

**Faculty Senate Agenda  
October 24, 2008  
HBC, Room 411, 1:00 p.m.**

**Welcome and Introductions** 2 minutes  
**Approval of the Agenda** 1 minute

**President's Report**

**Proceedings of Academic & Campus Affairs Council**

- **Procedures to Address D-4 Policy Reviews, Assessment Placement and Developmental Courses / Guest: Dr. Constance Elko; Chair, Math Dept.** 10 minutes
- **Revised AR on DL Best Practices** 5 minutes
- **Recommendation to Extend Registration** 10 minutes

**Mr. Robert Rogers, Environmental Health & Safety Coordinator**  
**Changes to Student Accident Insurance Program and Fee** 10 minutes

**Prof. Norma Mercado; Chair, Audits & Elections Committee**  
**Report of Senate Financial Audit for FY08 & FY09** 10 minutes

**Prof. Frank Cronin,**  
**ad hoc Committee on Student Orientation; Update** 5 minutes

**Dr. Alec Slivinske and Prof. Tracie Nobles / Salary & Benefits Committee**  
**Workforce Compensation Issues** 10 minutes

**Prof. Linda Welsh; Chair / Policies & Procedures Committee**

- **Revised Administrative Rule on Department Chair Elections**
- **Update on Senate Revisions to Faculty Evaluation Forms** 10 minutes

**Dr. Don Becker; Chair / ad hoc Committee on Committees**  
**Proposed Revisions to Structure of ACAC** 10 minutes

**Ms. Milissa Richardson, Coordinator, Professional Development**  
**Professional Development Opportunities** 5 minutes

**OTHER BUSINESS**

**ADJOURN**

**Recommendation to Open Registration Earlier  
September 12, 2008**

**Purpose**

Open registration earlier in order to improve the quality of services students receive during that time.

**Recommendation**

Begin registration earlier, but after scheduled “lock-down”, the date by which most class schedule changes are made.

<b>Term</b>	<b>Lock-down</b>	<b>Current Reg.</b>	<b>Recommended Reg</b>	<b>Difference</b>
Fall 09	April 29	July 15	June 1	+ 45 days
Spring 10	Sept. 23	Nov. 16	Oct. 15	+ 30 days
Summer 10	Feb 22	May 1	April 1	+ 30 days

**Accommodations for Change**

1. Colleges may develop their own payment plans, provided students are fully paid by the last day of classes for the semester, and one payment is made before classes start, according to Texas statute.
  - Change payment deadline schedule. Datatel Colleague product is being investigated to handle ACH/debit card payments, and payment plan initial set-up.
  - Install additional computer kiosks on campuses to allow more web-based, student self-service activity for registration, payment plan set up and making payments.
  - New payment plan anticipated 4-25% equal payments. First payment due before semester starts. Last payment due before semester ends. \$10 admin. fee eliminated. Payment deadlines to be set.
2. Tuition needs to be set at time of payment, according to Texas statute. Tuition would need to be set earlier or students not billed until tuition is set.
3. Spread the number of registration eligibility days for current and former students from 1 day per group to more days per group to ease the first crunch of students. Involve students in revising the eligibility registration timeline.
4. Publications and Marketing:
  - Provide a unified information campaign for students and staff.
  - The printed schedule would not be available until first of July (for fall).
  - Catalog is available mid-June, about the time new students would register.
  - The CE schedule will follow the current timeline and not be affected.
  - Marketing timeline adjusted to implement the new registration timeline.
5. The registration reports will be skewed during the transition period.
6. Minimal disruption to schedule development and curriculum services if registration begins after lock-down.
7. IT does not anticipate a problem with simultaneous registrations.
8. The need for simultaneous semester billing and payments will need to be researched.
9. No impact to Financial Aid processing if payment deadlines are not moved back and are extended to later in the registration cycle. Students will still be sheltered or awarded short-term assistance through the payment deadlines in order to stay enrolled until awards are distributed just before classes start.

