

Faculty Senate May 6 2:30 pm Oak Room

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 Lynette Hayhurst proxy for Donna Cleere, Dental Hygiene Brant Davis, Mortuary Science Fiona Denge, Biology Robert Dillon, Biological Sciences Aaron Gann, Health Sciences, Nursing (ZOOM) JR Gonzales, Biological Sciences Bob Gustin, Machine Technology (ZOOM) Jessica Mitchell, Math, Science and Engineering Ray Newburg, Theatre Camille Nies, Music LaVon Barrett, LVN	
Members Absent	Connie Haskins, Criminal Justice	
Guests	Jay Sawyer; Liberal Arts Teresa Gaus-Bowling; STEM	
Subject	Discussion/Information	Action/Decisions/ Recommendations/Timelines
Call to Order	Meeting called to order at 2:36 pm	By President, Don Abel
President's Report	Introduced new senators	
Vice President's Report	Presented a gift to President Don Abel in appreciation for his service. Reminded Senators about updating handbooks/procedures for the next group.	
Secretary's Report	Minutes approved for 4/1/21 Asked if Senate would allow May minutes to be distributed the following week, so faculty would have access to information before the next term.	Motion by Brant Davis Second by Jessica Mitchell
Parliamentarian's Report	Discussed in more detail the legislative committee and changes needed	
Guest Report(s)	None	

Committees		
Questions	There is one pending question related to the cost of AVISO- we have not received an answer yet, but will update.	
Elections	Discussed the process for elections, who can vote, who can be nominated, etc. Has updated the Elections Handbook and it is secured in the Google Drive	Will need to review elections procedures and revise.
Legislative	None	
Professor Emeritus Award	Communications and Marketing are finalizing the video. Link will be distributed as a Class Act on the AC homepage	
Faculty Committee Appointments	Has been in process for 5 weeks. The Google Form was a big success. Received 70 responses from FT Faculty. Only need 2 health sciences reps for R/ Tenure and 2 Adjunct for Faculty Professional Dev.	
MEAD Award	Working with Toni Van Dyke - has prepared the email to be sent to nominees	
Technology	None	
Faculty Survey	Discussed timing and frequency of survey requests this year	
Hospitality	None	
Instructional Technology	None	
Salary	Reviewed information presented by Cheryl Jones in Executive Counsel (and later presented to all staff via Zoom)	
Courtesy	Met with Adam Gray to create a partnership to support faculty during difficult times.	
New Business		

Elections: Simone Buys nominated Rene`e Stovall for Vice President, Second by Jessica Mitchell - uncontested election, voted and passed. Nathan Fryml nominated Aaron Gann for Secretary, Second by Jessica Mitchell - uncontested election, voted and passed. Simone Buys nominated Robert Dillon for Parliamentarian, Second by Rene`e Stovall - uncontested election, voted and passed.

Updates & Announcements

Regents Board Meeting: LaVon Barrett discussed Todd McLeiss presentation about innovation outpost including robots! Changes to AC Benefit Plan have been paused - July Services can bid for contract but it is also available to other vendors. Discussed presentation by Denese Skinner about student healthcare options.

Executive Counsel with RLH: Meeting was presentation by Cheryl Jones, discussed concerns with Rank/Tenure, and Student Loan Forgiveness as a value-added to employment.

Meeting with VPAA: Manual review concluded (see attached report) **CTL-**
Will extend an invitation to CTL to attend the September meeting to review cohorts for 2022/2023 and Rank/Tenure

Meeting Adjournment

Meeting Adjourned at 3:57 pm

Motion by Brent Childers,
Second by Jessica Mitchell

Responses to Senate Feedback

A. Use the + Comment button by highlighting text or click the chat box icon with a + sign. **Not sure if this comment is directed to the VPAA Office.**

B. “accessible to staff” –does this include adjunct staff? Where can this manual be found? **This manual will be accessible to the entire College. Once we have gone through this process of revision and have the necessary approvals, the most up-to-date version of the manual will be made available online, as well as distributed at the start of an academic year. Previous iterations will be archived in Drive. When processes change and the manual needs to be updated, faculty will be notified in a timely manner.**

