

- I. **Call to Order—3:00 pm**
- II. **Approval of Minutes**
- III. **Reports**
 - A. **President** (LSC 20/20 Culture Refresh)—Employees of all kinds are coming together to discuss updates in LSC 20/20. In other words, the process was designed to be dynamic from the beginning where occasional updates are facilitated to meet the needs of the LSC community. The SO budgeted for updates from the first launch of the LSC 20/20 because the plan was always to include updates. (Some money will be spent for updates.)
 - B. **Vice President**—None
 - C. **Secretary**—Only one narrative received so far from Faculty Excellence nominees.
 - D. **Committee Reports**
 1. **Corequisite**—
 - a. Two upper English DE courses (ENGL 0119 & 0219) are now offered instead of one (0309) and still one lower level (0302). The department is trying to identify students who are struggling in order to provide resources and guidance. If students fail both 1301 AND the co-req (0119/0219), they will be offered options: 1) retake TSI, 2) retake both 1301 and the co-req, 3) receive remediation to help them be successful in retesting. This may be accomplished by offering late-start 1301 courses. Of the 400 students enrolled in 1301 + co-req, only 30 are at risk for failing both.
 - b. Math will retain MATH 0310 because it is a terminal course for some programs. For the most part, they have removed 0306. MATH 0314 is a new course that will coincide with 1314 (College Algebra). In the future, the math department plans to revise scheduling to help students through the 0314/1314 co-req. The goal is the have the 0314 serve as a workshop to help students through 1314 with individualized instruction. Each of the four, credit-level, freshman math courses will eventually have a co-requisite (NCBO) designed specifically for that course. For students who fail both the NCBO and the credit, if they are close to passing the NCBO, the goal is to customize modules to help “catch them up.” These students will enroll in a NEW NCBO course specifically designed for them.
 2. **Online**—Initial online taskforce is meeting at the same time as this Faculty Senate meeting. One task will be to identify ways to make online classes more interactive—improve engagement.
- IV. **Old Business**
 - A. **Enrollment and its Effects: Updates**—Eighty-five percent of the budget for LSC-M includes salary & benefits—employee paychecks. The remaining 15% is divided among various resources/expenses of the campus. Much of the remaining 15% is contractually obligated or directed to critical line items, such as facilities costs. Since more than 85% of budget already accounts for essentially “non-discretionary” purposes, any return of funds to System Office due to low System enrollment is actually coming from the smaller, available 15%. The idea is that money returned based upon low System enrollment is not used on campus for new programs or increased costs (such as Testing Center materials). This is an indirect effect of low enrollment.

This discussion attempted to address a question in the previous Senate meeting as to why there was concern about sending money back to System Office when System enrollment is low.

B. College Bookstore: Updates

1. Book adoptions were due November 9, 2018
2. Any issues?
3. Motion was made, seconded, and passed to open this topic to Senate discussion.
4. Follett did not pass on information (and was not required/obligated to do so) to Barnes & Noble, so the book adoptions deadline was for a complete request with no history or background. Do not assume Barnes and Noble has any details or information for courses.
5. The concern was expressed about whether enough books were ordered for all classes/all students. (Follett was said to have ordered an average of 70% of the needed books each semester.)
6. Janeu requests that everyone double-check that book orders were received and were correct and complete. It is recommended that faculty contact Deans with questions under these new conditions.
7. A concern was raised about Conroe Center faculty (adjunct) including a statement about students being able to get books from any provider—which conflicts with the SO policy. Janeu was told Conroe has the same policy and will check on the issue.

V. Current Business

A. Digital Textbook Pilot: Explanation/Update on Process

Barnes & Noble will cooperate with LSC in designing a digital textbook pilot during Spring 2019. The actual pilot will occur during Fall 2019. The Faculty Senate President is involved in designing pilot (complete with control groups). Courses chosen for pilot should include as many different disciplines as possible, with numbers of students to support proper statistical analyses. Any faculty interested in providing input for pilot design should contact Janeu. Concerns are welcome; however, this pilot is a “given.” Therefore, the best way forward is to design a responsible pilot to obtain best data.

1. A motion was made and passed to open this subject for discussion.
2. The FS Presidents requested that SO run a faculty-engaged pilot before moving forward to initiate a fully digital textbook process adopted for all courses. The pilot would be designed to show where problems exist in a digital process. Some questions were raised:
 - a. Could students provide feedback about how much time they spend accessing information using a digital text vs. print? *Yes. This could be part of the pilot design.*
 - b. Who will be choosing the book(s)? *(Janeu says this question was raised, and B&N assured her that faculty would select the texts used within the digital pilot.)*
 - c. How big is the sample going to be? (For example, what effects would result if a large department chooses not to participate in the pilot?) *This is a huge point. Participation in a pilot is not an acquiescence to the digital format. Faculty participation is requested so that we help design the pilot to help ensure accurate data. Faculty believe that digital texts may not be the best choice for all courses.*
 - d. What role will B&N play in this pilot? (Faculty are concerned about the relationship between producers of content and sellers of content. If, for example, B&N is unable to negotiate with a publisher, they have power to end our relationship with a publisher that faculty want to maintain. A department may be more effective at negotiating with a publisher than B&N. The concern also relates to potential changes in price and choice.)
 - e. What about the studies that show the negative effects of digital texts on the facilitation of critical thinking skills?

