct faculty is assigned classes.
      - If you have any specific information that this is not occurring, please contact Rebecca Orr at fc@collin.edu

  - TCCTA
    - Faculty can attend conference in Frisco this semester for $125.00.

  - Compliance - Search Committee Procedures
    - A revised search committee procedure was established by administration in 2022. It will be highlighted in the January issue of the Faculty Newsletter.
      - Examples: Discipline members pick the committee, create the grid, pick the chair, etc.
    - A concern was raised that the procedures for the hiring of adjuncts are being violated by administration.

- Content experts (full-time faculty) are supposed to be on any adjunct hiring committees.
  - If anyone encounters, or has already encountered, violations of these new procedures, please report (without violating the confidentiality agreement) them to Faculty Council at fc@collin.edu

- Volunteers Needed:
  - Two volunteers needed for Faculty Handbook Committee
    - The currently committee is primarily administrators, and concerns were raised about the inclusion of faculty input.
    - If you are interested in serving on this important committee, please contact Faculty Council at fc@collin.edu

  - Adopt-a-Highway Coordinator and Team Captain
    - Would start in July 2024.
    - If you are interested in serving as a team captain and/or coordinator, please contact Linda Sears at lsears@collin.edu.

- o **Task Force Updates**

  - DOS Task Force – John Hoenig & Will Brannon
    - Has not met since the break.
    - Will have a plan ready to be discussed and voted on by the February faculty council meeting.

  - Gradebook Task Force – Robert Brown & Marlo Ballard
    - The use of Canvas gradebook is currently recommended or suggested as best practice with instructors. However, student evaluations, grade appeals, student complaints, etc. indicate the need to consistently maintain grades in Canvas.
      - Administration has proposed the gradebook application in Canvas be mandated as the default method of capturing and reporting students' grades for all instructors in all courses.
        - o The rationale for such policy is to allow students to see academic progress in all enrolled courses throughout the semester, serve as a central repository for student grades in cases of student complaints, emergency substitutions and/or grade appeals, and improve standardization of gradebooks required to be submitted at the end of the semester.

- The Task Force conducted a survey in the Fall 2023 semester of all faculty to ascertain their experiences and concerns with the gradebook application in Canvas. Their report indicated the following:
  - About a 25% response rate from faculty
  - 380 faculty responded to the survey.
  - Ninety-nine percent of respondents indicated they currently use the gradebook application in Canvas.
  - Those that use the gradebook indicated that they use it to:
    - Report grades, calculate grades, and message students.
    - Establish grading schemes to notify students of how course average correlates with their letter grade.
  - Concerns faculty had with the use of the Canvas gradebook included the following:
    - Incorrect calculations, inability to modify grades (i.e. extra credit, bonus points, etc.), their grading scheme was unsupported, assignments were incorrectly weighted, and lack of access to Canvas in the event of technical issues.
  - Faculty identified the following as benefits to using the Canvas gradebook:
    - Faster grading, easy for students to track progress, replaces Excel/paper gradebooks, ease by which faculty can message students who do not submit an assignment and/or struggled on an assignment.
  - The most common reasons given by faculty who do not currently use the Canvas gradebook include:
    - Already using a different LMS platform (i.e. Pearson, Cisco, etc.).
    - Difficult to accurately report or manipulate grades.
  - Canvas gradebook training?
    - 44% responded they had attended.
    - 56% responded they had not attended.
  - Should Canvas gradebook be mandatory for all instructors for all courses?
    - 57% responded it should.
    - 43% responded it should not.
    - Overall, responses for this question were a mixture of support for mandatory use of the gradebook and opposition to the mandated use.
  - Summary:
    - **For:** Many supported the idea that use of the gradebook should be highly encouraged to allow students be informed of current course grades but did not think that use should be mandatory.