C. Per the Board Policy Manual (BH Administrative Rules and Regulations), “All administrative regulations, including manuals and handbooks, shall be kept up to date and shall be made accessible to ^[b] staff and the public as required by the Open Records Act. However, only the Board of Regents Policy Manual contains the official policies of Amarillo College^[c]. No information in any other publication, handbook, manual, or other source of any kind, shall supersede any policies contained in the Board Policy Manual, unless the Board of Regents takes official action.” Does this mean that the VPAA manual can be ignored if it does not benefit a specific situation/person? **The AAM does not contain policies outside the scope of the BOR Manual. The AAM seeks to provide clarity around the processes and protocols for implementing or adhering to specific policies in the BOR Manual that primarily pertain to faculty. For example, the BOR Manual has a conflict of interest policy that is general in nature. The AAM applies this policy to a specific scenario (related to faculty-authored textbooks and their use in the classroom) to establish an approval and appeal process. Certainly, AC manuals that prescribe processes and protocols must be consistent with the BOR Manual policies. It may be that certain AAM processes and protocols, as currently described, may come to be viewed as in conflict with BOR policy, in which case revision would be necessary. Until such time, all of the processes and protocols described in the AAM should be followed by academic leaders and faculty, where applicable.**

D. **As the center for postsecondary success for our community, Amarillo College depends greatly on truthful, open, and honest discussions. The academic freedom to learn and teach is foundational to AC’s mission and the faculty’s role in achieving the college’s institutional goals of learning and equity in the No Excuses 2020 Strategic Plan. All AC members--faculty, staff, and students--bear the responsibility to protect and honor a culture of academic freedom.** ^[d] There are concerns for retaliation, and programs being targeted. **We are not sure how the comment about retaliation and programs being targeted relates to academic freedom in the context of the specific passage.**

E. How do research and publications calculate workload/job duties? Can a faculty member reduce their workload (teaching) to allow for research? **We are not aware of any specific percentage breakdown of duties for faculty. Some institutions prescribe a 30/60/10 breakdown**

for teaching, research/publications, and service. Also, research/publications are not explicitly mentioned in DJ Workload under faculty duties. However, we have faculty who do research and publish. We support these activities. Faculty involved in these activities may always reach out to academic leadership (starting with their direct supervisor) to initiate a conversation about a reduced workload (or some release time) to pursue such activities, if they align with the AA division's implementation of the AC strategic plan. Do we need to add such a process to the AAM?

F. Why are we considered/labeled instructors? Most academic systems consider instructors "an entry-level position for the University. Candidates usually do not have the terminal degrees appropriate for their disciplines. Candidates do not need a minimum number of years in a lower rank. Candidates should show promise of moving toward excellence in the criteria appropriate to their work assignments." Compared to "assistant professorship is the primary entry-level position for the University. Candidates must have the terminal degrees appropriate for their disciplines." The term "faculty" was used throughout the document. "Instructors" was used in this one instance not as a slight but as part of a phrase, "instructors of record," which we currently use to distinguish between other types of instructional support. "Instructor" is also the first rank level, which is fairly typical of a community college.

G. Faculty who believe their right to academic freedom has been infringed upon are able to file a grievance according to the procedure articulated in the Board Policy Manual, section DGBA Personnel—Management Relations. ^[g] How do the grants fit into this? Instructors are asked to adopt different practices/policies to fit a grant requirement (usually one they are not involved with). We are not entirely clear what this question is asking. Grants have certain requirements to which participants must adhere. Often, this relates to reporting and the goals and objectives of the grant. Faculty who are involved in grants must comply with grant requirements. We are not aware of any grant requirements that are in conflict with BOR Manual policy. In the past, we have used Title V grants to fund course redesign efforts in General Education areas, developmental education, and CTE. Is this what the question is in regards to? If so, how is that connected to academic freedom? Redesigns are faculty driven with CTL and grant support. When the goal of a faculty-driven redesign results in a master course, the expectation is that the master course will be used by all faculty teaching the course in question until the next redesign, whether grant or institutionally funded.

H. Tenure policy is vague, and the current procedure is beyond cumbersome. Concerns regarding tenure should be brought to the Rank & Tenure committee, which is a faculty committee. In the past, processes and procedures for R&T have been revised as issues have arisen. While the VPAA Office has worked with and supported R&T through some of these revisions, the R&T committee is responsible for that, though proposed changes historically have gone through an approval process. Do we need a section on this?

I. **Department Chairs:** For the internal appointment of a chair from among currently^[i] employed faculty, the appropriate academic dean works with his or her associate

vice president of academic affairs (AVPAA) to identify and recommend a qualified chair candidate based on the following criteria:

- Rank and Tenure
- Credentials
- Faculty Performance Reviews

The dean and AVPAA make the recommendation to the vice president of academic affairs (VPAA), who makes the final decision.

