

Faculty Senate November 5, 2021 2:30 pm BYRD Room 404 and Zoom		
Members Present	President Don Abel, Mass Media/Speech Vice President Nathaniel Fryml, Music Parliamentarian Simone Buys, Occupational Therapy Secretary Rene'e Stovall, Business Management Brent Childers, Industrial Technology Donna Cleere, Dental Hygiene Brant Davis, Mortuary Science Fiona Denge, Biology (Moore) Robert Dillon, Biological Sciences Aaron Gann, Health Sciences, LVN JR Gonzales, Biological Sciences Bob Johnson Proxy for Bob Gustin, Machine Technology Connie Haskins, Criminal Justice Jessica Mitchell, Math, Science and Engineering Ray Newburg, Theatre Camille Nies, Music LaVon Barrett, Pre-Health Sciences	
Members Absent	Bob Gustin, Machine Technology - attended via proxy	
Guests	None	
Subject	Discussion/Information	Action/Decisions/ Recommendations/Timelines
Call to Order	Meeting called to order at 2:31 pm	By President, Don Abel
President's Report	None	
Vice President's Report	None	
Secretary's Report	Minutes approved for 10/1/21	Motion by Brant Davis Second by Simone Buys
Parliamentarian's Report	None	
Guest Report(s)	None	
Committees		
Questions	See attached Questions Committee Report	
Elections	None	
Legislative	None	
Professor Emeritus Award	Meeting will be scheduled soon.	
Faculty Committee Appointments	None	
MEAD Award	None	
Technology	None	
Faculty Survey	None	
Hospitality	None	
Instructional Technology	None	

Courtesy	None	
New Business		
HR Live Sessions - encouraging all faculty to attend the sessions provided by HR discussing new payroll cycles		
Reviewed and discussed meeting with Dr. RLH on 10/4		
Review Minnie Piper Award and encouraged nominations		
Dr. RLH requests to attend 12/3 Senate Meeting		
Salary Committee reinstated - Chair Nathaniel Fryml		Motion by Simone Buys Second by Bob Johnson (proxy for Bob Gustin)
Updates & Announcements		
Regents Board Meeting: Brant Davis (Reviewed Agenda Items from Meeting) Board Meetings: Sign up sheet. 1/25, 2/22, 4/26 (5/24, 6/28, 8/23) Scott Acker, Chief of AC Police would like to reschedule and attend next meeting to discuss Safety on East/West Campus		
Meeting Adjournment	Meeting Adjourned at 4:28	Motion by JR Gonzales, Second by Brent Childers

When was it decided (and communicated to faculty) that 40% of the evaluation would be based on Professional Development?

- How does this support faculty with 20+ years of experience
- How does this support faculty in specialized area (music, nursing, etc.), as CTL courses are not universally applicable

STATUS: *Submitted to RLH and Tamara Clunis on 12/2, anticipating some discussion during Russell's visit 12/3*

RESPONSE: [QUESTION TACKLED BY Q's COMMITTEE -- SEE RESPONSE FROM FRANK SOBEY]

What is the official policy/stance on faculty being forced/coerced/bullied into teaching classes that will be prorated?

STATUS: *Submitted to Tamara Clunis and Becky Burton on 12/2, awaiting response*

RESPONSE:

How can a course be prorated if it is part of the "guaranteed" course load?

- How does "overload" relate to balancing classes between 8-week sessions within a single term?
- Is "presumed overload" grounds for pro-rating a course in the first 8 weeks?
 - Example being a faculty member who was prorated for one of four courses taught in Fall 1 despite not yet having met the standard five-course guarantee for the semester.

STATUS: *Submitted to Tamara Clunis and Becky Burton on 12/2, awaiting response*

RESPONSE:

How is it fair to prorate classes that are short, but not compensate when caps are raised? Furthermore – is Advising held to any standard to help get the courses filled?

STATUS: *Submitted to Tamara Clunis and Ernesto Olmos on 12/2, awaiting response*

RESPONSE:

(from Ernesto Olmos) Advising's focus is to make sure students stay on their path to completion (course plan) and that we increase enrollment. We do this by encouraging students to enroll full time if possible and to take the appropriate courses suggested on their plan in each term.

When planned courses are full, we adjust the plan to meet the initiatives previously listed if we cannot get Dean or Department Chair approval to override enrollment in a closed section and/or they're unable to offer more sections of the desired course. With the increase in requests for

online sections, this is typically where we ask for more overrides. If an override is approved, then we communicate this to the Registrar's Office who completes the enrollment process. Advising does not have override authority.

We are continuously looking at scheduled courses to identify low enrolled sections and trying to help increase enrollment in them. We also get communication from some department chairs asking us to help with low enrolled sections. We strongly encourage students to enroll in those sections, but they may not be able to due to conflicts with their personal schedule and/or modality needs.

It's challenging to balance both serving our students' needs and also our College/Faculty requests for class/section enrollment. Our department is always willing and open for suggestions that may help improve our processes.

Program Coordinator roles and responsibilities- please clarify the actual policies regarding overload, as it appears each department is making up their own policies at this time

- Can each department officially and independently create their own model based both on general policies and departmental precedents?
 - Proposed by West Campus/Nursing Department

STATUS: Submitted to Tamara Clunis and Becky Burton on 12/2, awaiting response

RESPONSE:

How do we justify certain posted positions with only High School Education requirements making/starting pay higher than faculty requiring minimum of Master's degree?

- In all of the compensation studies HR has been working through (admin, staff, faculty full-time, adjunct, etc.), has any eye been given to relative consistency of starting salary across groups related to credentials / degree level?

STATUS: Submitted to Cheryl Jones and Cindy Lanham on 12/2, awaiting response

RESPONSE:

“I have requested an instructor copy of the book I have required for my class. The publisher asked why our bookstore hasn’t purchased any books. The response from the bookstore is “books were purchased from a used resale book store”. How are we supporting our publishers if we are purchasing used books? Our publishers help us with numerous instructor resources, but we aren’t buying their books.”

Response from Andrew:

There are a number of factors involved when we purchase textbooks for resale. We want to maintain a good standing relationship with our publishers or other vendors but we also have to consider the impact to students and other third-party sponsors supporting Amarillo College. For larger classes, we often build our stock by buying back textbooks from students, used wholesalers, third-party online market places, and directly from the publishers to offer a competitive price with multiple options students. For smaller classes, this practice becomes more difficult. The cost of bringing both new and used isn’t financially responsible for Amarillo College since we know that the used will sell first. There’s a significant cost to using Amarillo College funds to purchase textbooks, pay for shipping, and then having to pay to return the textbooks back to the vendor. We also want to keep prices competitive and low for students and our third-party sponsors such as THRIVE and Quest. With over 500 different textbooks available at Amarillo College, we have to place the emphasis on supporting our students. We always encourage a discussion between the publishers and the instructor with the Badger Central Bookstore & Café, especially if it means negotiating a better competitive price for our students.