## **Procedures to Address D-4 Policy Reviews, Assessment, Placement and Developmental Courses**

### *D-4 Assessment, Placement, and Developmental Courses*

#### *Value Statements:*

- *Assisting students in achieving their educational goals requires assessment of students' college readiness and alignment of appropriate support services.*
  - *ACC will be as flexible as accreditation and state regulations allow in assisting students to become college-ready as quickly as possible.*
1. *Continuing auxiliary academic support that addresses the needs of students of different aptitudes, learning styles, life situation, and educational backgrounds shall be made available for all developmental and entry-level courses. The availability of this support shall be taken into account when providing placement advice to students who wish to proceed rapidly.*
  2. *Assessment, placement, and developmental courses shall be matched to the educational goals and previous educational experience of each student, with opportunities for reassessment.*
  3. *Assessment, placement, and developmental courses shall concentrate on mastery of the skills and material needed to pass the TASP test or identified as essential by the faculty teaching entry-level credit courses in the degree or certificate program the student wishes to enter.*
  4. *Within the limits imposed by the least restrictive reasonable interpretation of applicable laws and regulations, ACC shall maximize student choice and flexibility respecting mandatory remediation and the TASP tests. When required, mandatory remediation shall be provided in a form that matches the pace at which the student can successfully participate.*
  5. *Students shall not be involuntarily removed from college-credit courses due to their performance in developmental courses as long as they are still willing to participate in a remedial program at the level required by THECB regulation s.*

Board Policy D-4 was revised July 7, 2008, requiring the following recommended procedures to address #5 in the policy.

To ensure college readiness, students may enroll only in courses for which they have the skill prerequisites and must enroll for a developmental course required under the Texas Success Initiative (TSI). Students will receive guidance and support in order to complete the remediation process.

#### ***Students who did not register for required remediation by the census date***

A registration hold is placed on the records of students who are mandated into remediation but did not register for developmental course(s) by the census date. The registration hold is activated each semester immediately after the census date. Students will be advised of their remediation requirements and given the opportunity to participate in remediation.

1. The student is directed to meet with a Counselor throughout the semester to receive guidance, support, and encouragement to complete the required developmental course.
2. The student will meet with the appropriate Developmental Communications Advisor (DCA) or Developmental Mathematics Advisor (DMA) (formerly CCA/CCE Coordinator).
3. The student will be advised about the remediation requirements and options. The student must register for a developmental course if one is available. If not, the student will be required to register for a CCA class.
4. If the student does not meet with the DCA or DMA, or the student chooses not to participate in remediation in that semester, a registration hold is placed for the subsequent semester. The student may continue enrollment in any current course for which the prerequisite skills are met.
5. If the student registers for but does not successfully complete the developmental or CCA course, the registration hold is in effect for the subsequent semester. The student may continue enrollment in any current course for which the prerequisite skills are met.

6. If the student completes (successfully or not) the developmental course or successfully completes the CCA course, no hold is placed for the subsequent semester.
7. Other registration holds for students participating in remediation will remain in effect as usual.

***Students Who Registered for Required Remediation and dropped the remedial course(s) after the census date***

A registration hold is placed on the records of students who registered for required developmental course(s) but dropped them after the census date.

1. The student is directed to meet with a Counselor throughout the semester to receive guidance, support, and encouragement to complete the required developmental course.
2. The student is directed to meet with the appropriate DCA or DMA.
3. Students must re-register for a developmental course if one is available. If not, the student will be required to register for a CCA class, if time permits
4. If the student does not meet with a DCA or DMA, or the student does not participate appropriately in required remediation in that semester, the registration hold is placed for the subsequent semester. The student may continue enrollment in any current course for which the prerequisite skills are met.
5. If the student registers for but does not successfully complete the CCA course, the hold is placed for the subsequent semester. The student may continue enrollment in any current course for which the prerequisite skills are met.
6. If the student completes (successfully or not) the developmental course or successfully completes the CCA assignment, no hold is placed for the subsequent semester.
7. Other registration holds for students participating in remediation will remain in effect as usual.

***If the registration hold is placed for the subsequent semester***

1. The student is directed to meet with a Counselor throughout the semester to receive guidance, support, and encouragement to complete the required developmental course. The student will register for courses and handle registration changes throughout the semester in consultation with the Counselor.
2. The student must register for a required developmental course, and may enroll only in courses for which skill prerequisites are met.
3. The student must meet with the appropriate DCA or DMA and will be monitored throughout the semester while taking the developmental course(s).
4. If the student does not meet the requirements as specified by the DCA or DMA, the student will be informed about and will not be permitted to register for any course other than the developmental course(s) in the next semester of enrollment.