- o **Against:** Some comments mentioned the fact that mandatory use may present issues when there are technical problems or integration problems with other LMS platforms. Also, there were several comments that argued this would impinge on academic freedom.
- Takeaways from the survey:
  - o **Training** – There is a significant learning curve to understanding and using the Canvas gradebook. Various training modalities need to be readily available to assist faculty who need to learn how to use the gradebook.
  - o **Flexibility** - Administration may need to grant waivers for faculty who do not use Canvas as the LMS for certain courses.
  - o **Collaborative Solutions** - The gradebook does not support all grading schemes. It only uses weighted percentages to calculate grade totals. Many faculty prefer to use point totals. Some faculty have complicated grading schemes based on clinical work and other reasons and claim that the Canvas gradebook does not support their grading scheme. In such cases, administrators and faculty need to work together to come up with collaborative solutions.
  - o **Dedicated Support** – There should be dedicated "Canvas Gradebook Experts", who can work alongside faculty who are experiencing difficulties/ anomalies with the Canvas gradebook. Experts may be eLC staff, but faculty who are adept at Canvas may also assist as College Service.
  - o **Contingencies** - Administration needs to plan for contingencies that might require a backup grade submission process. This might be due to Canvas outages, OneLogin outages, AWS outages, etc.). This might also occur due to gradebook anomalies that cannot be resolved with technical support.
  - o **Clear expectations/ Corrective Actions** – Administration needs to create guidelines which clearly explain what they expect from faculty and all necessary elements required. Also, if faculty fail to meet these guidelines and expectations, administration needs to clearly lay out a course of action which will bring the faculty member in line with the expectations.
- Recommendations:
  - o Administration clearly define the expectations of this proposal, including
    - ▪ Timeline for reporting assignment grades

- - - Final course grades (yes or no, letter or numerical grades) Etc.
    - o Administration clearly define what, if any, disciplinary actions may be taken if faculty do not use the gradebook
    - o Administration generate plan to ensure all faculty are well versed with Canvas gradebook (training, etc.)
    - o Administration generate contingency plan in case of technological issues
    - o Administration create list of exceptions or alternatives for programs or courses that do not/can not use the Canvas gradebook (workforce programs, courses with lecture and lab component, etc.)

- Dual Credit Task Force – Matt Hamilton
    - The task force has begun its analysis of the faculty survey from the Fall 2024 semester.
    - In the coming months, the task force will be conducting further analysis of the survey and will make reports at future Faculty Council meetings.
    - A preliminary analysis of full-time faculty respondents has been completed. A review is below:
        - In a recent survey conducted of by the Faculty Council's Dual Credit Task Force of full-time faculty who teach dual credit at Collin, the following information was received:
            - o 67% reported a positive experience, while 11.5% reported a negative one.
            - o Regarding teaching dual credit, 64% either volunteered or were hired to teach dual credit, while 26% were told by administrators they were required to teach dual credit after being hired.
            - o In terms of teaching modality for dual credit courses, 59% preferred a lecture-based course, and 38% favored a hybrid approach.
            - o About 49% believed that all full-time faculty should teach at least one dual credit section due to its growth, but 51% disagreed for reasons such as not wanting to travel to high school campuses, preferring a college setting, lack of training for high school pedagogy, and not wanting to deal with parents.
            - o 90% of respondents felt adequately prepared for the dual credit courses they were assigned.
            - o 97% reported that ISDs and/or Collin College administrators never mandated attendance at unrelated

school events. However, some professors felt pressured to attend, with potential negative repercussions if they didn't.

- o 75% of professors informed ISDs about students struggling in their courses, fostering communication and trust. However, 25% did not, indicating a potential issue on the faculty's end in terms of early problem resolution and building trust with ISDs.

- A deeper review of the survey results produced the following information:
  - o Preparedness:
    - 9.8% reported being assigned a dual credit course they felt unprepared to teach, either due to it being a course they had never taught before or outside their area of expertise.
  - o Classroom Issues:
    - 33% reported insufficient desk and/or tabletop space for students in their assigned classrooms.
    - 33% reported inadequacy of their assigned classroom for the specific nature of their discipline.
    - 28% reported that their classroom was too small for the course's enrollment cap.
    - 72% reported sharing their assigned classroom with a high school instructor.
  - o Enrollment Issues:
    - 25% reported having assigned dual credit sections canceled due to low enrollment.
    - 10% reported having their assigned section run as pay-per-head due to low enrollment.
  - o Reduced Time for Instruction:
    - Various issues were raised related to students' regular absence from class due to extracurricular activities, school functions, leaving early for high school courses, or extracurricular activities.
    - 75% reported students regularly absent due to extra-curricular activities overlapping with class-time.
    - 69% reported students regularly being absent due to school functions (grade-level meetings, campus fairs, SAT/ACT testing, pep-rallies, field trips, etc.).
    - 34% reported students leaving class early (or arriving late) to "make-up" assignments in a high school course.
  - o Communication from ISDs:

