

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 Science Bob Gustin, Machine Technology Jessica Mitchell, Math, Science and Engineering Ray Newburg, Theatre Camille Nies, Music LaVon Barrett, Pre Healthcare	
Members Absent	Connie Haskins, Criminal Justice	
Guests	Dr. Russell Lowery Hart Cassie Montgomery Bob Johnson	
Subject	Discussion/Information	Action/Decisions/ Recommendations/Timelines
Call to Order	Meeting called to order at 2:38 pm	By President, Don Abel
President's Report	None	
Vice President's Report	None	
Secretary's Report	Minutes approved for 11/5/21	Motion by Ray Newburg Second by Bob Gustin
Parliamentarian's Report	None	
Guest Report(s)	Pro-Rate/Overload Policy is being revisited, trying to locate the current written policy for updates and changes. Discussed 40% Faculty Development & Coache Committee. Discussed concerns that there was no faculty evaluation meeting compared to COACHE had several meetings. Discussed COLLEAGUE access and that everyone that has access, also has access to private information including addresses, socials, birthdays. Presented information from last legislative session including state cuts of \$2 million as well as need for TACC Lobbying Campaign for Community Colleges Faculty Grievance discussed by guest. Information was presented with a timeline of events, faculty concerns, as well as robust conversation regarding the prison program, and faculty accomodations.	Dr. Russell Lowery Hart Senate will follow the grievance policy, currently pending grievance panel discussion and report to Dr. Russell Lowert Hart
Committees		
Questions	Reviewed response from Book Store (textbook publisher relations and VPAA (faculty evaluations)	
Elections	None	
Legislative	None	
Professor Emeritus Award	Photo has been taken, working on documents, discussed gift options	
Faculty Committee Appointments	None	
MEAD Award	None	
Technology	None	
Faculty Survey	None	
Hospitality	None	
Instructional Technology	None	
Salary	Committee has been formed, Chair Nathanyl Fryml and questions have been dispersed	See attached responses
Courtesy	None	
New Business		
Faculty Evaluations	Discussed with Dr. Russell Lowery Hart	
Faculty Grievance	Information presented by Guest	
Need to rebook Scott Acker	Invited to February Meeting	
Updates & Announcements		
Regents Board Meeting: Robert Dillor - discussed vote regarding VFX, raise proposed, lawsuit settled. SAACS Compliance Report will be in March & there is a new VP for SAACS		
RLH Conversation Report: Don, Nathan, Rene'e, Simone The information discussed at the executive meeting was presented by Dr. RLH to the Senate		
Regents Sign Up For Next Year (2022)Discussed creating a Google Doc/Form		
Meeting Adjournment	Meeting Adjourned at 4:59 pm	Motion by LaVon Barrett Second by JR Gonzales

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

Bullying is never acceptable at Amarillo College. If faculty members believe they are being bullied, they may initiate a grievance according to the Faculty Grievance policy outlined in Section DGBA Personnel-Management Relations in the *Board Policy Manual*. It is entirely appropriate, however, for a program manager (often at the behest of Advising) to ask faculty whether they would be willing to pick an additional class to accommodate students.

The adopted procedure communicated to the academic deans regarding prorated overloads is to inform the full-time faculty member that their low-enrolled section will be prorated. Teaching a prorated overload is at the discretion of the full-time faculty member, as there is no policy that mandates taking on an overload, prorated or not. Academic leaders should never bully faculty to take on an overload, prorated or not.

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

Please refer to the academic affairs manual.

How does “overload” relate to balancing classes between 8-week sessions within a single term?

We are unsure about what this question is asking.

Is “presumed overload” grounds for pro-rating a course in the first 8 weeks?

Yes.

Example being a faculty member who was prorated for one of four courses taught in Fall 1 despite not yet having met the standard 5-course guarantee for the semester.

We are unsure about what is meant by a “standard 5-course guarantee for the semester.”

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

Please refer to the academic affairs manual

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

As previously noted in the answer submitted to Senate on 11/18/21, the faculty evaluation instrument was a collaborative project that involved the COACHE Task Force, Faculty Evaluation Committee, Deans Council, and HR. This evaluation instrument was then presented to Senate for discussion, critique, and/or their blessing on 5/7/21. The Senate voiced appreciation for the simplicity of the evaluation instrument as compared to the previous version used in

Cornerstone. No objections were raised concerning the percentage weights for Teaching Effectiveness (40%), Professional Development (40%), and Service (20%). The evaluation instrument, along with other related documents, was submitted to the Senate for distribution with the meeting minutes:

https://www.actx.edu/archives/files/filecabinet/folder87/Faculty_Senate_5.7.21.pdf. The minutes and documents were distributed to all full-time faculty shortly thereafter.

How does this support faculty with 20+ years of experience?

The importance of faculty professional development has been established since the No Excuses 2020 Strategic Plan and most recently in the 2025 plan under the institutional goal of learning. AC has invested hundreds of thousands of dollars in institutional and grant funds in providing professional development for faculty over the last five years. AC has incentivized optional and even some required professional development for faculty. During the pandemic, the Center for Teaching and Learning continued to offer professional development workshops (both modular and cohort-based) and ACES (which is required) for faculty to enroll in and build their professional development transcripts.

The emphasis on professional development applies to all faculty, regardless of experience. Indeed, the CTL “Hire to Retire” plan seeks to enlist the experience and teaching acumen of the more senior faculty to participate in and lead professional development opportunities for less senior faculty. Additionally, CTL provides travel and mentoring opportunities, leadership training as AC seeks to grow its own, and training on new technology. Curricula and teaching strategies evolve, and so does the higher education landscape. Just as we seek to teach our students how to become lifelong learners, so too do we expect that our faculty will constantly seek to improve, not just in their content area(s) but also in their pedagogical prowess.

How does this support faculty in specialized area (music, nursing, etc.), as CTL courses are not universally applicable?

AC provides support and opportunities for conferences, travel, peer mentoring, and upskilling that can be applicable and more discipline specific. Moreover, CTL does provide training that is universally applicable around technology utilization, online pedagogy, engaging at-risk students, and so on, which have the potential to be implemented in any discipline. CTL is also open to ideas from faculty for more specialized training.