## **ADMINISTRATIVE RULE (DRAFT) – Distance Learning Best Practices**

### **Value Statement**

Austin Community College District recognizes that distance education provides or enhances access to higher education for many citizens. In addition, the College acknowledges that evolving technology has provided and will continue to provide opportunities for learning outside the traditional classroom. In order to ensure a high quality of instruction, student learning, student satisfaction, student access, and student success, the Austin Community College District is committed to providing college resources and support for Distance Education courses.

### **Definitions**

"Distance education" or "distance learning" is defined as a formal educational process in which the majority of the instruction occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ correspondence studies, audio, video, or computer techniques.

### **Administrative Rule**

Austin Community College District is committed to the standards and principles established in the Southern Association of Colleges and Schools' (SACS) *Distance Education Policy Statement* and *Best Practices for Electronically Offered Degree and Certificate programs*, and adopts the following SACS policies as minimum standards for distance learning courses and programs at ACC.

### ***Curriculum and Instruction***

- Programs and courses provide for timely and appropriate interaction between students and faculty and among students.
- The faculty assumes responsibility for and exercises oversight of distance education, ensuring both the rigor of programs and the quality of instruction.
- The technology used is appropriate to the nature and objectives of the programs and courses and expectations concerning the use of such technology are clearly communicated to students.
- There is currency of materials, programs, and courses.
- Distance education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the use of revenue derived from the creation and production of software, telecourses, or other media products.
- Faculty support services are appropriate and specifically related to distance education.
- Faculty who teach in distance education programs and courses receive appropriate training.
- Admission and recruitment policies and decisions take into account the capability of students to succeed in distance education programs.
- Comparability of distance education programs to campus-based programs and courses is ensured by the evaluation of educational effectiveness, including assessments of student learning outcomes, student retention, and student satisfaction.
- The integrity of student work and the credibility of degrees and credits are ensured.

### ***Library and Learning Resources***

- Students have access to and can effectively use appropriate library resources.
- Course requirements ensure that students make appropriate use of learning resources.
- Access is provided to laboratories, facilities, and equipment appropriate to the courses or programs.

### ***Student Services***

- Students have adequate access to the range of services appropriate to support the programs, including admissions, financial aid, academic advising, and delivery of course materials, and placement and counseling.
- Students have an adequate procedure for resolving their complaints.
- Advertising, recruiting, and admissions information adequately and accurately represent the programs, requirements, and services available to students.
- Students enrolled in distance education courses are able to use the technology employed, have the equipment necessary to succeed, and are provided assistance in using the technology employed.

### ***Facilities and Finances***

- Equipment and technical expertise required for distance education are available.
- Long-range planning, budgeting, and policy development processes reflect the facilities, staffing, equipment and other resources essential to the viability and effectiveness of the distance education program.

### **Implementation**

Departments will collaboratively establish guidelines for Distance Education courses which meet the minimum standards established in SACS Distance Education Policy Statement while respecting the academic freedom of individual faculty members. Departments may also develop and implement additional Departmental Best Practices for Distance Learning Courses.

Departmental guidelines for distance education courses apply to both courses being developed for delivery via Distance Learning and already existing DL courses.

- Departments will review courses being developed for offering via Distance Learning to ensure courses are developed and delivered in accordance with departmental guidelines.
- Existing DL courses will be reviewed as part of the normal Program Review and Faculty Evaluation processes to ensure they are delivered in accordance with departmental guidelines.

College will provide appropriate Faculty Professional Development as well as appropriate support to both faculty and students to allow effective implementation of departmental guidelines. College DL support services will adhere to the minimum expectations for DL established by SACS' *Distance Education Policy Statement*.

The DL Committee is responsible for researching, establishing, maintaining and publishing recommended DL Best Practices. Departments may adopt these recommended best practices, or establish program specific guidelines. In the implementation process, academic freedom will be fully protected.