For an external appointment, the usual hiring policies and processes for new faculty are followed.

Department chairs: does this mean internal candidates do not apply to be considered, and that they can be simply selected and appointed? Also, what are the “usual hiring policies and practices for new faculty”? Please reference the appropriate board policy. Before 2017, we did not have not had an explicitly laid out process for selecting and appointing a department chair/coordinator/director. The process that we have used since SP17 for internal appointments, however, has started with upper-level academic leadership in identifying candidates and making a recommendation to the VPAA. If the appointment is external, the hiring practice we currently use is followed: hiring committee, interview selection, recommendation, AVP/VPAA interviews, and then HR.

J. Articulation agreements: Where are these agreements, and how do students apply for them? These are specifically agreements between higher education institutions—typically 2- and 4-year institutions—to create a transfer pipeline that ensures 100% transferability of degree-applicable credits. We have such agreements with WT, TTU, SFA, BU, TWU, and now LCU, etc.

K. Assessment: The placement scores for students continue to drop since 2016, yet faculty are tasked to bridge the gap between where students are and where they are expected to be upon entering the classroom (in addition to teaching the actual curriculum)

How is VPAA addressing and filling this gap?

2016 Fall: Math College Ready = 38.2% English = 53.2%

2020 Fall: Math College Ready = 27.8% (-10.4%), English = 40.7% (-12.5%)

It's unclear how this comment relates to assessment. Also, we are not sure where these data are coming from. The THECB almanac tells a different story. The 2016 almanac for AY15 notes that 28.1% of AC deved students were TSI met in math. The 2020 almanac for AY20 notes that 60.6% of AC deved students were TSI met in math. Similar increases for reading and writing are also evident. IR will soon host a data summit on the coreq results for English and math. The bottom line is that more students are getting through and earning transfer level math and English credit than ever before, without going through an elongated deved sequence. Is this question citing a lower average placement score below the cut score for college readiness?

L. Faculty participation in learning outcomes assessment^{III} is essential to the improvement of teaching and learning in each department. Full-time faculty participation is cited by local, state, and regional policy. Do we have a faculty-led innovation/idea channel for communicating to the

VPAA office? There are several ideas from faculty that get lost in the organization flow chart. We do not believe there is anything explicitly typed up anywhere specifying a channel. However, the VPAA Office is open to communications from faculty. Faculty reach out to the VPAA Office frequently with ideas for research, for example.

M. <https://www.actx.edu/ie/institutional-effectiveness> Okay

N. The institution identifies expected outcomes,^[a] assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on the analysis of results in the areas below: How can faculty reach these expected outcomes when students are placed into courses they are not TSI compliant or deemed college ready? How can faculty ensure student success when a student has less than average skill set upon admissions, and faculty only have 8 weeks with the student. We are committed to providing our faculty and students with academic resources and supports. Our coreqs are successful, though we are striving to improve them and our outcomes in both the math and English coreq.

O. Faculty and academic leaders are encouraged to use the data dashboards each semester to review their program and participate in the Institutional Effectiveness evaluation and planning cycle.^[a] These resources are locked and not available using faculty login credentials. Passwords for DAIR do not sync with AC Connect. DAIR has varying levels of access. All faculty have access to their individual course success data. All AC Family has access to several dashboards, including general course success across student metrics down to the course level. The program review dashboard is available to all AC employees.

P. CCSSE/SENSE: classes have resumed in-person again, so what is the estimated timeframe for these surveys to begin again? Tina Babb will be sending out this information.

Q. Faculty Senate Webpage? Only Senate committees. No just Faculty committee assignments. There is no Faculty/Staff Information on Connect home page. Okay.

R. <https://www.actx.edu/ie/curriculum-committee> Okay.

S. Substantive change: Do the Film Program and VFX fit in here? New programs have to be SACSCOC approved. Not sure what the connection is to the comment being attached to off-campus instructional sites.

T. At what point are affected faculty members going to be made aware of substantive changes submitted to SACSCOC? In the event of program closures or additional off-campus instructional sites, the process typically does not stem from faculty members requesting the change. Faculty are part of the process when it comes to substantive changes to a program. Regarding program closures, yes, not many faculty initiate the closing of their own program. Sometimes, program closures are a result of losing accreditation. Sometimes, it's a result of low-enrollment or the lack of a viable labor market. Off-campus instructional sites are most typically clinical sites and dual credit sites.

