

Faculty Senate Minutes for 4/13/21

21st Century Teaching – Open Forum

Attendance:

Senators Present: Wendy Bird, Chelsea Campbell, Derek Lan, Erika Iverson, Candace Garrod, Heather Duncan, Sally Stablein, Janet Tarase, Carol Martin, Benjamin Rogers, Ellie Camann, Leah Rogin-Roper

Senators Absent: None

Instructional Leadership Guests: Geri Anderson, Ayelet Zur-Nayberg, Dorothy Welty, Jennifer Kroetch, Mike Coste, Zahi Atallah

Faculty Guests: Amy Buckingham, Brenda Forland, Christopher Zaleski, Dan Sohl, Delia Ochoa, Elyse Marsh, Eric Vahling, Janiece Knepe, Jennings Prevatte, Jodi Holzman, Joe McInerney, John Padgett, Julie Schneider, Kelly Worden, Kevin Kelley, Kristin Aslan, Linda Pace, Lynne Albert, Lynnette Hoerner, Meredith Hibit, Nora Hebert, Paul Weinrauch, Rebecca Smith, Robert Vroman, Sandra McRae Sajbel, Soomin Chun-Hess, Tina Armijo, Toni Nicholas

- 1) Approval of March 23, 2021 minutes
 - a. Motioned, seconded and approved

- 2) Vote to approve Rank & Title advancement
 - a. For James Winter and Jennings Prevatte – motioned, seconded and approved

- 3) 21st Century Teaching discussion
 - a. Wendy- initial remarks
 - i. Teaching workload – hasn't changed in 50 years
 - ii. Time commitment and change in nature of our jobs – compared to what it used to be.
 1. We spend a lot of time talking about service, but need to talk about what teaching entails.

- iii. Goal – create collaborative dialogue that will lead to a solution.
- b. Technological change – beneficial to us, but there is also much more involved with teaching now.
- c. Percentage of job that goes to service – seems more and more is added to this category.
 - i. BP-380, faculty and instructor workload
 - 1. One change – take away percentages (service and teaching)
- d. Initial Issues Raised:
 - i. Inclusive teaching, connection with students – importance of retention, 1-on-1 relationship with students.
 - ii. In terms of retention and creating those 1-on-1 relationships: what is the cost?
 - 1. Depletion of faculty energy
 - 2. Where do we lose out on our interactions and retention when we're spreading ourselves out like this?
 - iii. In terms of work hours – with electronics – while beneficial, it creates a never-ending work-week and the feeling of being “on call” all the time.
- e. Ayelet- Issue of faculty pay and overloads – question of what percentage of faculty work overloads – feeling that many faculty members feel forced to do them.
 - i. Would work feel more manageable if we had higher base-pay and people didn't have to work overloads?
 - ii. Geri – this is a period of transition and so it is a good time to talk about what does need to change:
 - 1. If we don't have control of salaries, what can we change to make sure that the workload is appropriate?
 - a. We have very little power over salaries – state level
 - 2. Wants to shift to question of how to make workloads more manageable considering pay isn't controllable.
- f. Wendy – we need time in our workload for professional development, college initiatives, service.

- i. Would like to look at a 12-credit teaching load with 3 credits for these other things.
 - ii. On differing needs of our students – changing face of our students, recognizing the need for individual support for students – need time for professional development so that faculty can meet the changing needs of our students.
 - iii. For 3 credits – address these other things that are very important for our jobs.
- g. Dorothy – still a lot to address with admin tasks for faculty.
 - i. Example: for CTE – non-teaching tasks like dealing with P-Cards.
 - ii. List of admin duties for faculty – is large and gets larger each year.
- h. Geri: on salaries – Nancy McCallin (system president prior to Joe Garcia) – each college had been able to set their own salaries (at the president’s level). Two colleges got into bidding war over pay raises – McCallin wanted to move away from this and make it so the state board sets faculty salaries.
 - i. Because RRCC was not in the debate over salaries, when the salary froze, we were on low end.
 - 1. That this is a compression issue
 - ii. Dr. Haney and Bryan Bryant have met with Dr. Garcia over this issue.
- i. Wendy – even with higher salaries, workload is still an issue.
- j. One goal – to align with national average on workloads: that this issue of workload is a national issue.
- k. Program assistance – ex: for departments of 1 – have admin duties, teaching duties, service duties, etc. Keep adding to workload, even with 3 credit release, still workload issue.
 - i. Perhaps have someone come in and help with some of these tasks – and someone more permanent than a student work-study.
 - ii. Perspective from faculty with admin duties – they can’t just keep on taking release credits, people want to teach, they don’t want to get to the point of only doing admin work.

- I. Jenning on research:
 - i. That if we invest in faculty (time and effort) we support retention of students: “instructional improvement can improve student outcomes.”
- m. From the Writing Across the Curriculum perspective – there is incredible faculty interest for the teaching of writing, but time is the biggest barrier – in terms of having to look over/grade more writing assignments.
 - i. For high impact teaching strategies – have to consider time aspect.
 - ii. And if we want our students to be competitive in the workplace, we need the time to be able to help them develop their skills.
 - iii. That from faculty surveys – most want to participate in high impact practices, service learning, etc.
- n. What are the steps forward? What strategies can help us?
 - i. Wendy – look at smaller teaching load.
 - 1. What should it look like? 4/4 load? Piece for prof. development, service, etc.?
 - 2. Ways to reimagine how we do our jobs?
- o. Ayelet – on how to move forward
 - i. Community colleges – 70% of budget comes from tuition.
 - ii. If we reduce load by 3 credits per faculty, reduce budget by \$270,000/semester in cost.
 - 1. We need to decide what we want and then calculate cost and then talk with Bryan Bryant and see what we will be sacrificing to get that.
 - iii. Wendy – we do need to be realistic but at same time, when college makes something a priority, we seem to be able to get it done.
 - 1. That we are tired but passionate
- p. Wendy will follow up with Geri and the deans on how to move forward.