September 26, 2008

To: Mike Midgley

From: Robert R. Rogers, CSP, ARM  
EHS Coordinator

Subject: October 3, 2008 Academic & Campus Affairs Council

EHS and Insurance Office would like the following added to the agenda for the 10/03/08 meeting.

### **Changes to Student Accident Insurance Program and Fee**

Currently, students in selected classes where injuries might occur such as science labs, health sciences, automotive, building construction, welding, culinary, kinesiology are assessed a \$3.50 per class fee for Student Accident Insurance. The policy covers any "School Sponsored Activity", so Student Life Activities, except sports, are also covered.

This insurance policy provides the student with \$10,000 of coverage for accidents to cover medical bills, has a \$25 deductible which the student must pay, and it is the first policy to pay, regardless of any other insurance the student may have available.

In the summer and fall of 2007, EHS solicited bids for the renewal of this program. We requested quotes for two options Option 1) "As Is" renewal for selected classes and Option 2) Coverage for all students on a flat fee basis. The policy benefits remain the same.

The actual low bid for Option 2 is \$1.84 per student per semester; however we propose a \$2.00 fee per student per semester. This amount allows for easy cashier transactions and some future increases in premiums without changing the fee.

EHS & Insurance proposes implementing the new student accident insurance program for all students effective with the 2009 – 2010 academic year with a \$2.00 fee per student per semester. This would cover all classes in which a student might be enrolled. EHS office understands that this requires Board approval.

As a result, the possibility of lowering the fee from \$3.50 per student per class for selected classes to a flat \$2.00 per student per semester exists. Currently, a student may be enrolled in 12 hours and not pay an insurance fee for any class in which they are

enrolled. However, classes where no insurance fee is charged may meet occasionally off campus for various reasons. Some faculty may take their section off-campus for improving the community of the class, some classes or sections attend outside activities as a regular class activity, and some students in specific sections choose to participate in outside activities as part of the class for a graded activity. These additional activities may increase a student's risk of injury since they occur outside the classroom. The \$3.50 fee is assessed on some distance learning classes because it is assessed on the regular classroom. Conversely, a student may be enrolled in 12 hours and pay the \$3.50 fee on each class for a total fee of \$14.00. Under the proposed change, the fee would only be \$2.00 per student per semester.

In April 2008, an e-mail was sent to the Deans and Department Chairs asking for their response to this plan. We received 12 responses: Culinary, Photography, International Programs, Dental Hygiene, Dance, English and Journalism, Health Sciences, Nursing, Visual Communication Design, Speech, and CE (2).

Culinary, Photography, International Programs, Dental Hygiene, Dance, English and Journalism, Health Sciences, Nursing, Visual Communication Design, and CE (1) are for the change.

Speech is not in favor of the change. CE (1), given the current registration process for CE students, is opposed the change. The concern in CE is the current tracking method may charge a student the \$2.00 fee each time they register for a class.

EHS Office is also soliciting comments on how this should apply to the Adult Education programs. Adult Education classes are free to the participants. Classes meet throughout Austin and the service area. A student should not suffer additional hardship if an injury occurs in these classes.

Report of the Committee on Committees to the  
Full-Time Faculty Senate  
October 24, 2008

The charge to the Committee on Committees was to propose a revision of the Academic and Campus Affairs Council that will permit faculty to fulfill their role and lead the way on issues of academic affairs.

We recommend that:

- 1) The name of the council be changed from the Academic and Campus Affairs Council (ACAC) to the Academic Affairs Council (AAC).
- 2) Responsibility for issues related to campus affairs be transferred to the Administrative Services Council.
- 3) The membership of the proposed AAC be modified from that of the current ACAC as proposed below.

Note that the current voting membership of the ACAC includes:

18 administrators  
11 deans  
4 members of the full-time faculty  
2 members of the adjunct faculty  
4 other shared governance appointments  
(6 of 39 voting members are faculty)

The Proposed voting membership of the AAC includes:

8 members of the full-time faculty  
3 members of the adjunct faculty  
11 deans  
4 administrators  
4 other shared governance appointments  
(11 of 30 voting members are faculty)