U. Accessibility issues. **Okay.**

V. Accessibility issues. **Okay.**

W. Accessibility issues. **Okay.**

X. AC justifies and documents the qualifications of all part- and full- time faculty in every program of study, regardless of the location or mode of delivery of the course offering.” Who is AC in this scenario? VPAA, HR, someone else? **HR relies on the Faculty Qualifications and Credentialing Manual for initial screening. The department hiring committee is the next level of screening, as they are the experts. If there are questions about credentials, those are routed to the Dean, AVP, and Dir. of IE., who make a recommendation to the VPAA.**

Y. **For specific credentialing procedures, refer to the Amarillo College Faculty Credentials and Qualifications Manual^[vi]** this is not a board-approved policy, so is it set in stone or will it be ignored when convenient? **The credentialing manual is not a policy. It establishes guidelines and procedures for verifying credentials. We must establish acceptable faculty credentials per our regional accrediting body, SACSCOC. The institution, including our policies and procedures, must be in compliance with SACSCOC to retain accreditation.**

Z. **In the Amarillo College Board Policy Manual (Section BGC Administrative Organization Plan: Faculty Senates and Councils), faculty are guaranteed opportunities to participate in the operational decisions of the college. One such opportunity is through Faculty Senate^[xi], the by-laws and operational procedures of which are published in the Faculty Handbook. The Faculty Senate represents all appointed faculty^[xii].** One area we are charged with is to act as Professional Standards and Relations Committee - how does this process look? When faculty are fearful of retaliation what is the reporting procedure? **There is a grievance procedure for faculty. HR is an advocate for AC employees.**

AA. The Senate as a whole was not included in a recent grievance : As the Professional Standards and Relations Committee, the Faculty Senate shall review faculty grievances and make recommendations **DGBA provides a grievance flow that includes this committee if a resolution has not been reached at the VPAA level. At that point, with no resolution, the faculty member proceeds to step nine, provided steps seven and eight have been followed.**

AB. Curriculum Committee: Supposed to have 9. We have 8 on it presently. **We had 9 faculty and 4 chairs (also faculty) this year.**

AC. Do we have an anti-nepotism policy to ensure fairness and equality during evaluations? **Yes. Section DBE in the BOR Manual.**

AD. **The performance of each full-time faculty will be evaluated annually based upon teaching effectiveness, professional development, and service beyond the classroom using the Faculty Performance Review (FPR) form^[xiii] developed by the Faculty Evaluation Committee in collaboration with Faculty Senate, the VPAA Office, and Human Resources. No full-time**

faculty—regardless of employment, rank, and/or tenured status—is excluded from the annual FPR process. Needs to be defined with examples. It's defined in the evaluation instrument. We can discuss it further in the AAM. We will have an all-faculty conversation about these evaluative categories.

AE. When will part-time faculty and adjuncts be included in all faculty communications? They have frequently been left off emails with pertinent information. We will be sure to include part-time faculty in our communications.

AF. Do professional development incentives apply to adjunct/part time faculty? Why or why not? The VPAA Office is planning for that.

AG. Amarillo College has invested significant resources in faculty professional development and CTL to facilitate ongoing curricular development, based on the institutional goals of completion, learning, and equity. Professional development opportunities are incentivized for faculty. [lagl](#) To who's satisfaction? Not sure what this question is getting at.

AH. Why is Adult Education and Literacy part of the curriculum committee when they are not responsible for programs that award academic credit? AEL is responsible for training students and encouraging them to transition into academic programs. Part of our goal around AEL is to integrate it into the college so that, for example, students who earn their GED with us have an opportunity to transition into an academic program. CC provides a platform for staying on top of changes in academic programs that could have bearing on AEL services. For example, AEL currently is able to support the I-BEST model, which is integrated in some of our CTE courses. AEL is also able to support through its grant our tutoring centers.

AI. Finally, faculty collaborate with CTL and the Office of Institutional Effectiveness [lahl](#) to identify courses in need of curricular redesign based on student performance data, across a variety of metrics, provided in the Decision Analytics and Institutional Research (DAIR) data dashboard. The course redesign process is a year long, and faculty are paid for their work on the redesign committee. [lail](#) Release time? Faculty are paid through a stipend for redesign.