- The survey also indicated issues related to communication from ISDs, with 58% reporting that ISDs did not communicate timely about school functions affecting face-to-face instruction, and 49% reporting that a high school or ISD did not communicate with them concerning campus policies for gaining access to classroom, location of classroom, emergency (fire, active shooter, etc.) procedures, and or parking for faculty on their campus.
- Classroom Technology:
  - Several concerns regarding access to classroom technology were indicated in the survey such as not having login credentials to classroom computer before the start of the semester (51%), not having no access to the internet in the classroom before the start of the semester (39%), not having no functional computer in the classroom (43%), not having no functional projector in the classroom (43%), having no functional document camera in the classroom (26%), and/or no whiteboard and/or smart board in the classroom (23%).
  - Additionally, 44% reported ISDs blocking websites used by Collin College on a regular basis (i.e Canvas, Honorlock, etc.), and 46% reported ISDs blocking informational and/or academic websites regularly used for classroom instruction.
- First Day of the Semester:
  - Challenges were reported concerning the first day of the semester. These included not having classroom keys (38%), lacking login credentials for technology (48%), no access to the building (27%), and no parking instructions from the ISD (36%).
- Contact Hours:
  - 13% reported ISDs requiring they hold class meetings outside regular contact hours. Examples of this included, being told they needed to meet MWFs with their class even though the class only met TRs, being told to assign extra work on days the class did not meet, classes being scheduled by ISDs for 1 hour and 30 mins, and ISDs shifting class times after the start of the semester.
- Science Disciplines Concerns:

- 7% in the science disciplines reported spending uncompensated time setting up labs, while 3% expressed safety concerns due to lab conditions, such as classrooms having no eye washing stations, showers, or enough electrical outlets.
  - Academic Freedom:
    - 16% reported suggestions from ISDs or Collin College administrators to modify or avoid controversial content, impacting academic freedom. Examples of this included being told at a Dual Credit orientation that modifying content to be "less shocking" for students who are minors, being asked to alter assigned readings, choosing less controversial videos, readings, and rewording sections of syllabus, being told to "do whatever the dual credit school wants," being asked not to show documentaries that are rated R or TV-MA.
  - Reduced Contact Hours:
    - 39% reported removing content due to reduced contact hours caused by unannounced school holidays, pep rallies, testing days, etc.
    - 64% reported having to request students review content online due to reduced contact hours.
  - Preparedness of Students:
    - 22% reported having to remove content to address the preparedness of students.
  - Course Rigor:
    - 11.5% reported and ISDs or Collin College administrators encouraged them to make their courses less rigorous. Examples of this included being contacted by the ISD or dual credit administrator to "see if there was anything we can do to help the student(s) pass," who were failing for the normal reasons students fail (late, non-attendance, no work submitted, etc.), attempting to coerce the professor into altering their syllabus policies for students who cheat or plagiarize, being constantly reminded by the ISD that failing students (seniors) would not graduate, being told by a Collin College administrator that failing a student would cause the course's headcount to drop below the preferred enrollment and the course may not be offered in the next semester, being told assignments

are too difficult and to alter them, and being asked to simplify course content to produce higher student satisfaction and reduce complaints.
- o Reprimanded for Teaching Course Content:
  - 7% reported reprimands from ISDs or Collin College administrators for teaching content that is acceptable and appropriate for a college level course. Examples of this include being asked to provide an alternative reading assignment because the student or ISD found the original text too uncomfortable, being asked to convert an assignment to extra credit (thus its optional) because a student or parent was uncomfortable with the original assignment, and being called into meetings with principals or vice-principals to discuss content.
- o Textbooks:
  - 10% reported pressure from ISDs to adopt different textbooks or formats due to either the content or the price.
- o Scholastic Dishonesty:
  - 10% reported pressure to lessen application of course policies concerning academic dishonesty. Examples of this include ACCESS students not being supervised during an exam on the campus of the ISD; using notes, phones, etc., being asked to give partial credit for a paper submission that was plagiarized, being pressured by ISD counselors and/or admin for enforcing policies and being asked by an associate dean to allow students to redo assignments that were plagiarized.

- Student Evaluation Task Force – Amina El-Ashmawy & Mike Panahi
  - Charged with investigating how the student evaluations are implemented and analyzed.
    - Task Force came up with the following recommendations:
      - o Rework the questions used in the surveys.
      - o Tailor the questions to the specific course being taught (lecture, web, hybrid, etc.).

STANDING COMMITTEE REPORTS

- o **Academic Freedom** – Ryan Farrar & Diana Gingo
    - Has been working on a procedure for reporting violations of academic freedom.
    - Best approach that protects anonymity would be to use a Google form, pending Faculty Council approval.
        - Forms would go directly to the Chair and co-Chair of the task force, then to the entire subcommittee, then to the Faculty Council for review.