## Proposed revision of membership from the ACAC to the AAC

CURRENT COUNCIL		PROPOSED CHANGES
Position	Appointed by	
<b><i>Ex Officio</i> Members</b> (serve by virtue of the position held)		
EVP, Provost	<i>Ex Officio</i>	
VP, Workforce Education & Business Development	<i>Ex Officio</i>	
VP, Student Support & Success Systems	<i>Ex Officio</i>	
VP, College Support Systems & ISD Relations	<i>Ex Officio</i>	

AVP, Information Technology	<i>Ex Officio</i>	Becomes non-voting (See below)
AVP, Effectiveness & Accountability	<i>Ex Officio</i>	Becomes non-voting (See below)
AVP, Instructional Resources & Technology	<i>Ex Officio</i>	Becomes non-voting (See below)
AVP, Student Success	<i>Ex Officio</i>	Becomes non-voting (See below)
Dean, Applied Technologies, Multimedia, and Public Service	<i>Ex Officio</i>	
Dean, Arts & Humanities	<i>Ex Officio</i>	
Dean, Business Studies	<i>Ex Officio</i>	
Dean, Communications	<i>Ex Officio</i>	
Dean, Computer Studies and Advanced Technologies	<i>Ex Officio</i>	
Executive Dean, Health Sciences	<i>Ex Officio</i>	
Dean, Math & Sciences	<i>Ex Officio</i>	
Dean, Social Behavioral Sciences	<i>Ex Officio</i>	
Executive Dean, Continuing Education	<i>Ex Officio</i>	
Dean, Library Services	<i>Ex Officio</i>	
Interim Executive Director, Adult Education	<i>Ex Officio</i>	
<del>Director, Facilities &amp; Construction</del>	<i>Ex Officio</i>	Removed
<del>Director, Professional Development</del>	<i>Ex Officio</i>	Becomes non-voting (See below)
<del>Campus Manager, CYP</del>	<i>Ex Officio</i>	All Removed. No campus managers will serve <i>ex officio</i> . One campus manager (appointed by the EVP College Operations) will serve as noted below in the listing of “Representatives of Job Functions or College Offices”.
<del>Campus Manager, EVC</del>	<i>Ex Officio</i>	
<del>Campus Manager, NRG</del>	<i>Ex Officio</i>	
<del>Campus Manager, PIN</del>	<i>Ex Officio</i>	
<del>Campus Manager, RGC</del>	<i>Ex Officio</i>	
<del>Campus Manager, RVS</del>	<i>Ex Officio</i>	
<del>Campus Manager, SAC</del>	<i>Ex Officio</i>	
<b>Representatives of ACC Constituencies</b> (1-year terms)		
Full-time Faculty Senate, Academic	Association Pres.	
Full-time Faculty Senate, Developmental Education	Association Pres.	
Full-time Faculty Senate, IRT/Counseling	Association Pres.	
Full-time Faculty Senate, Workforce	Association Pres.	
Full-time Faculty Senate, Academic	Association Pres.	Added

Full-time Faculty Senate, Workforce	Association Pres.	Added
Full-time Faculty Senate, Undesignated	Association Pres.	Added
Full-time Faculty Senate, Undesignated	Association Pres.	Added
Adjunct Faculty Association	Association Pres.	
Adjunct Faculty Association	Association Pres.	
Adjunct Faculty Association	Association Pres.	Added
Association of Professional-Technical Employees	Association Pres.	
Classified Employees Association	Association Pres.	
Student Government Association	Association Pres.	
Student Government Association	Association Pres.	
<b>Non-Voting, Ex Officio Members</b> (serve by virtue of the position held)		
AVP, Information Technology	<i>Ex Officio</i>	The holder of each of these positions had previously been on the council as a voting member.
AVP, Effectiveness & Accountability	<i>Ex Officio</i>	
AVP, Instructional Resources & Technology	<i>Ex Officio</i>	
AVP, Student Success	<i>Ex Officio</i>	
Director, Facilities & Construction	<i>Ex Officio</i>	
Director, Professional Development	<i>Ex Officio</i>	
<b>Non-Voting Representatives of Job Functions or College Offices</b> (1-year terms)		
Campus Dean of Student Services	VP, Student Support & Success Systems	Formerly a voting position
Campus Manager	EVP College Operations	Added to have a representative of the Campus Manager position since it no longer is the case that all campus managers serve <i>ex officio</i> .