- f. How will this translate to professional development or expectations for faculty? There is already much research that demonstrates lower success rates with digital texts.
- g. How will digital text requirements impact the availability of ancillary materials? (Ex. Some ancillary fees are unavailable digitally, and these are often included in the expense of a print text—but would be an additional fee if the text is digital.)
- h. Why can't we just say "no" about this move to digital texts? It was recommended that Janeu talk to the SO indicating that LSC-M faculty do NOT support this. *Janeu indicated that all faculty may not be opposed to digital texts, and that other faculty in the System have weighed in favorably in support of the digital format for their courses. Janeu would survey LSC-M faculty to confirm that they agree (as a majority) before making this statement to SO.*
- i. What about students who cannot afford the technology necessary for digital texts? *The SO has stated that they may provide assistance for economically disadvantaged students.*
- j. From where did the chancellor's data come that shows high success in online courses? This seems to conflict with other data. *All recognize the differences in success rates among the modes of instruction. However, the measurement of those differences depend upon what specific questions are being asked and how the data is being compiled. Janeu mentioned that her presentation to the LSC Board of Trustees in October was based upon AIR data compiled to show the differences of success gaps among the three modes of instruction (face-to-face, hybrid, online). (This presentation is available online.) Online courses were mentioned because digital texts are often integrated into them.*

B. Adjunct Excellence Institute (AEI): Feedback Wanted

Adjunct faculty are nominated to a System AEI cohort. Cohorts of adjuncts complete additional training and professional development. The idea is to create a pool of faculty to fill fulltime positions, as they come open. AEI is not the Adjunct Center for Excellence (LSC-NH,) nor is it the current adjunct certification program.

- 1. This item was only presented and not opened for Senate discussion.
- 2. The description by Janeu to the Senate entailed the idea of investing in and developing our adjuncts, allowing them to be considered among top candidates for fulltime positions. The AEI is in its second cohort. FS Presidents are continuing in their discussions with the Chancellor and the Chief Operating Officer (Mr. Mario Castillo) on the AEI.

C. Faculty Professional Development, Mentoring and Evaluations Processes

(Specific follow-up to Dr. Dwight Smith's e-mail). FS Presidents are requesting and facilitating a faculty-driven process designed to develop and provide both fulltime and adjunct faculty with more meaningful opportunities. Beginning in January (Return Week), all faculty are invited to begin shaping these processes. A System faculty group is being scheduled to meet in mid- to late-February.

- 1. This item was only presented and not opened for Senate discussion.
- 2. It was communicated that LSC-M faculty (and all campuses) would be moving forward to something similar to what Valencia does to help determine what defines being a faculty member at LSC or what professional development or mentoring is available to faculty.

VI. New Business

VII. Announcements

A. Faculty Excellence Awards to be announced Spring Convocation 2019—17 nominees

B. Veteran Status completion is a State mandate

Faculty, please complete Veteran's Status in Campus Solutions (iStar). Texas State law requires governmental entities, such as LSC, to track the Veteran's status of all employees. Non-

completion of status is non-compliance with the law and carries penalties. (Employees have the option not to self-identify as a Veteran when completing their information in iStar.)

C. FERPA (from 9.27.18)

1. Parents who violate FERPA – response from OGC

There is no feasible, LSC legal recourse for parents who “impersonate” students in an attempt to gain grade or attendance information from professors. Recommendation is to follow steps already in place to protect student information in order to minimize the chances of any person improperly accessing information. All requests to discuss any student information with any person other than the student should be directed to Division Deans (regardless if a FERPA form has been signed).

2. Level of employee (and training)

D. Title IX Training IN PROCESS 10/01/2018 – 12/-1/2018 (Janeu Houston)

E. Core Curriculum changes—comment period ends tomorrow (11/30); Contact Angela Colmenares if you have any questions.

F. Share Division Successes

G. Incentive Drawing

VIII. **Adjournment—4:04pm**

Lone Star College – Montgomery Faculty Senate 2017 – 2019

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For information on the Lone Star College - Montgomery Faculty Senate, visit our website:

<http://www.lonestar.edu/montgomery-faculty-senate.htm>