AJ. Why do we have to adhere to a final exam schedule for 8 weeks courses? Often times these are final project presentations done in class. Excellent question. Warrants further discussion. But currently, we must abide by the policy in the BOR Manual. Because AC is a SACSCOC accredited institution, we must abide by the policies we have and be able to demonstrate that we adhere to our policies.

AK. When we don't require a final exam, instead it is a presentation - we are expected to get permission? How often? Every semester? The BOR Manual policy on final exams does not prescribe the type of final exam, but it does prescribe the use of a final exam that adheres to the Registrar's schedule. The BOR Manual policy also stipulates a process for approval if there's a need for a departure from the schedule.

AL. does this mean faculty must physically observe students during exams? What exactly is intended here? "Faculty must adhere to this schedule." Does this mean the health sciences programs are not allowed to give final exams a week early so that they have an additional week of Christmas/Summer breaks? The BOR Manual policy stipulates adherence to the Registrar's schedule for final exams. It also addresses what should happen when there is cause to vary from that schedule.

AM. Please define SCH, and load. Currently some programs load courses as 5 hours but credit hour is only 3. Semester credit hour, which is defined by the ACGM. Load is understood as compensation load. A 3 SCH class may have lecture and lab hours. Because we pay a 1=.8 for lab and a 1=1 for lecture, the compensation load can be different from the SCH load. So a 4 SCH class might be a 2 lec/3lab load, which would be loaded as 4.4 compensation load hours.

AN. SCH load: does this stand for semester credit hour? Number 10 on duties: what does "assist with registration" entail? Yes. For DJ Workload #10, "assist with registration" means precisely that. What that looks like, however, is not clearly laid out in the policy. We also don't have many faculty who are assisting with the registration process. The whole DJ section is being revisited. Members of Faculty Senate, including the Senate pres, has been enlisted in this task. Don can speak more about it.

AO. Teaching: Full-time faculty^[am] must carry a 15 SCH load (or SCH load equivalent) ^[an]each semester. Some faculty may be assigned special assignments ^[ao]that count as an SCH load equivalent. The assignment of SCH load is determined by the immediate academic supervisor, based on enrollment and program needs, and subject to the approval the appropriate dean, AVPAA, and the VPAA.

Is this considered temporary assignment? How often are these special assignments reviewed, and then compensated as a permanent assignment with stipend? Some special assignments are temporary. A special could be a dual credit coordinator role, release time for some activity/role, and so on. The assignments are reviewed at the start of each year through the FWA process.

AP. Committees: Per DJ-Workload, "Each faculty member will normally be assigned membership on at least one institutional committee but may not be required to serve on more than three committees."^[ao] Who oversees this, where is the documentation, who enforces participation? Committee memberships are published each year. Senate provides membership nominations for numerous committees. Academic leadership strives to be thoughtful about not overloading faculty with committee assignments and ensuring that junior faculty have opportunities to serve and build their portfolios. The committee should enforce participation.

AQ. Teach off-campus: How does the Prison Program tie into this? The BOR manual states The Board approves off-campus instructional locations when the instruction meets the needs of the community or students desiring the courses and when the College District taxpayers are not responsible for the costs incurred to provide such instruction.

All courses will be submitted to the appropriate state agency for final approval. Aren't taxpayers paying for this program or is the college, as the inmates would not be able to? We follow SACSCOC guidelines for off-campus instructional sites. The inmates pay, TDJC pays, and we have a potential grant opportunity, as well.

AR. What are probationary/emergency hires considered? Their service is not recognized by rank/tenure until they are full-time, are they exempt from attending commencement?

BOR: Each full-time faculty member (except those on temporary appointment) is required to participate in commencement and to be prompt in arriving for the ceremony. If a faculty member cannot be present for commencement, he or she must explain to the Vice President of Academic Affairs or his or her designee the necessity for his or her absence and request permission to be excused, as set forth in the Faculty Handbook.

Emergency hires are considered to be temporary appointments. Faculty on a temporary appointment are not required to attend commencement (BOR-EJB). Their service in that role may be considered for R/T at the VPAA's discretion.

AS. Commencement attendance: Is this actually true? How are those records maintained? What are the consequences for missing? Yes. They are kept in the VPAA Office. That is explained in the manual.