- o **Adjunct Faculty** – Stephanie Tyson & Tammy Cain
    - No Report

- o **Common Good** – Vijaya Velamakanni and Seema Endley
    - No Report

- o **Policy Committee** – Joan Hunsaker
    - No report

- o **Teaching and Learning** – Serena Richards & Kevin Suber
    - Mindest is set for February.
    - Fall faculty development will consist of 3-4 large sessions.

- o **Procedures and Nominations** – Rhonda Green
    - No report

- o **Technology** – Mervat Karout and Sunita Rangarajan
    - No report

- o **OEP** -- Clayton Cummings
    - No report

- o **Resource and Remuneration Committee** – Casey Carter
    - Overloads – Faculty Council Statement Due
        - Dr. Matkin has requested the Faculty Council make a recommendation for overloads for faculty.
        - If you have any strong opinions on this topic, please contact Casey Carter at ccarter@collin.edu
    - LGI
        - No report
    - Class Caps
        - No report
    - Compensation Updates
        - When the Faculty Compensation Committee is formed, Dr. Abe Johnson assured Executive Council that faculty will be involved.

DISTRICT COMMITTEE LIAISON REPORTS

- ○ **CoE** – Sukanya Subramanian
  - Conducted a January review.
  - Waiting to meet with Dr. Abe Johnson soon.
  - Committee work is underway looking at new faculty, membership, and representation.
  - Election in March – for those interested in serving, please keep an eye out for an email.

- ○ **CAB** – Anna Genneken

  - CAB met on December 11, 2023 Meeting. Below is a report from that meeting.
    - New Curricular Proposals
      - Collision Technology – Add Enhanced Skills Certificate as a Toyota Collision Technician
      - Add courses ABDR 2353, Color Analysis and Paint Matching and ABDR 2359, Structural Sectioning
    - Expedited Proposals – deactivation of the Fields of Study certificates – Communications, Computer Science, Drama, Economics, Engineering, Fine Arts, Music, Political Science, Psychology, Sociology
  - CAB also met on January 20, 2024. Below is a report from that meeting.
    - New Curricular Proposals
      - Biology
        - Revise course title for clarity sake – BIOL 2420 Microbiology for Non-Science Majors to Microbiology for Allied Health Sciences
        - Remove course from core – BIOL 2421 Microbiology for Science Majors
      - Chemistry
        - Remove courses from core – CHEM 2423 Organic Chemistry I, CHEM 2425 Organic Chemistry II
    - Expedited Proposals
      - Dental Hygiene
        - WECM revisions to SLOs for DHYG 1227 Preventative Dental Hygiene Care, DHYG 2201 Dental Hygiene Care I, and DHYG 2231 Dental Hygiene Care II
        - Reduce contact hours for DHYG 2361 Clinical II - Dental Hygienist and DHYG 2363 Clinical III - Dental Hygienist to better reflect the time spent in clinicals
      - Emergency Medical Services Professions
        - WECM revisions to SLOs for EMSP 1338 Introduction to Advanced Practice, EMSP 1355 Trauma Management, EMSP 1356 Patient Assessment and Airway Management, EMSP

2305 EMS Operations, EMSP 2330 Special Populations, and EMSP 2534 Medical Emergencies
- Revised lecture/lab hours from 3 lecture/1 lab to 2 lecture/2 lab to better reflect the needed time to actively engage with complex course material in the lab.

- **COAT** – Jenny Warren
  - Artifacts are now assessed online instead of in person.
  - If you have any faculty or adjuncts that are unclear on what COAT is, or does, please send them to the COAT website.

- **SOBI Care Team** – Kim Gerber
  - No report

NEW BUSINESS

- **Associate Deans/Directors process for returning to the classroom.**
  - What is the process for an associate dean or director who wants to go back to being a member of the faculty?
    - Should faculty be involved? If so, what should be the faculty's position?

- **Full-time campus faculty and dual credit needs.**
  - The district has asked faculty council to discuss how full-time faculty can help address the problems with staffing dual credit courses across the district.
  - Everyone who has taught dual credit and/or are 100% opposed to teaching on a campus please email Rebecca Orr at fc@collin.edu

ADJOURNMENT

Movement to adjourn made by Tony Howard.
Seconded by Andy Galloway.
Meeting adjourned at 3:16PM.