

## Faculty Senate Survey Summary

The following is a summary of results for the Faculty Survey sent out by Faculty Senate in Spring 2017.

### Question 1.

Things that faculty say are working are

Academic quality continues to be high.

Morale, but there is room for improvement.

Benefits (but not pay) are good.

Student support services is working well.

Landscaping: there were many positive comments about landscaping, especially the xeriscaping, and how nice it looks.

There were many positive comments about the recent change in Vice President of Academic Affairs.

### Question 2.

Things that faculty would like to see improved include

Salaries

Leadership. Communication from administration is still a problem, and most faculty feel they have little to no input on decisions that affect them and their classroom environment. The decision to have nearly all courses taught in an eight week format was a specific example cited. Faculty would like an opportunity to have more input on these decisions. Administration spending is seen as increasing while faculty needs go unmet. EOD is also viewed as part of the problem, both in terms of poor communication and not doing a good job.

There is concern that the pressure to have 70% passing/completion will have a negative impact on academic quality.

There are too many committees, and there is duplication of effort.

Updates of technology and equipment are being neglected.

Food availability on campus is a concern. Students and faculty do not have time to leave campus for food, especially lunch, and vending machines are not considered an adequate substitute. The problem is more severe for East and West campuses where they do not have anything remotely like the former cafeteria seating with significant vending options.

### Question 3.

In response to the question "What are your priorities for faculty Professional Development?" the following suggestions were made:

There is a consensus that "one size fits all" is not the best way to do Professional Development for all faculty. There is a need for discipline related professional development. One way to address this is to provide some funding for faculty to attend relevant training or conferences. Alternatively, bring people and programs to campus to provide training in specific disciplines.

Many faculty are in areas where they must maintain certification or other accreditation related training. These needs should be recognized and addressed. Funding is again an issue here.

Regarding on campus Professional Development, the timing of training sessions is frequently a problem. Faculty who teach afternoon classes (yes there are many) cannot attend most of the training options (e.g. training offered on Tuesday and Thursday afternoon are not options).

Suggestions were made that many of our faculty have a lot to offer their peers and AC should view these as resources for Professional Development training.

New topics need to be included in on campus PD, not just a repeat of previous materials.

#### Question 4.

In response to the question "Do you have concerns about the merit pay system for faculty? If so what are they?"

The potential for bias or favoritism is a concern.

The workload involved both for individual faculty and department chairs is seen as potentially burdensome.

Many stated they did not have enough education or communication about the coming change and would like to see a written proposal.

There are concerns about Cornerstone, how is it used, whether there will be more training.

There were questions about how flexible the questions or criteria will be.

A big issue was where the money is coming from, or even if there will be money for any significant performance awards.

The following are quotes from survey comments the committee thought reflected what many faculty commented on.

"Sometimes I think our leadership and administration need to spend more time here at AC and looking at our needs and our students needs than working out of town on different awards to win, or experiencing homelessness. I don't understand what the motives or agendas are for spending a week homeless. I already agree that it is a problem, and have empathy for them. But what next? Are we going to spend a week blind folded? Or in wheel chairs? Or only wearing second hand clothes from the Salvation Army? I guess those who have no empathy need to see what the big deal is? Sorry - I just don't understand how that is going to improve what we are doing at AC. If you have taught for at least one year, and didn't know that the majority of our students are at or below the poverty level then you haven't been paying attention. It isn't something new that just happened. We have been dealing with it for years, and are doing everything we can for them. I have even offered money, coats, clothes or bought something out of the machines and brought it to someone I know was hungry. I usually tell them that I pushed the wrong button and didn't like what came out, so they can have it. Some of us do go out of our way to help. But us to spend a week homeless is not going to help them."

"This college should not be solely focused on poverty issues and passing those students that barely get by. We need to recruit top-notch students during their high schools years, both in and out of town."

"Amarillo College has shifted from actually teaching students and giving them a good education to "saving the community," which apparently means getting students through the program, whether they actually learn the subject or not. while I'm all for encouraging First Gen students, we seem to care ONLY about First Gen students now, ignoring and not recruiting bright students from affluent or even middle income households."