AT. Why are faculty paid at a percentage of a credit hour when the student is paying for the full credit hour? Fair question. Faculty used to receive a .5 load for every 1 hour of lab. We have made some progress in providing better compensation for labs, as Dr. Clunis advocated for the increase early on in her tenure. Dr. Clunis has expressed her desire to move toward a 1=1 for labs. Increasing retention would go a long way toward achieving this goal.

AU. When are faculty notified of load changes made? If a faculty member's compensation load needs to change for any reason, they should be notified immediately. In the case of a proration situation, that is at the faculty member's discretion whether to accept the appointment.

AV. Should include an emergency clause for those classes that "might" make and create an overload Will consider.

AW. Overload approval process: How is this recorded? Each community has a folder in Drive that the academic leaders and the VPAA Office maintain and update accordingly to note the various levels of approval when needed.

AX. What is the minimum threshold per class? Is the MT listed somewhere so that faculty are aware of the MT used in a proration? "In most cases, additional compensation load will not be assigned for the increased capacity, as most courses with an increased capacity end at or below the original capacity by the end of the term/semester." Where is the data that supports this claim? Historically, the minimum threshold has been 12. That's what it currently is with some exceptions. Program managers regularly communicate the threshold to their faculty as sections are in danger of not making. Also, we do have the data to support this claim. We can provide it.

AY. I understand the need for adjunct faculty. But if they get paid for the course, regardless of the number of students. Then shouldn't we? Grading time is the only difference. **The proration policy is being evaluated.**

AZ. Overload: This implies the faculty member must agree, but the board policy indicates it is solely up to the chair's discretion. Which is it? Also - how does leadership fall into the chain of command? Previously student caps have been raised without faculty knowledge, PC, DH, or Dean knowledge/approval <https://www.actx.edu/president/dj-work-load> **They must give their consent. The policy refers to the assignment of the overload, not a mandate from the chair to an instructor to take an overload.**

BA. Compensation for increased capacity: Take note. What constitutes "significant"? **We prefer to keep that somewhat open as it can vary across courses and disciplines.**

BB. Letting a class run because a student needs it to graduate: Can this be clarified with advising - is this equal "completion" of a certificate OR is it exclusive to graduation of an AAS, AS degree **That's for any graduation situation. It has been clarified.**

BC. Take note. **Okay.**

BD. Cancellation of section: This implies that the dean must be involved, but the board policy does not indicate the dean's involvement. Which is it? <https://www.actx.edu/president/dj-work-load> **Not following...**

BE. Assignment of overloads: How is this being monitored? We are hearing across the board that this is not equitable. **Please provide us with more information.**

BF. Previously there was not a limit on summer hours. This varies greatly between departments/catalogs **Faculty also have not always had 100% parity. There has always been a cap for summer load with an approval process.**

BG. Advertising a position: Why is it 14 days when the institutional policy is 5? **We'll get back to you on that.**

BH. How are emergency hires handled in terms of rank/tenure? We have emergency hires listed for months/years before a position is officially posted, thus changing their rank/tenure terms of service. **That is addressed in the rank policy.**

BI. Tutoring for Success policy: Faculty initiates this. **Yes. But the programs established the program specific policy in 2019.**

BJ. Tutoring requirement: Up to us. **Yes, to implement what the dept. has established.**

BK. Who is on the Master Schedule Task Force? **AVPAA, AVPAL, Sr. Dir. of Advising coordinating with all program managers.**

BL. Off-campus instructional sites: Where do prisons fit in? Demand might be high, but doesn't the taxpayer pay AC, which pays the instructor. **AC pays the instructor as part of their load. Inmates pay tuition.**

BM. Off-campus instructional sites: Where can faculty see these contracts and terms?

BOR -INSTRUCTIONAL CONTRACTS WITH OUTSIDE AGENCIES

To be legally binding upon the College, an agreement for contract instruction must be made in writing and specifically state the terms of all elements.

Business Office, VPAA Office. All dual credit MOUs are on the dual credit website.

BN. Can any faculty member be assigned to an off-campus instructional site at any time, without their consent? Is compensation provided for mileage and/or a stipend? **Per the current job description, faculty must be willing to teach day or evening courses as required, and teach off-campus, dual credit, online, and tech supported courses as required. Compensation for mileage depends on the situation. Instructors traveling to HERD and MCC receive mileage compensation.**

BO. Office Hours: An institutional wide policy that is adhered to or a minimum best practices.

The BOR policy is vague.

BP. Does this mean one department may require 20 office hours while another requires 1 per week? **Is that what is happening? We will need to evaluate this.**